



PARTNERSHIP REPORT SUMMER TERM 2021

Headlines

- The number of referrals from schools is increasing significantly. (page 2)
- Inclusion Forums are being well used. (page 2)
- Some schools are not using referral processes despite evidence from other data that they may be facing semh challenges. (page2-3)
- Programme Management numbers are stable. (page 2)
- SENA income is now effectively tracked.
- Alternative Providers continue to provide a substantial part of the education programme for most PM students. (page 2)
- There is no current evidence that any individual SEIP is disproportionately affected by the placement of looked after children nor of Fair Access cases. (page 2)
- Fixed term Exclusion data does provide some indication of additional pressures in NWLLIP and HBEP. (page 3)
- Progress data is not yet robust enough to properly inform teaching and learning and planning of provision for individual students nor to provide a means of evaluating the impact of the SEIPS. (page 3)
- Conversations with students give a very positive indication of the impact of the SEIPS on their progress and achievement. (page 3 and 7)
- The SEIPS self-evaluation points to strong practice in securing good destinations for Year 11 leavers, effective referral processes and robust safeguarding. (page 3 and 11)
- The SEIPS self-evaluation indicates more needs doing to improve the curriculum offer and to track its impact. (page 4)
- All SEIPS continue to hold large balances. Progress has been made ins setting up more robust finance systems for the new school year. (page 4 and 10)
- The average cost to LCC per programme managed student, using the LA recommended formula is £17318.
- NWLLIP by all calculation methods has low or lowest cost per pupil. (page 4)

Referrals

There is a significant increase in the number of open cases since March in all but NWLLIP. The number of open cases is the highest the SEIPS have recorded. See Table 1

Inclusion Forums are being well used and most schools are referring. There have been 139 case discussions across the county this school year. A further 135 students have been referred this year to the SEIPS Panels/Core Groups. See Table 2

65 out of the 139 referrals have resulted in additional resources being assigned to the child concerned, usually agency or partnership staff support.

13 schools have not referred cases for discussion at Inclusion Forums. 8 of these may be of concern. In HBEP 4 schools have relatively high levels of fixed term exclusions and have students on programme management but have made no IF referrals. In LIP 1 school fits these criteria. In MSCIP 2 schools and in SLIP 1 school.

37 referrals were made to Inclusion Forums for issues related to Attendance from Sep 20 – June 21. See Table 3

Programme Management

Numbers across the county continue to be stable

43 KS3 students are currently programme managed – significantly fewer than 2019 when the number was 70. See Table 4

109 KS4 students are currently programme managed – slightly higher than 2019 (105) and 2020 (107). 46 of these are currently Year 10. There were 48 Year 10s in 2020 and 33 in 2019. See Table 5

Robust tracking of additional income from SENA to support programme managed students is now in place. There are 14 students currently with enhanced packages and and further 19 who have Top Up Funding paid to schools and now included in the Pupil based funding charges. See Table 6

49 programme managed students receive less than full time provision. 28 of these receive less than 20 hours – 11 of the 20 are based in MSCIP. (The LIP figure of 9 is distorted by students who have CMN referrals as part of the LIP pilot). (HBEP achieves the highest contact time.) See Tables 4 and 5

Three SEIPS, HBEP, MSCIP and NWLLIP continue to use Alternative Settings for the major part of the support they offer. LIP continues to have the lowest use of commissioned provision – with students on average receiving just over 1 day per week. SLIP use is nearer an average of 3 days, MSCIP 4 days and HBEP and NWLLIP 5 days. MSCIP plans to increase the use of “home based provision significantly from Autumn 21) See Table 7

LAC and out of county LAC are fairly evenly spread across the five partnerships. MSCIP, with 5 in total has the highest number. There is no evidence that NWLLIP is disproportionately affected by this issue. Fair Access Admissions are less evenly spread this year with LIP admitting 9, HBEP 7, MSCIP and SLIP 2 and NWLLIP 0. See Table 8

Exclusion Data

LCC data of fixed term exclusions shows that NWLLIP schools have the highest rate of fixed term exclusions. (The data, for technical reasons for NWLLIP is incomplete, and underreports incidents.) NWLLIP schools are all involved in age range change and re-organisation.

SLIP schools have the lowest rate of ftes. However LIP schools have levels of free school meals at the same level as NWLLIP (used as a proxy deprivation indicator) with lower levels of ftes.

Schools with relatively high ftes and low fsms may be a cause for concern for the partnerships as well as schools with the highest use of ftes. There are a small number of schools that have high levels of fte, no referrals to Inclusion Forums and who have students on programme management.

Progress Data

Progress data is not yet robust and we lack evidence other than Year 11 outcome data to show how we are doing

We aim to collect Attendance, SDQ and, from next term, working at grades in GCSE Maths and English. Data collection has been difficult this year because of Covid. Spring Term attendance figures were hit by lockdown again – and the data we collected was of physical attendance rather than on line contact. LIP and MSCIP reached an average attendance of 40%+, the other three were below 20%. All five SEIPS showed a decline in attendance rates between Autumn and Spring for the majority of students. See table 10

We have SDQ scores for both Autumn Term and Summer Term for 81 students. 50 out of the 81 showed improved scores in the Spring suggesting some progress for them in terms of wellbeing.

Student Voice

Feedback from a small selection of students at four out of the five Partnerships is overwhelmingly positive about their experience. For all of these students the way the SEIPS act wisely to link school, family and other agencies as well as providing their education programme stands out as a real strength of the Leicestershire arrangements.

SLIP students showed a strong capacity for self reflexion.

The interviews illustrated the complexity of need that these students exhibit. Some students thrive in an environment where school based learning offered through small group and nurturing provision combined with placements in Alternative Settings works well. There are others where SEIPS provision is insufficiently specialist to meet need effectively. See Appendix 11

Self-Evaluation

Four out of the five Partnerships have completed a self- evaluation. (LIP was excluded as a result of its ongoing restructuring.) All evaluated as strengths (Green):

- Achieving appropriate destinations for Year 11 leavers
- Access to a good range of prevocational and other alternative provisions
- Effective safeguarding practice and procedures
- Good referral processes and use of Panels and Forums.

All evaluated the following as amber:

- Attendance of Year 11
- Likely outcomes for Year 11

All evaluated as “low amber or red”

- Knowledge of progress of leavers beyond year 12
- Provision of PE and Health Ed
- Provision of PSHE

- Including a wider range of GCSE's in the offer

And not emerging from the Self Evaluation Exercise as clearly as it should but evident from the challenge of collecting data from the SEIPS

- Effective assessment and tracking of the progress of students and its use to inform teaching and learning

Additional Reflection – views formed during discussion with the Co-ordinators

HBEP – the use of quotas for schools with the “reward” of a possible refund of some of the extra costs if the school exceeds its quota is a powerful incentive for schools to strengthen “in house” provision. HBEP manages its programmes really thoroughly, matching provision to need, monitoring students in provision systematically.

MSCIP – some of the practice in linking with outside agencies and organisations to enrich the curriculum and to secure good transition post 16 is exemplary. MSCIP is transitioning to a new way of working which hold out the promise of greater focus on assessing needs and of the goal of getting most back into mainstream school.

NWLLIP – The Co-ordinators proactively “case manages” students effectively, reaching out to families, schools and other agencies to support the stability that students are craving. The pastoral support for students is therefore very robust. The integration of Panel and Inclusion Forum is a strength and the requirement for schools to report back at subsequent meetings is a catalyst for school improvement.

SLIP – The Wigston Base gives really strong support to those students who attend. The positive ethos underpins mature behaviour and self- reflexion as well as securing student’s reengagement in English and Maths.

See Appendix 13

Finance

The overall balance has declined by around £3000 since December but remains significantly greater than at the start of the school year.

LCC has asked for an average cost per student calculated on the LA Grant and a second calculation based on the total income for the SEIPS. A simple division of the grant by numbers of programme managed students gives an average cost of £17318. However the same calculation applied to individual partnerships gives a range from £12419 (LIP) to £26802 (SLIP).

Using the total income (figures for 19-20) rather than just grant funding does ensure that SEND funding as well as pupil based funding from schools is included. The average cost is then £25867. The range is from £16289 (NWLLIP) to £33404 (HBEP). A third calculation based on actual expenditure produces another range and an average figure of £22672. In all methods NWLLIP comes at or near the bottom in terms of cost per pupil. See Table 12

Table 1

Total Number of Students in each SEIP						
	HBEP	LIP	MSCIP	SL	NW	Total
Year 11	37	55	20	30	28	170
Year 10	36	53	29	42	14	174
Year 9	34	42	29	28	10	143
Year 8	9	16	19	14	9	67
Year 7	9	9	2	6	1	27
Total active cases	125	175	99	120	62	581
Total July 2015	31	135	45	64	23	298
Total July 2016	79	116	87	63	45	390
Total July 2017	70	105	70	98	49	392
Total July 2018	66	97	55	103	43	364
Total Dec 2018	65	59	40	73	39	276
Total June 2019	74	86	85	79	28	352
Total June 2020	84	125	94	106	72	481
Total March 2021	103	150	82	98	62	495
Total July 2021	125	175	99	120	62	581

Table 2

Inclusion Forums																		
	HBEP			LIP			MSCIP			SLIP			NWLIP			County		
	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum
Year 7 discussion	0	0	3	0	2	2	0	1	1	0	5	5	0	0	0	0	0	0
Year 7 additional support offered	0	3	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0
Year 8 discussion	0	0	1	0	2	6	1	1	1	0	3	3	0	5	5	10	6	11
Year 8 additional support offered	3	3	0	1	1	1	0	0	0	0	0	0	1	1	1	7	5	2
Year 9 discussion	0	0	2	2	2	3	0	0	1	0	1	1	0	2	2	4	4	9
Year 9 additional support offered	0	2	1	1	5	2	0	0	0	0	0	0	1	2	2	5	9	5
Year 10 discussion	0	0	1	1	1	7	0	0	1	0	5	5	0	1	1	1	2	15
Year 10 additional support offered	1	3	1	0	2	5	0	0	0	0	0	0	1	0	0	5	7	6
Year 11 discussion	0	0	0	0	0	0	0	0	0	1	1	1	0	3	3	3	0	3
Year 11 additional support offered	0	0	0	3	1	1	0	0	0	0	0	0	1	0	0	4	3	1
Totals	4	11	8	0	23	23	0	4	4	0	15	15	4	14	14	14	8	67
Total Referrals with AS	4	11	2	5	12	9	1	0	0	0	0	0	4	3	3	3	21	30
Total Referrals so far in 20-21			23			46			8			30			32			139

Table 3

Referral Categories since Sept 1st 2020																														
	aut 20			sp21			sum21			total aut 20			sp21			sum21			total aut 20			sp21			sum21			total		
	HBEP			LIP			MSCIP			SL			NWLIP			COUNTY TOTAL														
Attendance	0	0	2	2	9	13	24	0	2	2	4	0	1	1	2	1	2	2	5	3	14	20	37							
SEMH	4	0	12	16	28	17	62	18	5	17	40	22	19	25	66	6	17	17	40	67	58	82	207							
One off	0	0	0	3	4	1	8	0	1	2	3	0	3	3	6	0	1	1	2	1	9	7	17							
No category	0	0	2	2	1	3	5	0	1	1	2	0	1	4	5	0	1	3	4	3	4	10	17							
Total new referrals to date in 20-21	4	0	16	20	34	31	99	18	9	22	49	22	24	33	79	7	21	23	51	74	85	119	278							

Table 4

KS3 Programme Managed Students						
	HBEP	LIP	MSCIP	SL	NW	Total
Totals	9	8	7	7	5	34
How many are full time with P'ship	6	5	5	3	1	20
How many are CMN	0	0	0	0	0	0
fte of hours in school for pt students	0.4	0	0.32	0	1.5	2.22
Adjusted total for comparison	8.6	8	6.5	7	3.5	30.7
<24hrs	2	6	5	2	4	16
With EHCP/Formal assessment/Top U	4	2	0	1	4	10
Fully funded by SENA	2	0	0	0	1	3
Percentage of total school pop	0.10	0.13	0.12	0.05	0.11	0.09

Table 5

KS4 Programme Managed Students						
	HBEP	LIP	MSCIP	SL	NW	Total
Totals	19	30	18	29	15	110
How many are full time with P'ship?	14	27	15	24	10	90
How many are CMN	0	0	0	0	0	0
fte of hours in school for pt students	2.17	0	1.44	0	1.24	4.85
Adjusted total for comparison	16.83	30	17.6	29	13.76	109.2
<24hrs	7	9	16	7	9	49
Current Yr 10	7	13	7	14	6	46
With EHCP/Formal assessment/Top U	4	12	5	7	0	32
Fully funded by SENA	0	5	1	1	3	10
Percentage of total school pop	0.21	0.47	0.12	0.21	0.34	0.27
Percentage of KS3 & KS4	0.31	0.60	0.43	0.26	0.45	0.36

Table 6

PM Students receiving additional funding from SENA						
	HBEP	LIP	CIP	SL	NW	Total
PM KS3 receiving Top Up	0	2	0	0	2	4
PM KS4 Receiving Top Up	4	5	4	2	0	15
PM EHCP £25.5k+	2	5	1	2	4	14

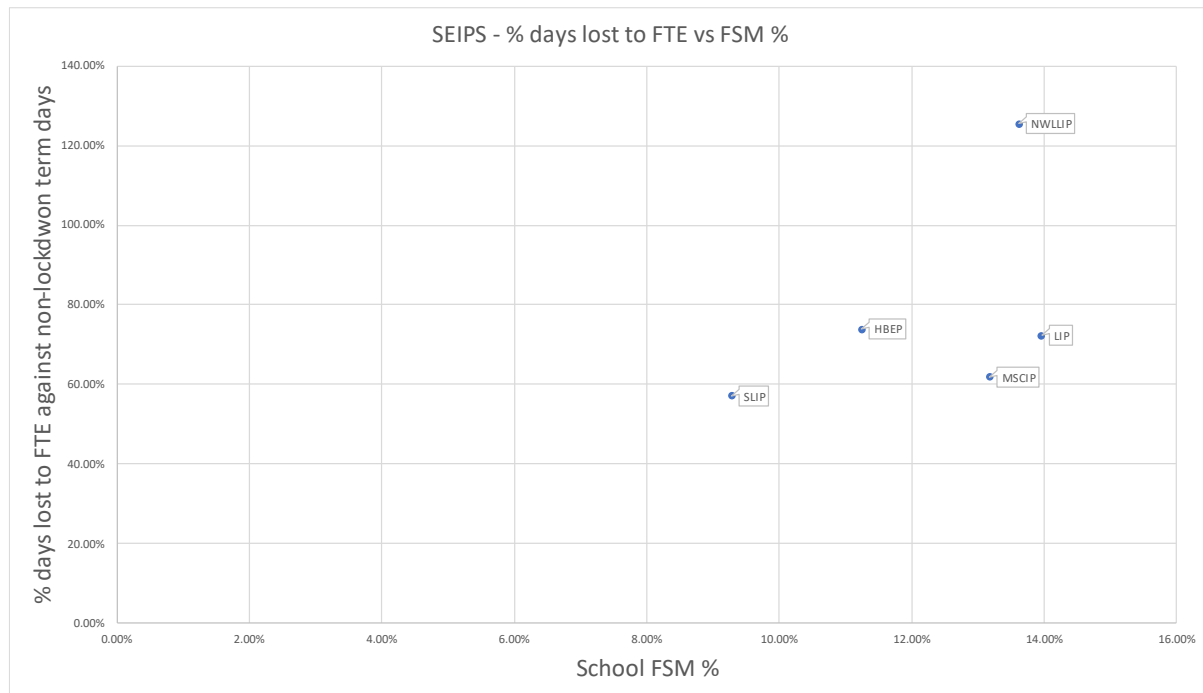
Table 7

Programme Managed Students split between in house and AP						
	HBEP	LIP	MSCIP	SL	NW	Total
No of PM students	25	38	24	36	17	140
Total hours/week purchased	552.3	245.0	456.0	525.0	352.5	2130.8
Average hours/week*	21.7	6.4	17.3	14.6	20.4	15.2
Total hours by directly employed staff	59.0	570.0	115.0	230.0	0.0	974.0
Av hours/per week by d.e.s	2.3	15.0	4.4	6.4	0.0	6.9
Average hours/week Dec 18	17.4	4.2	16.3	9.2	16.3	11.1
Average hours/week March 19	16.5	5.9	16.2	9.3	16.6	11.9
Average hours/week June 19	18.3	6.5	9.3	9.3	16.8	10.7
Average Hours/week Nov 19	16.7	6.5	12.7	11.1	20.0	12.8
Average Hours/week March 20	18.4	7.1	12.3	13.1	21.9	13.6
Average Hours/week Dec 20	20.4	7.1	16.3	15.9	22.6	13.6
Average Hours/week March 21	20.3	6.4	17.3	14.4	20.5	13.6
Average Hours/week June 2021	21.7	6.4	21.7	14.6	20.4	15.2

Table 8

LAC who are Programme Managed											
	HBEP	of which out of county	LIP	of which out of county	MSCIP	of which out of county	SL	of which out of county	NW	of which out of county	Total
On register	5	1	4	0	9	2	6	1	7	1	31
KS3 PM	1	0	0	0	0	0	0	0	0	0	1
KS4 PM	3	1	2	0	5	4	1	1	4	1	15
Total	4	1	2	0	5	4	1	1	4	1	16

Graph 9



The school based data will be made available to the Co-ordinators

Table 10

Attendance Averages %					
	HBEP	LIP	MSCIP	NWLLIP	SLIP
Spring 21	19	48	41	13	15

Appendix 11

Student Voice

Student Z

I met Z at the SLIP Wigston Centre. He is a Year 11 boy who lost his school place in Year 9 and has been educated by SLIP. His views about SLIP were entirely positive. He showed his English work off with pride. His special needs include difficulty with writing – and this had clearly been a major source of difficulty at his mainstream school. At SLIP he has completed GCSE – has managed to write a fair amount. Where he was

enabled to use a scribe his writing was sophisticated and rich. Z had additional provision at Gaz's Autos and clearly enjoyed that. He valued the fact that he had been given a more flexible timetable there – he recognised his own difficulties in sustaining concentration for too long. Z is very self-reflective, reasonably self aware and confident. He actively acknowledged that the team at the Wigston Centre had been important in helping him in his personal development. Z has a college place for next term that he looks forward to – but with some anxiety about the length of the working day.

Student K

K is a year 11 boy who attends Wigston for four days a week. He described himself as having ADHD. He was effusive in his praise for the staff – openly admitting that he had been a challenge when he first arrived. He felt that the blend of firmness (which included some fixed term exclusions from SLIP) with the patience and persistence of the staff had helped him. He felt that staff had helped him learn how to manage his own behaviour. K's progress was disrupted by a spell in London with his father but he felt the staff had really pushed him on his return. K had enjoyed a day of fishing on Wednesdays as part of his programme and saw it as contributing to developing a calmer persona! K said that the way the days were structured at Wigston helped him and that the chance to have a break between lessons was really helpful. Both boys felt the downside of the provision was the lack of space for PE and a kick about.

Student C

C is a Year 10 girl – currently the only girl attending Wigston. She had been at a City School. She described her behaviour there as disruptive but, in common with most others I spoke to felt that the school had not done enough to understand her needs. She was a little confused about why she was on roll at a school she had never attended – but not troubled by this. C had a confident understanding of the boys she works alongside – and was not unhappy to be the only girl. This is perhaps a reflection of her sense of being a “person apart” and she described her ambition as living in the country with her dogs and other animals. She enjoys the curriculum at Wigston, feels that the small group size really benefits her and that there are good fair rules that keep her safe. She enjoys her placement at Invent.

Student K(2)

K is a Year 10 student attending the MSCIP base at Roundhill. He had arrived in Year 8 after a managed move from one MSCIP school to another had broken down. Although K was diffident in conversation he was able to describe his own behaviours that had led to his placement with MSCIP. He also talked about his struggle with English, his strong dislike of reading and his reluctance to write. Nevertheless there was evidence in his English book of sustained writing. He saw his attendance at Triple Skills AP as the highlight of his week – he attends two days. He was proud that he never missed a day – and had attended during lock down. He discussed his hopes for the future – he hoped for a sporting career -perhaps in boxing. He was not enthusiastic about his time in the Wreake Valley MSCIP base but he does attend and engage in the work. Discussion with staff reinforced the impression of a young man who is developing self awareness and resilience. K has an EHCP and MSCIP receive a small amount of additional funding as a result.

Student A

A had entered MSCIP after a managed move from one school to another and is now in Year 10. She is not able to sustain a full timetable and does not always join in lessons – needing one to one support. She joined in the conversation nervously and was supported by a member of staff in doing so. She was not yet able to reflect on the provision she was experiencing but clearly has developed some good bonds with staff – which represent a significant step forward for her. The level of support that she needs to access the curriculum suggests that she may need more specialist provision.

Student J

J has been programme managed by NWLLIP since Year 8. He describes himself as “naughty” and felt that his previous school had done all that it could to support him. A senior member of staff from the school called in during the interview to congratulate him on his achievements at his AP which clearly delighted J. He was not able to be very self reflective in conversation but his interaction with staff showed emerging maturity and resilience. J’s family circumstances had added to his difficulties during his secondary school years and at times had led to very high risk behaviours. He was able to describe a change of living circumstances as being a major factor in turning around his behaviour and attitude that had led to him being awarded “most improved student” at one of his APs. He is proud of his bricklaying skills and hopes to do some building work over the summer and then either take up a Construction Course at Stephenson College or starting an apprenticeship. Further discussion with the Co-ordinator and J’s mother showed how much time and energy had come from the Partnership in supporting J with his family and helping him navigate through the succession of challenges he had faced.

Student JB

Unfortunately JB was unwell so missed the conversation. His journey at NWLLIP is illustrative. JB came close to a permanent exclusion as a result of a serious fight at school – but this was rescinded on his transfer to the Partnership. JB’s family faced many serious challenges from the mental illness of a parent, SEND status of siblings and terminal illness of a parent. He has attended all provision well, including engaging on line during lock down and will emerge with Level 2 functional skills in Maths and English as well as some GCSEs. He has a place at Spephenson College but may take up an apprenticeship.

Student M

Student M arrived from Bermuda in his Year 9 attended a City school until his placement broke down, moved onto Redmoor’s roll and into HBEP five months ago. A previous checkered history of schooling, the emotional circumstances of his move from his mother’s home to his Dad in Leicestershire and the straightened living conditions he now experiences explain his failure to thrive in mainstream. He clearly enjoys his two days a week at HBEP’s home base at Glenfield and values the contact and support he gets from the adults there. He is proud of his attendance record – missing only one non lock down day. He was less enthusiastic about his other placements – (vehicle mechanics, boxing and cooking). In part this may reflect an underlying worry he has about being pulled into gang life. As a young Year 10 he is not as self reflective as some in this sample but the way he describes his concerns shows that with the nurturing support of staff at HBEP he is beginning to develop the resilience he will need for his post 16 journey. He responds to the HBEP staff warmly and clearly appreciates the way they look after him – which, as he pointed out, includes keeping him fed.

Table 12

AUTUMN TERM 20	HBEP	LIP	MSCIP	NWLLIP	SLIP	County				
Balance brought forward		237691	175656	62909	187504	318862		982622		
Income from LA	172487	161645	120440	106509	257037	818118				
Income from LA (LIP pilot)		36665		0	0	36665				
Income from Schools	65072	77,201	115526	973	62941	321713				
Other Income	59724	108137		99463		267324				
						0				
Total Income		297283	383648	235966	206945	319978	0	1443820		
Directly employed staff salaries	57993	181685	50873	29868	158666	479085				
Other staffing costs	1160	2756	10416	31160	5616	51108				
Premises and office	5536	45041	965	1973	50000	103515				
Payments to schools "Tier 3"		280		0		280				
Payments to schools		1520		0		1520				
Purchase of provision	88221	31967	70874	66737	99486	357285				
Transport	20638	3536	30440	17730	2765	75109				
Other	38680	12224	1124	0	17461	69489				
				0						
Total Expenditure		212228	279009	164692	147468	333994		1137391		
Balance at end of period		322746	280295	134183	246981	304846		1289051		
Balance as % of LA Grant										
SPRING TERM 21	HBEP	LIP	MSCIP	MSCIP	NW	NW	SL	SL	TOTAL	TOTAL
Balance brought forward		322746	280295	134183	246981	304846				
Income from LA	131154	111151	91578	80987	176713	591583				
Income from LA (LIP pilot)		36665				36665				
Income from Schools	39513	39651	114690	15544	50232	259630				
Other Income		9965	1080			11045				
Total Income		170667	197432	207348	96531	226945				898923
Directly employed staff salaries	71518	124505	37197	29489	118980	381689				
Other staffing costs	1192	14065	17847	5942		39046				
Premises and office	8351	15589	20277	3220	4750	52187				
Payments to schools "Tier 3"		3215				3215				
Payments to schools		0				0				
Purchase of provision	84297	31276	73969	69718	65657	324917				
Transport	9663	7354	23359	14042	1998	56416				
Other	41693	23146	609		11233	76681				
Total Expenditure		216714	219150	173258	122411	202618				934151
Balance at end of period		276699	258577	168273	221101	329173				1253823

Appendix 13










County Summary

		Year 11 Educational Outcomes			
OUTCOMES Preparation for Adult Life		A majority of students make progress at a rate that is significantly greater than that achieved in their previous years in school.	Most students are achieving one or more GCSE outcomes and the aggregate level is in line with national benchmarks for similar students. Most are also achieving Level 1 and 2 quals in one or more prevoc options	Most don't get GCSE outcomes and few pre voc quals	
	HBEP				
	LIP				
	MSCIP				
	NWLLIP				
	MSCIP				
	Year 11 Engagement as evidenced by attendance				
		Attendance is close to the expectations for mainstream students and the majority of students show improved attendance compared with previous years at school.	Attendance is in line with benchmarks for students in PRUs and a majority of students show an improving trend in attendance	Attendance deteriorates for the majority of students and the Partnership mean is significantly below the national benchmark for PRUs.	
	HBEP				
	LIP				
	MSCIP				
	NWLLIP				
	MSCIP				
	Year 11 wellbeing outcomes				
		Tracking is consistent and shows that the majority of students make steady progress	A system is in place to make a judgement of the progress students have made in developing resilience and well being and it shows that a majority of Year 11's have made some improvement	Either the system for tracking progress is not yet robust and/or the limited evidence suggests that students are not making consistent progress	
HBEP					
LIP					
MSCIP					
NWLLIP					
MSCIP					
Year 11 Destinations					
	Evidence suggests that students make the correct choice about post 16 pathways and transition well into them	All but a few students transition successfully to EET	A significant number of students are NEET		
HBEP					
LIP					
MSCIP					
NWLLIP					
MSCIP					
Knowledge of Destinations beyond Year 12					

		All but a few students are known to be making progress in EET eighteen months after leaving us	The majority of students remain in EET twelve months after leaving the SEIP	After eighteen months a significant number continue to be NEET
	HBEP LIP MSCIP NWLLIP MSCIP			
		Educational progress		
OUTCOMES Progress of Programme Managed students		In the majority of courses that each student undertakes there is an assessment system in place that tracks student's progress and informs and shapes both individual courses and the overall provision plan	A system is in place to ensure that the students' progress in their academic subjects are tracked and the tracking shows that the majority of learners have made progress	A tracking system is underdeveloped
	HBEP LIP MSCIP NWLLIP MSCIP			
		Engagement as measured by attendance		
		Attendance is in line with national expectations for mainstream students	Attendance is in line with benchmarks for students in PRUs and a majority of students show an improving trend in attendance	The majority of students show a decline in attendance
	HBEP LIP MSCIP NWLLIP MSCIP			
		Well being		
		Improvement as shown by a robust system of well being tracking shows that most students make steady progress	A system is in place to make a judgement of the progress student's have made in developing resilience and well being and it shows that a majority of learners below Year 11 have made some improvement	Either the system for tracking students is not in place or it shows that a majority of students make little or no progress
	HBEP LIP MSCIP NWLLIP MSCIP			
		Access to English and Maths GCSE		
	PROVISION for		Students make good progress in re-engaging with Maths and English and make steady progress academically	Students will normally take GCSE Maths and English unless their SEMH needs or cognition issues prevent this access
HBEP LIP MSCIP				

NWLLIP MSCIP			
Access to other GCSE's			
	The Partnership can demonstrate that its programmes are well aligned to the semh and academic needs of each student	The Partnership is able to show that it can offer other GCSE options whenever they judge that these courses are in the interests of the learner	Students have a very restricted range of courses available - limitations are a result of the Partnership's ability to make an offer
HBEP LIP MSCIP NWLLIP MSCIP			
Access to PSHE			
	The PSHE input is planned and monitored to ensure that the student covers areas that are considered to be a personal priority and a process to assess the impact of the provision is in place	All students access elements of PSHE through the "in house" provision or at other settings	Access to PSHE is limited and individual students have significant needs unmet
HBEP LIP MSCIP NWLLIP MSCIP			
Access to pre vocational provision			
	The Partnership can demonstrate that provision is closely aligned to and contributes to progress towards planned outcomes	All students have access to alternative provisions that are age appropriate and are aligned to their needs	Placements in AP are guided principally by the need to match the student with what is available
HBEP LIP MSCIP NWLLIP MSCIP			
Access to SMSC			
	A rich programme of SMSC activities and opportunities are built in to the curriculum	The Partnership has considered how the range of provision available to students can meet SMSC needs and ensures that this is one element in planning the overall programme	The Partnership gives little or no consideration to the students' SMSC needs in its provision planning
HBEP LIP MSCIP NWLLIP MSCIP			
Access to PE and Health Ed			
	A systematic approach to this ensures that students needs are identified and provision is matched to this need and outcomes are tracked	Students have access to PE and Health Ed forms part of the PSHE provision	Provision for PE and Health Ed is at best patchy and ad hoc
HBEP LIP			

	MSCIP NWLLIP MSCIP			
		Access to specialist mental health support and therapeutic support		
		The Partnership has a well developed approach to diagnosis of need and aligns a range of individualised provision to meet that need	The Partnership ensures that it considers mental health needs as part of its diagnostic process and has means of addressing these or referring them on. It has some developing provision for therapy	The Partnership does not consider mental health needs at the point of referral and any later consideration is ad hoc
	HBEP LIP MSCIP NWLLIP MSCIP			
		Access to individual counselling and support		
		The Partnership has highly effective systems and processes to support individuals	The Partnership ensures that each child is supported	The Partnership has limited one to one support for students
	HBEP LIP MSCIP NWLLIP MSCIP			
		Engagement with parents and carers		
		The Partnership actively links with other agencies to support families and to promote active parental involvement with their child's education	The Partnership actively engages with parents	The Partnership has limited contact with parents
	HBEP LIP MSCIP NWLLIP MSCIP			
		Engagement with "on roll school"		
		Schools and Partnerships actively engage with each other to ensure that reviews are rigorous and hold all providers to account	The Partnership ensures that schools remain involved with their students through the regular review process	Schools generally pass responsibility for Programme Managed students to the Partnership team and do not participate in reviews
	HBEP LIP MSCIP NWLLIP MSCIP			
		Safeguarding		
Safeguarding		Partnerships have robust processes for Safeguarding and staff have all relevant training and qualifications	Safeguarding is robust but the Partnership may rely on external support to meet all requirements	Safeguarding is not fully implemented
	HBEP			

	LIP MSCIP NWLLIP MSCIP			
		Outcomes in preventing PM through AandG		
Support below Tier 4		The Partnership use its resources and staff very effectively in schools and succeeds in reducing referrals at Tier 4	The Partnership works with school staff in supporting students in school indirectly with advice or directly. A significant proportion of referrals do not go on to a higher Tier.	The Partnership has very limited impact on practice in schools
	HBEP LIP MSCIP NWLLIP MSCIP			
		Outcomes in preventing PM though MM		
		Success rates for managed moves are at 60% or higher	The Partnership facilitates managed moves, seeking ways to enhance their chances of success. Success rates are reasonable.	The Partnership has little or no impact on Managed Moves
	HBEP LIP MSCIP NWLLIP MSCIP			
		Outcomes in preventing PM through Tier 3 Provision		
		The Partnership has a well developed programme of additional support and intentions available to schools that achieve good outcomes	The Partnership works with its schools to help them make effective decisions about alternatives for students who remain in school - including supporting them in making good AP placements.	The Partnership offer little or no additional support at Tier 3 or below
	HBEP LIP MSCIP NWLLIP MSCIP			
		FAP, 6 day provision dealt with within appropriate time frames		
		The Partnership always moves swiftly to deal with FAP, ensures that learners are on roll swiftly and meets requirements for six day provision	The Partnership attends to these issues but delays occur	The Partnership usually misses statutory deadlines and most schools are reluctant to accept decisions
HBEP LIP MSCIP NWLLIP MSCIP				
	Provision of Training and advice to school Practitioners			

Provision to support schools in developing their capacity and		The Partnership plans and implements a strategy designed to strengthen the capacity of individual schools to work with SEMH youngsters	The Partnership Provides training opportunities and organises meetings and discussions to support the "chalk face" workers	The Partnership does not make provision	
	HBEP				
	LIP				
	MSCIP				
	NWLLIP				
	MSCIP				
	Use of Inclusion Forums				
		Schools and Partnerships work together to develop the impact of the Forums and data shows success	The Partnership runs Inclusion Forums that are used regularly by schools	Inclusion Forums are not yet operating	
	HBEP				
	LIP				
MSCIP					
NWLLIP					
MSCIP					
Panel and Core Groups to sustain school engagement with Partnership					
	Panel and Core Groups ensure that referrals are systematic and well prepared and that follow up is thorough	Panel or Core Groups meet regularly and ensure that robust referral processes are working	Panel and Core Groups meet sporadically, attendance is poor and discussions are often unfocused		
HBEP					
LIP					
MSCIP					
NWLLIP					
MSCIP					
Minimal risk of overspend					
Financial security		The Partnership has a system of budget planning and control that parallels the best practice in schools	The Partnership ensures that it has systems in place that prevent any risk of overspend	Elements such as forecasting of provision costs for students are not in place	
	HBEP				
	LIP				
	MSCIP				
	NWLLIP				
	MSCIP				
	Current state of finances				
		The Partnership is on track to end the year with a surplus of more than 3% and less than 6% of its annual LA Grant	The Partnership expects to end the year with a surplus that is less than 3% or more than 6%	The Partnership will end the year in deficit or with a surplus that is in excess of 12%	
	HBEP				
	LIP				
MSCIP					
NWLLIP					
MSCIP					
Securing best value					
	The Partnership has robust processes to ensure that best value principles are adhered to in all procurement decisions	The Partnership takes care to check transport and AP costs, and to benchmark staff salaries to those in mainstream and special schools	benchmarking is under developed		

	HBEP LIP MSCIP NWLLIP MSCIP			
		Buy in of schools		
Capacity to develop further		Schools and Partnership ensure that an effective accountability process is in place so that all contribute as stake holders to the strategic decision making and that all are confident that they can hold the Partnership to account	The Partnership ensures that all local schools understand the Partnerships' aims and processes	Schools are justified in concerns that they do not know how their Partnership is doing.
	HBEP LIP MSCIP NWLLIP MSCIP			
		Schools engage with the partnership in providing leadership and securing accountability		
		The Chair sustains the vision of the Partnership and supports it in moving forward in co-ordination with the county wide system	The Partnership is effectively chaired and the chair ensures accountability to the member schools and the LA	The Partnership lacks leadership
	HBEP LIP MSCIP NWLLIP MSCIP			
		Engagement and understanding of current developments in this field		
		Partnership Senior Staff and Chair have a vision for the development of the Partnership rooted in best practice	Partnership Senior Staff and Chair have a strong grasp of developments in the area of education for SEMH and excluded students	The Partnership has a limited view of its own role and its potential for the future
	HBEP LIP MSCIP NWLLIP MSCIP			
		Capacity of the current staff team to move forward		
		The Partnership has a well developed capacity to plan strategically and operationally and to implement plans effectively	The staff team continue to exhibit the commitment, drive, knowledge and understanding to move the Partnership forward	The Partnership has an undeveloped process of forward planning
HBEP LIP MSCIP NWLLIP MSCIP				