
Keeping Children in Education through Partnership

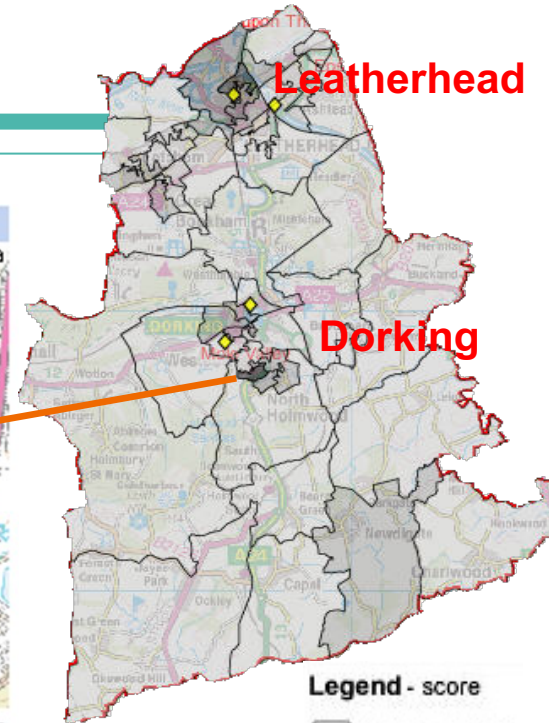
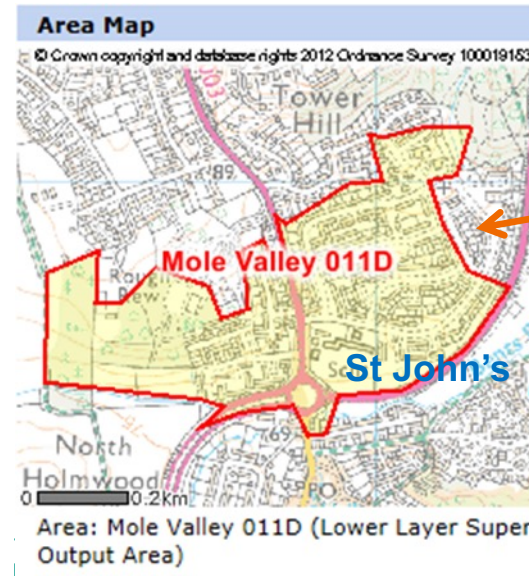
A collaborative model of
partnership

Our community

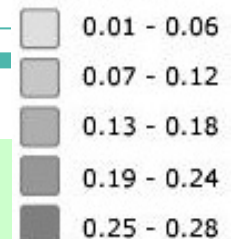
Children living in the Goodwyns and Rough Rew Super Output area (O11D) face other significant disadvantages with 36.4% of children living in poverty compared to the Surrey average of 9.6%. This ranks as the LSOA with the most children living in poverty in the whole of Surrey - ranking 705th out of the 705 areas which comprise Surrey (measured by HMRC 2014).

St John's have nearly 50% children categorized as vulnerable with 37% Pupil Premium and 22% SEN.

We are passionate about supporting our children within this community.



Legend - score



IDACI
score

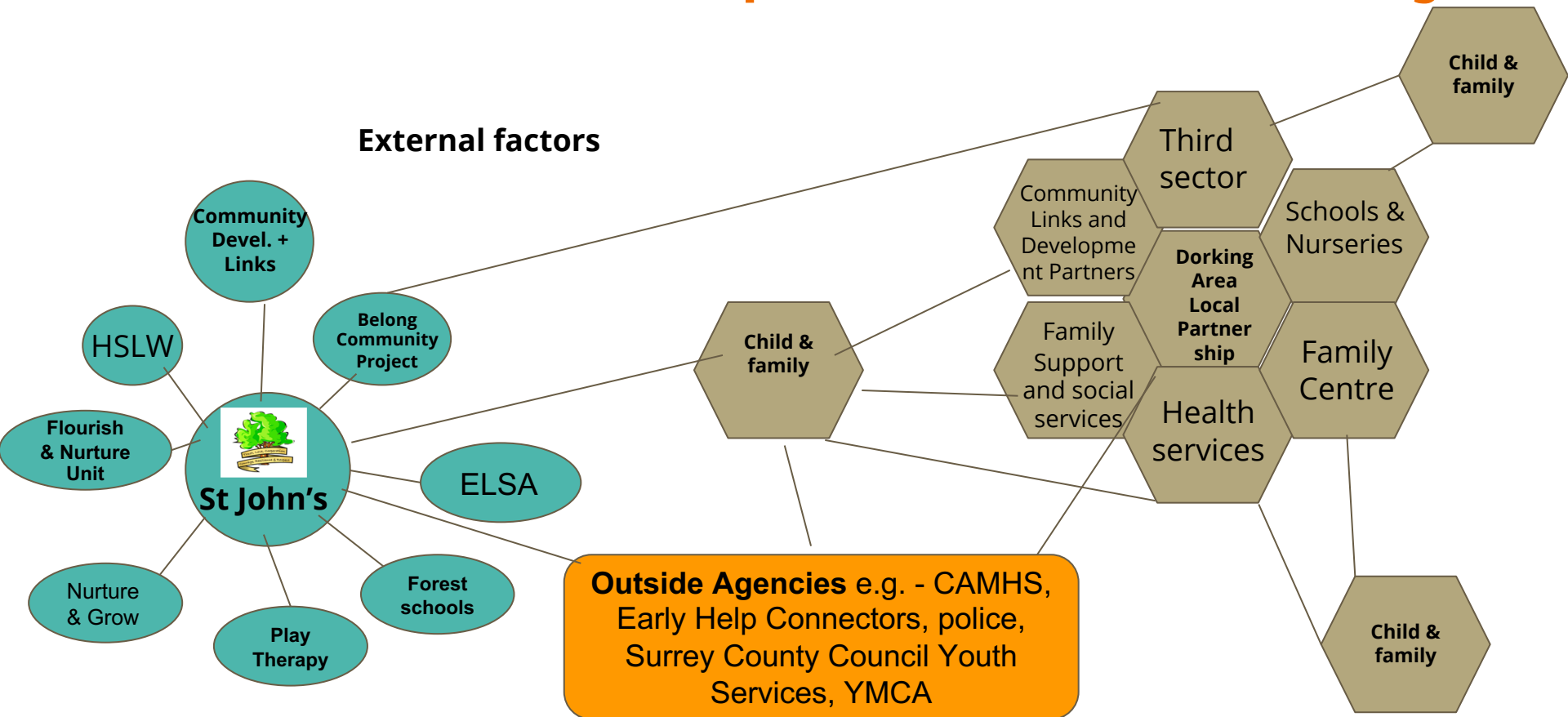
Pre-birth to 11



Mole Valley Family Centre - Sure Start, Home Start, HSLW, Health Visitors

St John's Early Help - Play Therapy, Elsa, HSLW, Forest Schools, Nurture Unit, Flourish Class, Nurture & Grow, Transition projects, Holiday activities for FSM and vulnerable children, Community Links volunteers, Belong Project - 1:1 coaching and mentoring Year 5 through into Secondary, Detached Youth work

What does Active Partnership Model look like in Dorking?



Transition to Secondary

Primary to secondary school transition programme through the Belong Community Project: This programme looks to work with young people displaying increased anxiety through the prospect of moving school. This takes two forms, firstly working with children in the last term of their primary education. This looks to engage the children from local primary schools in addressing their hopes and fears and building resilience for their next academic move. Following this we work closely with the two secondary schools to identify students who are struggling to settle into the secondary school environment manifesting in heightened anxiety.

A case study:

Case 1 Transition work during the summer included some targeted work. Child A had moved to the area from outer London and was due to start at St John's in late February, he had suffered from trauma and anxiety before moving due to family breakdown. Unfortunately due to the pandemic his starting at the school could not be achieved and so the child was at home with the prospect of starting secondary school with no friendship group and having not even entered his new high school. Belong engaged with the young person helping to introduce him to some students from St John's prior to term's end. We then engaged him in the summer activities run by Belong in partnership with YMCA East Surrey, so that further relationships with fellow Priory school students could be developed and we were also able to arrange a private tour of the school. This has been really successful and the young person is now far more confident about his transition to secondary school. His mother said that he has "certainly built and is building resilience and coming into his own. A testament to Belong's work and his".

Exclusions – challenges in making partnerships work

- Incentives and disincentives
- Permanent exclusion figures don't tell the whole story
- “binary” approach by some schools – either you do as we say or else
- Need to work as a complete group of local schools
- Emotional commitment and idealism inspiring, but also need to face hard realities to actually make an ongoing difference

Schools Week article – May 2021

DfE report: Schools in big MATs shun moves to share responsibility for excluded pupils

Tom Belger



Fri 21st May 2021, 15:38



Schools in large multi-academy trusts have “refused to engage” in efforts to make them more responsible for excluded pupils in some parts of England, according to a government-commissioned report on alternative provision.

New research for the Department for Education highlighted the need for “formal mechanisms” to deal with mainstream schools declining to work more closely with councils and alternative provision.

<https://schoolsweek.co.uk/alternative-provision-exclusion-dfe-report-big-mats-shunning-responsibility-excluded-ap/>

It found greater collaboration between schools, MATs, LAs and AP providers helped ensure AP settings had access to pupils’ prior educational histories and backgrounds. A lack of such information in some cases “made it harder...to understand how to begin supporting a young person”.

It also found “partnership working” across different education settings was important in helping pupils move back from AP into mainstream schools, including the “buy-in” of school leaders.

One unnamed mainstream school leader admitted: “It is just too easy to sit and work in your silos.”

Principles to make SALP work

- Open and honest discussion back in 2010 when SALP established (for secondaries) (challenge at primary level over number of schools in each quadrant)
- Recognise accountabilities of schools and LAs,
- Checks and balances / “sticks and carrots”

What is needed to make SALP (or equivalent) work?

- **accountability:** LA has ultimate responsibility for all pupils esp PEx;
Heads have an accountability for their schools
- **funding:** from LA + potentially schools for indiv pupils
- **co-leadership & management:**
coordinator / facilitator from LA to manage
group of Heads SALP Exec Board to take local lead
/ discuss with colleagues
- **formal decision-making system** involving all Heads (recognising no-one with overall power, so reliant on goodwill and cooperation) with transparent information, and quality assurance processes

In practice.....

- Annual agreement at Quadrant Heads meeting
- Deployment of places available at PRU, recognising that if permanent exclusions rise, then SALP places will drop
- Agreement to commission places at school / college led Alternative Provision locations
- Tracking and sharing of information each half-term on the movement of pupils to and from schools

Thanks

- To Louise for identifying exclusions as an area of challenge for schools where a difference could be made at a local level, and then never giving up!
- To the High Sheriffs from Robert Napier onwards in 2017 in showing their commitment and practical engagement, and picking up on the phrase “You can’t delete a child”



L-R Anne Halliday; Jim Glover; Robert Napier; Kate Keane; Phil Minns (Ofsted)