

EDUCATION ATTAINMENT IMPROVEMENT BOARD

Day: Tuesday
Date: 20 June 2023
Time: 3.30 pm
Place: Remote Meeting

Item No.	AGENDA	Page No
1.	APOLOGIES FOR ABSENCE To receive any apologies for the meeting from Members of the Board	
2.	DECLARATIONS OF INTEREST To receive any declarations of interest from Members of the Board	
3.	MINUTES To receive the minutes of the previous meeting, which was held on 14 March 2023	1 - 6
4.	SEND SUFFICIENCY AND DELIVERING BETTER VALUE IN SEND PROGRAMME To consider the attached report from the Executive Member for Education, Achievement and Equalities and Assistant Director, Education	7 - 12
5.	WORKING TOGETHER TO IMPROVE SCHOOL ATTENDANCE UPDATE To consider the attached report from the Head of Access Services	13 - 46
6.	FORWARD PLAN 2023-24 To consider the attached report from the Assistant Director, Education	47 - 48
7.	DATE OF NEXT MEETING To note that the next meeting of Education Attainment Improvement Board will be held on 17 October 2023	

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Agenda Item 3

EDUCATION ATTAINMENT IMPROVEMENT BOARD

14 March 2023

Commenced: 3.30pm

Terminated: 4.50pm

Present: Councillors Feeley (Chair), Fairfoull, Boyle and Colbourne
Elizabeth Turner

In Attendance:

Catherine Moseley	Head of Access Services
Jane Sowerby	Assistant Director, Education
Caroline Barlow	Assistant Director, Finance
Jacqueline Nurney	Early Education Funding and School Organisation Manager
Ali Stathers-Tracey	Director, Children's Services
Sandra Stewart	Chief Executive

Apologies: Councillor Cooper
Andrea Radcliffe
Paul Jacques

62 CHAIR'S OPENING REMARKS

The Chair provided a warm welcome to Jane Sowerby, who had recently been appointed as Assistant Director, Education, and wished her well in her new role.

63 DECLARATIONS OF INTEREST

There were no declarations of interest submitted by Members of the Board.

64 MINUTES

Consideration was given to the minutes of the meeting of Education Attainment Improvement Board, which was held on 17 January 2023.

RESOLVED

That the minutes of the meeting of Education Attainment Improvement Board held on 17 January 2023 be approved as a correct record.

65 EDUCATION UPDATE

Consideration was given to a report from the Assistant Director, Education, which provided updates from schools since the last report in October. It included information on changes to leadership, Ofsted updates, a Priority Education Investment Area update and KS4 outcomes, which were now validated and published.

It was noted that this was the first non-pandemic year from 3 years, although the impact was still very much felt across schools. particularly in Early Years, with regard to language and social skills and the secondary sector, with regard to mental health, behaviour and attendance.

In relation to current challenges and opportunities, Members were informed that recruitment was underway to fill the Head of Education Improvement and Partnerships post. Other key changes in

leadership were also outlined, alongside opportunities to rethink services around the structure and needs of children, families and partners. It was noted that a new project manager would be leading on the Written Statement of Action (WSOA), whilst an SEND Programme Lead would review and oversee improvement across the service.

Members were reminded of the ongoing priorities, with Reading, SEND, and Attendance remaining at the centre of commissioning, support and challenge. There was specific focus on early reading and language, SEND support and Persistent Absence. It was also noted that the Priority Area Delivery Plan, which was due to be signed off by ministers in the coming days or weeks, provided an excellent opportunity to invest in early outcomes in communication and language and strong passes at the end of KS4.

Members were made aware that, since September, there had been 19 inspections (14 Primary and 5 Secondary). It was noted that all but one school had either improved their Ofsted grade or maintained a Good rating, with the vast majority achieving the latter. 95% of all Tameside children in primary schools were currently in Good or better Ofsted graded schools, which was significantly above the national average.

The priorities for the Education Investment Areas were outlined as:

Priority One: Early/Primary Literacy outcomes

- Percentage of pupils reaching the expected standard in Phonics at the end of year 1.
- Percentage of pupils reaching expected standard in KS2 RWM, Reading and Writing.

Priority Two: Significant improvement in KS4 English and Maths outcomes

- Percentage of pupils achieving 9-4 in GCSE English and Maths.
- Percentage of pupils achieving 9-5 in GCSE English and Maths

It was noted that the funding behind the delivery plan was, broadly, £2.5m over the next two-and-a-half years and that this would be evenly split across the two priorities. It was suggested that this was likely to be commissioned directly by DfE rather than coming into the Council and details were still to be laid out. Alongside this delivery plan the intention to move to a fully trust-led system across English education was outlined. It was expected that this plan would offer significant support to our schools and help to support improved outcomes in Tameside.

Current GCSE data comparisons were provided against 2018-19 data. It was explained that this was due to 2018-19 being the last year that summer exams were sat. It was noted that, whilst outcomes at the end of Key Stage 4 were disappointing, this had been identified as an area, where there was entrenched challenge for some of our schools. With this in mind, the Priority Plan would aim to address overall performance in Tameside, through targeted support for the schools with the most entrenched challenges. It was also explained that these schools supported large numbers of Tameside's most disadvantaged children. With this in mind, it was vital that rapid improvement was secured. It was suggested that the structural approach to school improvement, working with the DfE and strong MATs as part of a fully trust-led system (as described in the Schools Strategy) would support improvement.

Discussion ensued and the Chair expressed thanks to all school leaders and staff for their hard work and dedication through very challenging circumstances. Elizabeth Turner provided some reflections on the challenges and opportunities, which had been felt at her school and the particular challenges that were currently present across Early Years.

Members suggested that they would like to see greater urgency from the DfE in having the Priority Investment Area plans confirmed in order to ensure that Tameside be able to plan to get the best value out of the spend. Therefore, it was suggested that these concerns could be relayed back to DfE.

RESOLVED

That the contents of the report be noted by the Board

66 CHILDCARE SUFFICIENCY ASSESSMENT ANNUAL REPORT 2022

Consideration was given to a report from the Assistant Director, Education, which outlined the outcome of the Childcare Sufficiency Annual Report 2022. The report included an analysis of the supply and demand for childcare within the borough, collated during 2022, and outlined changes from the previous year. The report also set out how the childcare market is assessed and where there was a need for additional places, detailed the actions recommended or taken for this to be achieved

Members were made aware that the Childcare Sufficiency Annual Report 2021 was approved at Education and Attainment Board during March 2022 and were presented with a report, which provided an updated position on the assessment of childcare sufficiency during 2022.

It was explained that the data indicated that the childcare market in Tameside since the last report had remained relatively stable and that, despite a reduction of places in certain sectors, overall the number of childcare places available across the borough had increased since the previous assessment. It was noted that this impacted positively on parental choice.

The report provided a number of recommendations based on the data provided during the assessment, which for some providers was voluntary. With this in mind, members were advised that not all providers within Tameside who offered childcare services contributed to the audit and, therefore, a full assessment of all childcare available was not possible.

Members were informed that all previous recommendations/actions detailed in the 2021 report had been acted on. It was confirmed that improving the data quality was now embedded within the data collection and data verification process and formed part of the overall data process. It was also explained that the childcare market and the monitoring of places for 2 year olds and take up of 30 hours was an ongoing and a continuous termly process. The 2022 report, which was presented, provided a further update and suggested actions for both areas.

Members were made aware that the 2022 report did not highlight any major gaps in provision within the borough, which would require action at this time. However, it did provide brief recommendations for action, which included:

- To monitor the birth rate and inform childcare providers of the lower birth levels, to enable them to plan ahead for the eventualities of a potential reduced need for formal childcare
- To continue to monitor the number of 2-year places across the borough in order to address any required action for any identified gaps and follow up on the actions identified, which would inform any future place creation required
- To review place take up of 30 hours and analyse any trends or shifts in the market place and the sufficiency of the number of places available

Members were asked for approval of the attached Childcare Sufficiency Annual Report 2022 to be published on the Councils website <https://www.tameside.gov.uk/childcare>

Members undertook some discussion following the presentation of the report. It was noted that it was pleasing to see an increase in 2 year old take up. However, it was noted that feedback from this sector expressed particular concerns around recruitment and retention. As a result, work was currently being undertaken to investigate what could be done to improve this.

It was noted that this increase in take up of places provided a valuable opportunity to maximise connectivity with vulnerable children. It was emphasised that work needed to be undertaken to maximise this and look at what this may mean for schools in terms of offering provision for 2 year olds. It was also noted that the right children need to be accessing the right provision in the right

settings as early as possible and that this needed to start much earlier than primary schools. However, the logistical challenges around schools being able to offer 2 year old provision were also highlighted and it was explained that this was currently being provided solely by the PVI sector.

RESOLVED

- i. That the contents of the report be noted**
- ii. That the recommendations set out in the conclusion be endorsed**
- iii. That publication of the report on the Council's website, as required by statute, be approved**

67 SEND WRITTEN STATEMENT OF ACTION (WSOA) UPDATE

Consideration was given to a verbal update provided by the Assistant Director, Education, which provided information on the progress of the SEND Written Statement of Action.

Members were made aware that DfE monitoring had taken place at the beginning of March and that the relationship with DfE had been very supportive. A main focus of these discussions had been in relation to unlocking additional support and DfE had provided positive feedback in terms of the pace of progress, which had been made.

It was noted that all rounds of parent, carer and young people's surveys had now been completed and that the outcomes had been very helpful. Members were also made aware that recruitment was currently underway, following the departure of Charlotte Finch, Head of SEND. The recruitment, which had taken place in relation to project management roles had been successful and it was noted that a positive impact was already becoming evident.

Members were made aware that there had been a significant improvement in the timeliness of Education Health Care Plans (EHCP) and that this was now in line with national figures. It was suggested that this was very much a result of the supportive work, which had been undertaken alongside the Transformation team and ensuring that any individual performance or organisational issues around SEND assessment had been dealt with swiftly.

It was explained that there had been varied opportunities for training, including the Child Disability Council and DfE training, which had also been accessed by health teams and schools in order to maximise stakeholder involvement. It was planned that this would continue.

Members were informed that the new project manager was to take a lead on the SEND Sufficiency Strategy and it was emphasised that the focus of this would not be solely around special school places, but also about effective provision within mainstream settings and the Delivering Better Partnership

Positive feedback from health colleagues was highlighted, following the Health Navigator Service having been developed. It was noted that 3300 contacts had made between July and December 2022 as a result of this.

WSOA rag ratings were presented in order to provide a comparison between November 2022 and February 2023. It was noted that this reflected many positive improvements.

Discussion ensued and a question was raised around the current SEND partnership and the new SEND framework. It was noted that this would present new challenges and suggested that there would need to be a balance between delivering the current WSOA and preparing for the new framework. As a result, it was agreed that there would be a future report tabled in relation to preparation for the new SEND framework and broadening SEND partnership arrangements.

RESOLVED

That the update be noted by the Board

68 DATE OF NEXT MEETING

RESOLVED

That the date of the next meeting of Education Attainment Improvement Board be held on 20 June 2023 at 3.30pm.

CHAIR

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Agenda Item 4

Report to:	EDUCATION ATTAINMENT AND IMPROVEMENT BOARD
Date:	20 June 2023
Executive Member:	Councillor Feeley – Executive Member, Education, Achievement and Equalities
Reporting Officer:	Jane Sowerby – Assistant Director of Education
Subject:	SEND SUFFICIENCY AND DELIVERING BETTER VALUE IN SEND PROGRAMME
Report Summary:	This report seeks to provide an update on two significant Special Educational Needs and Disabilities (SEND) improvement areas, SEND Sufficiency and Delivering Better Value (DBV) in SEND. The need to efficiently utilise SEND resources and provide the right local, good quality school setting for children and young people with SEND is a clear priority for Children’s Services.
Recommendations:	That Board note the report.
Corporate Plan:	The content of this report is integral to the delivery of the following priorities within the Corporate Plan: Starting well: <ol style="list-style-type: none">1. Very best start in life2. Aspiration and hope through learning and moving with confidence from childhood to adulthood3. Resilient families and supportive networks to protect and grow our young people4. Opportunities for people to fulfil their potential through work, skills and enterprise Enablers and ways of working: <ol style="list-style-type: none">1. A stronger prioritisation of well-being, prevention and early intervention2. An evidence led understanding of risk and impact to ensure the right intervention at the right time3. An approach that supports the development of new investment and resourcing models, enabling collaboration with a wide range of organisations
Policy Implications:	There are no policy implications to this report.
Financial Implications: (Authorised by the statutory Section 151 Officer & Chief Finance Officer)	Strong SEND Sufficiency helps to ensure that there is enough cost-efficient provision available to meet the needs of Tameside’s children and young people whilst avoiding the use of high cost independent placements. Participation and engagement with the DBV programme will help the local authority to address its Dedicated Schools Block deficit by identifying and focusing on the areas where intervention will provide the greatest financial impact. As part of this programme the authority will bid for a grant worth up to £1m to fund these interventions.

**Legal Implications:
(Authorised by the
Borough Solicitor)**

Under the Education Act 1996 The Council as an education authority has a duty to promote high standards of education and fair access to education in its area. It also has a general duty to secure sufficient schools in their area, and to consider the need to secure provision for children with SEND.

The work being undertaken in this programme is intent to support that provision and provides the Board with an opportunity to monitor and review progress.

Risk Management:

A risk register will be maintained to ensure the key risks to implementing the various strands of DBV in SEND and improving our SEND Sufficiency position.

There is a real risk that, even with effective mitigations in place, Tameside will not be able to balance the High Needs budget within current funding levels as demand throughout the SEND system continues to grow at pace.

Background Information:

Schools Forum – High Needs Budget and Deficit Recovery Update:
<https://tamesideintranet.moderngov.co.uk/documents/g8204/Public%20reports%20pack%2019th-Jan-2023%2010.00%20Schools%20Forum.pdf?T=10>

Introduction to DBV in SEND:
<https://newtoneurope.wistia.com/medias/ebgn5vudos>

The background papers relating to this report can be inspected by contacting:

 e-mail: dave.leadbetter@tameside.gov.uk

1. INTRODUCTION

1.1 Over recent years, rising demand and other pressures have contributed to many local authorities accruing deficits on their Dedicated Schools Grant (DSG) and the Covid pandemic has exacerbated these issues. The overspend on Tameside's DSG High Needs Block budget (i.e. the funding that supports provision for pupils and students with SEND) has been increasing year-on-year to the point at which it has become unsustainable. The High Needs Block in-year deficit for the last three years is as follows:

2020-21 - £1,821,981

2021-22 – £2,850,466

2022-23 - £1,971,507

1.2 Consultation and engagement on plans to address the DSG High Needs deficit have been ongoing since Tameside submitted its Deficit Management Plan* in November 2020. Schools Forum have had oversight since the plan was first submitted.

* Local authorities with an overall deficit on their DSG account at the end of a financial year must be able to present a plan to the DfE for managing their future DSG spend.

The DBV programme sits alongside and complements existing and ongoing work across Tameside to manage the DSG High Needs deficit. A summary of the current budget position and indicative DSG mitigations was presented to Schools Forum on 19 January 2023 (see background papers). One of the main mitigations is to improve the sufficiency of SEN provision across Tameside in order to manage resources more efficiently and more importantly to provide the good quality and local SEN provision.

1.3 In September 2023 Tameside will increase SEN sufficiency with the following actions:

- Increase places at Oakdale Special School by 16
- Establish a new 10 place Resource Provision at Dane Bank Primary School
- Establish a new 10 place Resource Provision at St.James CE Primary School

1.4 In January 2024, a new 15 place Resource Provision is planned to open, in a staged manner, at Longdendale Secondary School. This will provide a pathway for those children that require a continuation of their primary Resource Provision setting through to secondary school.

1.5 The significant capital project to re-locate Hawthorns Special School to a more fit for purpose site with a new build is starting to gather pace and will provide an increase of 80 special school places. A range of schools continue to build their business cases to further improve SEND sufficiency from September 2024 onwards.

1.6 The above increase in specialist school capacity will reduce the pressure on maintained special school provision and reduce the need to utilise out of borough, high cost independent and non-maintained special school provision.

1.7 The DfE is running a range of intervention programmes to assist local authorities with deficits to achieve High Needs spend sustainability. Tameside was invited to participate in the DfE's Delivering Better Value in SEND support programme. Newton Europe, in collaboration with the Chartered Institute of Finance and Accountancy (CIPFA), have been commissioned by the DfE to deliver DBV and will support 55 local authorities and their local systems to identify the highest impact changes that each LA involved can make to better support their local children with SEND and make plans to implement those changes. The programme will place children and young people with SEND at the centre of the approach and decision-making.

1.8 The implementation plans will build on existing initiatives and address the underlying challenges in each LA's high needs system. Tameside, like other LAs on the programme, will be involving parents and carers, schools / settings, local partners and our front line staff when designing this plan, ensuring the programme is underpinned by a comprehensive data-driven and evidence-

led diagnostic. There is also the opportunity for local authorities involved in the DBV Programme to apply for an implementation grant offered by DfE. Tameside joined the second tranche of local authorities starting DBV in December 2022.

1.9 The programme will comprise of three phases as follows:

Pre-engagement strategy period (December 2022 / January 2023): Tameside met with the DfE to discuss the programme in detail, the nature of support the DfE would be providing and how Tameside will best work with the DfE to drive and achieve the objectives of the programme. A comprehensive dataset of Education Health and Care Plans, provision and finance was provided as a baseline.

DfE provided a small grant to support data analysis and assurance at the beginning of this engagement phase and to ensure an effective delivery of phase 1.

Phase 1: 6 months: supported by a delivery partner (Newton), SEND Advisers and Financial advisers and involving a comprehensive diagnostic in order to:

- To identify sustainable changes that can drive high quality outcomes for children and young people with SEND
- To enable us to build an evidence-based application to the DfE for a grant to assist with the implementation of those changes.
- Build a strong, objective evidence base across a third of local authorities, which can be used to influence future national reform.

The stages of the diagnostic include:

- Local area stocktake (assessment of existing processes, plans, capability, relationships, etc.).
- Facilitation of key stakeholder engagement for each authority
- Data analysis and assurance.
- Identification of root cause/underlying cost drivers and mitigating solutions/reforms.
- Improvement plan including reform implementation critical path
- A quality assured DSG management plan.

At the end of phase 1 (30th June 2023) the DfE will agree with each LA critical elements of its action plan to form a grant application of up to £1m.

Phase 2: 30 months – supported by SEND Advisers and regional teams. Implementation of action plans produced in phase 1, with critical elements funded through Section 14 grants.

2. CONCLUSION

2.1 Work throughout the DBV programme and SEND sufficiency improvements will ensure an improvement in local, good quality SEN place capacity and choice and efficient use of resources.

3. RECOMMENDATIONS

3.1 As set out at the front of the report.

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Agenda Item 5

Report to:	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date:	20 June 2023
Reporting Officer:	Catherine Moseley – Head of Access Services
Subject:	WORKING TOGETHER TO IMPROVE SCHOOL ATTENDANCE UPDATE
Report Summary:	This report updates the Board of the work that is being done to implement the new 'Working together to improve attendance' guidance for September 2023. The report presents the latest version of the self assessment and shares the draft Tameside attendance strategy.
Recommendations:	It is recommended that the Board agrees to support the consultation on the draft Tameside attendance strategy
Corporate Plan:	The proposals contained within this report will support the theme of starting well, aspirations and hopes.
Policy Implications:	None currently but the DfE guidance may necessitate policy change in future and a further governance report will be brought to EAIB and Executive Cabinet
Financial Implications: (Authorised by the statutory Section 151 Officer & Chief Finance Officer)	There are no direct financial implications from this Working Together to Improve School Attendance update. However improving pupil attendance will provide potential cost avoidance benefits over the long term alongside improved outcomes for Tameside young people.
Legal Implications: (Authorised by the Borough Solicitor)	<p>There are a number of legal powers and duties that govern school attendance and explains how they apply to local authorities, head teachers, school staff, governing bodies, pupils and parents</p> <p>These requirements are contained in:</p> <ul style="list-style-type: none">• The Education Act 1996 - sections 434(1)(3)(4)&(6) and 458(4)&(5)• The Education (Pupil Registration) (England) Regulations 2006• The Education (Pupil Registration) (England) (Amendment) Regulations 2010• The Education (Pupil Registration) (England) (Amendment) Regulations 2011• The Education (Pupil Registration) (England) (Amendment) Regulations 2013• The Education (Pupil Registration) (England) (Amendment) Regulations 201 <p>The draft strategy supports the delivery of these duties.</p>
Risk Management:	<p>The DfE Working Together to Improve School Attendance guidance is non statutory, however, the Council must have due regard to the guidance in operating services</p> <p>Without a priority around attendance, there is a risk that our children and young people will not reach their potential and catch up on lost learning due to the pandemic</p>

Access to Information:

NON-CONFIDENTIAL

This report does not contain information, which warrants its consideration in the absence of the Press or members of the public.

Background Information:

The background papers relating to this report can be inspected by contacting Catherine Moseley, Head of Access Services



Telephone: 0161 342 3302



e-mail: : catherine.moseley@tameside.gov.uk

1. INTRODUCTION

- 1.1 Members will recall that the Board considered a report on 'Working Together to Improve School Attendance' at its meeting in October 2022. At that time, it was envisaged that the guidance would become statutory through the Schools Bill. The Bill was abandoned last December and so the guidance remains non-statutory. Organisations still have to have due regard for the guidance.
- 1.2 'Working Together to Improve School Attendance' places expectations on schools, Councils and other partners to take a multi agency approach to effectively support pupils to attend school.

2. THE SELF EVALUATION FRAMEWORK

- 2.1 As part of the implementation of the new guidance, all local areas were allocated support from a Department for Education (DfE) appointed Attendance Advisor. Tameside's advisor is Diane McConnell.
- 2.2 Diane has met with Tameside colleagues three times so far. As part of the support for local areas, DfE Attendance Advisors have asked all areas to complete a self-assessment of their readiness to implement the new guidance from September 2023. The latest version of Tameside's self-evaluation framework (SEF) is attached at **Appendix 1**. The SEF has been RAG rated in all areas and has been used to inform the work of the Attendance Strategy Steering Group.
- 2.3 Diane has provided feedback on the SEF and has been very complimentary about the number of agencies that have contributed to the document and the richness of its content. Diane commented that it is the most collaborative SEF that she has seen from the 20+ areas that she is working with and has sought permission to use our SEF as an exemplar of good practice.
- 2.4 The document will be updated at regular intervals but provides a comprehensive overview of where the area is in readiness for implementation of the guidance from September 2023.

3. THE DRAFT ATTENDANCE STRATEGY

- 3.1 The Attendance Strategy Steering Group made the decision very early on in the implementation process that it wanted to develop a strategy for Tameside that all agencies could adopt for work in their area rather than having single agency strategies.
- 3.2 Attached at **Appendix 2** is the draft strategy that is currently being consulted upon and covers the following areas:
 - Why regular attendance (in learning so including early years and post 16) is important
 - What the key issues in Tameside are
 - The impact of Covid on attendance in the area
 - What we know already about why children don't attend learning opportunities
 - The importance of multi agency working to support attendance in learning
 - What the strategy is aiming to do
 - Proposed action.
- 3.3 The attendance conference taking place on 21 June 2023 will be used to consult with a range of providers and agencies on the strategy.
- 3.4 The final version of the strategy will be brought back to the Board at its next meeting in October.

4. THE ATTENDANCE CONFERENCE

- 4.1 The attendance conference will take place on 21 June 2023. A range of schools, providers and agencies have been invited to attend and the conference publicity is attached as **Appendix 3**. The majority of attendees will be schools but we also have colleagues from colleges; mental health providers; early help; parent and carer forum; population health; children's social care; educational psychology; pupil support services; elected members; Children's Services leadership Team; other LAs involved in the Attendance Action Alliance; Virtual School; voluntary sector.
- 4.2 The conference will cover the following areas:
- An introduction to the conference from Cllr Feeley and Ali Stathers-Tracey
 - An overview from the DfE perspective on the guidance ie intentions and expectations and an acknowledgement of the challenges that implementation brings; an update on the progress of the guidance becoming statutory and a view on where Tameside is up to from Diane McConnell DfE Attendance Advisor
 - Consultation on the draft strategy
 - The importance of attendance from a school perspective
 - Impact of poor attendance on vulnerable pupils and the important of early intervention
 - Tameside Pupil Referral Service work to support attendance
 - Update on emotionally based school avoidance and mental health in young people and the impact on attendance
 - An opportunity for organisations to sign up to Tameside's attendance pledge.
- 4.3 All schools have been encouraged to bring two attendees including the Headteacher and the attendance lead. The conference will also provide an opportunity for networking.

5. NEXT STEPS AND CONCLUSION

- 5.1 Attendance in learning still remains a priority for Tameside. Whilst Tameside continues to outperform the national average for absence, the Covid impact is still affecting the level of attendance in learning in the borough which remains significantly higher than pre- pandemic.
- 5.2 Much work has been done to ensure that the new attendance guidance is implemented for September and to have a cohesive approach across the borough and agencies. This has been reflected in the self-evaluation and endorsed by Tameside's Attendance Advisor. A good example of this has been the recent practice week in Children's Services where attendance in learning has been the theme.
- 5.3 However, there is still work to be done for example, the Attendance Steering Group is formulating a communication plan to ensure there are consistent messages being used across agencies to promote attendance in learning across the borough.
- 5.4 The Attendance Steering Group will continue to meet after the September implementation deadline to develop and evaluate further initiatives to promote attendance in learning into the future.

6. RECOMMENDATIONS

- 6.1 As set out at the front of the report.

Tameside attendance self-assessment:

This self-assessment has been put together to facilitate the assessment of attendance practice in a local authority against the expectations in the department's new attendance guidance: working together to improve school attendance.

In order to get the most accurate picture from the self-assessment, you should consult with key stakeholders and engage in audit activity which may include:

- Discussion with LA Leadership Team
- Discussion with the LA staff leading on attendance
- Scrutiny of most recent set of Ofsted reports, LA, MAT and school performance data, LA strategic plan, LA self-evaluation and reports to Council Leaders.
- Discussion with local Headteachers and schools

You should complete the evidence section of this self-assessment. You should identify where the evidence was found and add relevant notes regarding best practice, gaps, issues with particular groups, or details which need further investigation.

Rating and identifying the current position

Your allocated attendance adviser will work with you during the deep dive visit to agree a rating for each expectation. You may wish to think about the appropriate rating ahead of the visit. The continuum below provides a structure to identify the current position in relation to policy and practice in each area.

- 1) Identifying:** Leaders are in the process identifying the work needed to meet this expectation.
- 2) Developing:** Leaders have identified areas which are working well and those which need further development. They have developed plans for how they will meet this expectation.
- 3) Implementing:** Leaders have begun to implement new systems and practices for staff and stakeholders to meet the new expectations.
- 4) Sustaining:** Expectations are being successfully delivered. Policies and practices are embedded. There is consistent practice across the LA.

<u>Expectation</u>	<u>Rating:</u> 1-4	<u>Evidence</u>
Rigorously track attendance data to devise a strategic approach to attendance		
Recognise the importance of good attendance across the council's areas of responsibility.	3	<p>Two papers have been presented to the Education Attainment and Improvement Board (EAIB). The Board has representation from elected members, Headteachers and senior management team from within the council including the Chief Executive.</p> <p>8 March 2022 18 October 2022</p> <p>We have established an attendance strategy steering group that has members from across children's services as well as the voluntary sector health, adolescent services and housing.</p> <p>The Children's Leadership Team are briefed on the implications of working together to improve attendance.</p>
Make attendance a key feature of all frontline council services, but especially access to education services, early help, statutory social care, and the virtual school.	3	<p>Attendance steering group has been formed. This includes early help; youth justice service; virtual schools; school improvement; Education Welfare Service and other multi agencies. The group is currently meeting monthly.</p> <p>A conference is being planned for the summer term for all stakeholders in order to launch the attendance strategy. All partners will be asked to sign up to an Tameside attendance pledge.</p>
Use attendance data from all schools in the area to identify the pupil cohorts, schools, and neighbourhoods/ towns on which to focus efforts. This should include benchmarking against neighbouring local authorities (both geographic and statistical) and regional and national averages to identify trends.	3	<p>DfE data dashboard currently 65 schools are submitting data.</p> <p>B2B Tameside's daily data collection currently stands at 85% of schools. The Access Service are looking to create a data analyst role to help prepare data for the termly meetings so schools and the LA can appropriately benchmark against other schools and neighbouring authorities. The current education data lead provides reports for the service that is used when visiting our schools to bench mark themselves and for the service to identify and track priority groups. Data is also used in the regular register audits with schools.</p>
Use attendance data analysis to set a vision for improving attendance with tangible short and longer term aims for particular cohorts of pupils	3	<p>Attendance has been a key priority for Tameside Children's Services for the last four years and performance is monitored through the Education data dashboard and the Self Evaluation. Census data is shared with schools to establish trends in attendance patterns; this is discussed at all schools regular register audits.</p>
Ensure the vision and strategy are understood by all staff in attendance and associated teams as well as local partners (both statutory and voluntary including police and integrated care boards).	2	<p>The Education Welfare Service are at the forefront of disseminating the vision and strategy of good attendance in Tameside. Other agencies are also aware of the attendance priority. The third sector are represented at the attendance strategy steering group. There is more work to do to ensure that partners understand their role in promoting good attendance and partners will be invited to the attendance strategy launch conference. As part of the action plan to implement working together to promote good attendance guidance, we are developing an attendance charter for agencies to sign up to, to pledge improving attendance will remain a priority for all areas.</p>

Ensure that you are resourced appropriately to develop and maintain this approach.	2	The recruitment of the vacant senior education welfare officer has been requested and the request for an appointment of a data analyst to analyse and produce reports to allow the Local authority and schools to bench mark themselves. Other resource implications are currently being considered
Regularly review and evaluate the strategy, involving senior officers and lead members. Evaluation should include input from service users, schools, and partners where appropriate.	1	To be developed
Provide statutory/voluntary sector partners and schools (including trusts, governing bodies, and school leaders) with an opportunity to shape improvement aims and priorities.	2	Schools and partners are involved in the attendance steering group and the action plan details how more partner involvement will evolve over the next two terms.
School attendance support team core functions		
1) Communication and advice		
Circulate guidance on how schools, the school attendance support team and other partners should work together to provide support for individual pupils and families. This should specify when the local authority will become involved in individual cases and how they and the school will share responsibilities.	3	Tameside currently has a comprehensive suite of guidance for all schools on attendance. This is regularly updated and is available through the schools intranet. The Tameside Attendance Groups (TAGs) have been discussing the new guidance and the implications for schools. An Attendance strategy is being developed and will sit alongside the attendance charter, this will be developed by the attendance steering group and include the input of primary and secondary heads. The strategy will include how agencies will work together and provide support, a flow chart for schools to show pathways for partner agencies will be include in the strategy. The Educational Psychology Service will develop and dissemination of a process document for schools supporting pupils with EBSA including Tameside signposting.
Provide schools with a named contact in the school attendance support team who can provide advice, and with whom targeting support meetings will be held.	4	All schools will have a named contact from education welfare team they will conduct the termly visits. The Education Welfare Service currently offer a duty phone line that schools are able to access during office hours.
Provide opportunities for all schools to regularly come together to share effective attendance practice.	4	TAG Tameside attendance group, these meetings are held in geographical patch areas for primary schools and as one meeting for secondary. They are an opportunity for attendance leads in schools to be given consistent messages around attendance and allow attendance staff to ask any questions re individual cases. These meetings are scheduled termly.
Work with all schools to tackle common issues. This may include agreeing common practices to issues such as term time holidays or follow up for persistent lateness.	4	Termly attendance meeting with schools are currently being piloted in the borough and the outcomes of the pilots will help to inform future training programmes and TAG agenda items. The Education Welfare Service have a programme of webinars that are in place for schools to access. Webinars/newsletters/training/neighbourhood meetings/learning circles that are topical to each patch area. The Education Welfare Service have a training package that includes good attendance practice, Penalty notices, prosecution and how to write effect attendance plans.

2) Targeting support meetings		
Organise termly targeting support meetings with each school to identify, and agree joint actions for pupils who are persistently or severely absent and those at risk of becoming so.	2	Currently piloting formats for the termly meetings with schools, colleagues from the Early Help have also been attending these pilot meetings. Using the DfE wonde attendance data as the basis for the meetings
Use these meetings to work collaboratively with the school's attendance leads, including providing advice on recording in the register, accessing services, or the area-wide attendance approach.	2	Education Welfare Officers are specialist in the marking of registers. The regular register audits are an opportunity to look at gap analysis by code reports to bench marks school use of individual codes, this will continue with the termly meetings. The accessing of service will be shown in the flow chart in the attendance strategy.
Help schools to identify areas of focus in their school policies or approaches. This may include help with analysing data, comparing themselves to other schools in the area, or considering how they may learn from schools in similar circumstances.	2	Sign post to the TAG Tameside attendance group where good practice will be shared. Partner schools up with each other to support with similar issues
3) Multi-disciplinary support for families		
<p>Work with schools and other services to provide intensive whole family support where barriers to attendance are complex.</p>	3	<p>Flow chart identifies that schools need to identify early any issues. The early help assessment is a pathway to access other services</p> <p>The virtual school attends PEP meetings and cared for children review meetings where attendance is a concern. The team will offer strategies to improve attendance and ensure there is access to educational provision. Funding is available through pupil premium plus allocation.</p> <p>Where pupils are suspended or where there is risk of permanent exclusion, the virtual school will discuss alternative actions available to a school or educational setting and can offer access to educational provision.</p> <p>The virtual school supports schools and settings to complete assessments of SEND and works with the LA SEND team to progress EHCP applications thus ensuring that school placements meet the individual needs of pupils.</p> <p>All schools have a linked Early Help Adviser and a linked Neighbourhood Co-ordinator. Early Help Advisers offer advice and guidance and bespoke training to school staff. They act as a point of contact for early intervention to address emerging attendance concerns and can support families with practical solutions such as access to white goods or financial guidance where there is no recall to public funds.</p>

Team around the setting meetings are available to every school in Tameside and are facilitated by the Early Help Neighbourhood Team. Core agencies represented are Early Help Advisers, Neighbourhood Co-ordinators, Tameside Families Together, Children's Social Care, Health, VCFSE, Education Welfare and school. Other agencies and partners are invited as appropriate, depending on the circumstances of the pupils and families. Any family with emerging needs can be discussed at a TAS, examples of these needs are pupils with irregular attendance or behaviour concerns, child or parent mental health and parental capacity. All these factors can impact on attendance at school. Any TAS can be utilised if this will avoid delay in establishing support for a family. The meeting will agree next steps to offer support including completion of an EHA if not already in place and signposting to other agencies and services.

Early Help referrals are triaged through the Early Help Access Point upon referral and may be directed to the Neighbourhood team to support with the completion of an Early Help Assessment or to a TAS meeting. Early Help panels will discuss families presenting with needs that cannot be managed at universal level and a keyworker will be allocated. Attendance at school is a key consideration in these discussions.

Mental Health Support Teams work in 39 schools in Tameside and Glossop. Where schools have concerns about children and young people, including where mental health is affecting attendance at school, young people are discussed with the mental health lead at a weekly multi-agency consultation meeting and support on an individual or group level, or a referral onto other pathways or to other agencies, is agreed. Advice and guidance is provided to school staff to enable them to support pupils, including one to one work with family involvement.

An Education Mental Health Practitioner will support pupils where Emotionally-Based School Avoidance is identified. The practitioner will work in schools and support re-integration back into education. The post will be operational from April 2023. The post-holder will offer one to one exposure therapy, supporting groups and pupils in school and will conduct home visits as appropriate, building links between home and school. The post-holder will also signpost to other teams and agencies where additional needs are identified and where agencies can offer support to remove barriers to attendance.

Positive Steps consists of Careers Advisers, a Careers Coach, a Youth Engagement Officer and an Apprentice Youth Engagement Officer. The team work with Attendance Officers or Heads of year in high schools, identifying students who are not attending school and who are at risk of being Not in Education, Employment or Training. Staff make home visits, either jointly with school staff or alone and arrange to meet students in the community to support their re-

engagement with education and to plan for post-16 provision. Schools can commission additional support as required.

The Youth Justice Service provides support to young people and their families, recognising that where barriers present to education, interventions must meet an individual's needs and be suitable to their own circumstances to ensure reintegration is possible and that positive outcomes are sustainable. The service consists of Youth Justice practitioners, CAMHS practitioners, the police, probation, speech and language therapists and substance misuse workers and can also signpost to other specialist areas depending on the needs of the young person and the difficulties that they are facing. This includes identification of SEND needs and support through an education psychologist. The team will work in partnership with schools and educational settings.

The Youth Justice Service also delivers the Turnaround programme, designed to prevent children from escalating into the more formal Criminal Justice System by providing holistic packages of early help support, specifically targeted at their individual needs. This will involve a focus on education, training and employment as a key protective factor that diverts children away from negative influences and provides them with focus and aspirations. In order to do this workers will work alongside education providers to support the young person to access the most suitable provision for them.

Tameside benefits from having the SHiFT programme, designed to break the negative cycle of children who become involved in crime, serious youth violence and exploitation. Each young person on the programme is assigned a Guide who will work intensively with them over an 18 month period supporting them to make positive changes that they can sustain into the future. Again this involves a focus on education and ensuring that the young person is able to attend and achieve to the best of their ability by working in close partnership with the school, family and young person.

The YOUthink Sexual Health Service deliver awareness raising educational sessions in all of the High schools and colleges in the Borough and as such have close links with all of the settings in Tameside. They accept referrals directly from schools to work with children and young people who are identified as needing individual support, and for whom their attendance may be impacted if this is not in place.

The Complex Safeguarding Team work with children and young people who are either being exploited or assessed as at high risk of being exploited. The team has clear links with education and there is a representative aligned to the service who provides the team with

additional support and information. Workers from the service will liaise with schools to ensure a multi-agency response to supporting young people and their families and to reduce the risks associated with being out of education.

The missing service will often try to see children and young people in the school setting to complete the return interview, to encourage their attendance and to ensure that there is a clear link with the school.

School attendance is one of the statutory and core responsibilities of Children's Social Care. Social Workers assess the needs of children and their families, co-ordinate support and signpost to other agencies as appropriate. When children are open to Social Care at Child in Child or a Child Protection Plan, there is joint working with schools and other agencies within the statutory framework of meetings and on a day to day basis where children are absent from school. Education is a key partner of Children's Social Care, providing essential information

The Social Workers in School (SWIS) programme enables a collaborative approach to supporting families, offering early intervention and preventative measures to encourage attendance and engagement with school. The SWIS team brings information about children's lived experiences and home life enabling targeted and appropriate response and support. School and SWIS intervention provides evidence that all forms of support and engagement have been exhausted before legal action is considered by the EWS.

Social Care are an integral part of the Team Around the Setting model and attendance is a priority of this multi-agency forum. Training is provided to schools around Emotionally Based School Avoidance (EBSA) enabling school staff to identify and support children and young people whose absence relates to mental health concerns and to signpost to appropriate multi-agency pathways.

There are family support teams within Children's Social Care, such as child protection family intervention workers and the edge of care team. These teams will work intensively with families offering advice and practical support around routines, boundaries and parenting. This work supports attendance and punctuality at school and helps children and young people to be prepared for the school day.

Social workers who have Cared for Children on their caseloads and those who are based within the Cared for Children's Team, will support co-ordinate PEP (Personal Education Plan) meetings for all cared for children ensuring that the voice of the child is included. This helps

schools to understand the barriers to attendance and achievement and assist in ensuring that the needs of the young person are considered and met. They also ensure that the completed documentation is shared in good time and alert the Virtual School to any concerns.

The SEND team has a Specialist Outreach Support Service consisting of Specialist Teachers and Teaching Assistants who directly support schools, children, young people and their families. The team offer support and guidance when absence from school is due to medical needs, provide tuition when appropriate and also help with reintegration back into school. The team work closely with schools to support attendance and remove barriers to learning. The team conduct home visits where parents/carers have chosen elective home education (EHE), assessing the quality of education and reporting to the Education Welfare Service.

The SEND Assessment Service manages the statutory assessment process and supports attendance at school through intervention, problem solving, liaison with all agencies involved, direct support to the family and by arranging interim reviews as needed. The statutory assessment panels ensure the right setting is identified for children and young people, offering them the maximum opportunity for achievement.

Training is offered to SENDCOs and to other agencies such as Children's Social Care and CAMHS, on a range of subjects.

Schools have safeguarding duties towards the children and young people on their roll and, therefore, make contact with a family when a child is absent, whether overall absence is a concern or not. This contact promotes improved home school liaison and ensures that children's whereabouts are known.

Whole family support from schools includes first day calling, absence text messages, home visits, parent/carer meetings, telephone calls home, completing Early Help assessments, support through partner agencies such as the school nurse, signposting to other agencies and making links within the community. Schools are also well placed to listen to the voice of the child and to take into account any wishes, feelings or concerns, identifying barriers to learning and improving attendance. This also helps to identify educational neglect at an early stage or children and young people who are young carers.

Schools analyse data to ensure that attendance trends are known. Commissioning attendance specialist companies can also provide IT assistance such as an attendance tracker to enable data to be entered and displayed. Schools also share attendance data across trusts and statistical neighbours to enable them to bench-mark their data and share good practice.

		<p>Schools share important messages throughout the whole community linking attendance to safeguarding and achievement. Schools also identify a governor for attendance ensuring that this is a standard item on governing body agendas and providing scrutiny and accountability. A governor for attendance will also carry the responsibility of ensuring that pupils with medical conditions have access to suitable education either in school or otherwise.</p> <p>Schools make good use of materials provided by the Education Welfare Service such as letters or parenting contract templates and follow procedures as detailed in the Schools' Handbook. They follow LA procedures in terms of removal from roll, Elective Home Education and Children Missing Education ensuring that safeguarding is paramount and that every attempt can be made to return children to education.</p> <p>Schools work closely with the Virtual School ensuring the best possible educational experiences and outcomes for Cared for Children and will seek advice and support for pupils who are Child in Need or subject to a Child Protection Plan where attendance is a concern. Schools organise and co-ordinate PEP meetings and can use Pupil Premium Plus funding to support improved attendance and engagement through a range of measures. Schools submit PEP documentation to the Local Authority.</p>
<p>Work with schools to agree a joint approach to improving attendance for all severely absent pupils (pupils who are absent for more than 50% of their sessions).</p>	2	<p>In the termly meetings, severely absence pupils will be identified. All severely absent pupils will have an individual attendance plan and a named case holder will be established at the meeting. Review meeting will be planned in more often than the termly meetings with the case holder.</p> <p>The virtual school identifies severely absent pupils through weekly data analysis and a member of the team will attend meetings. The virtual school also regularly speaks to schools and social workers to share absence concerns.</p> <p>Early Help support can be offered as an early intervention where attendance is beginning to emerge as a concern and to ensure that families are signposted appropriately. Support may be offered to families where pupils who are persistently or severely absent depending on the underlying causes of absence and the needs of the family. This support can be offered through schools themselves and/or partner agencies as identified.</p>

Where mental health affects attendance leading to pupils becoming persistently or severely absent, support for families is available at school level, through referral to the Mental Health Support Teams, and referral to the core CAMHS team.

Health professionals provide summary statements for pupils who are not attending school and who are considered at the medical panel. An alternative educational offer is made where health needs mean pupils cannot attend school.

Positive Steps staff identify and discuss students where attendance is a concern and plan a programme of support. Intervention begins around the age of 13, depending on the needs of the school. The Connect to your Future engagement and mentoring programme has enabled intensive work to take place with students, bespoke to their individual circumstances and with weekly contact. Many students referred to the programme are severely absent, for many different reasons, including those who have struggled to return to school after the Covid-19 pandemic.

Educational engagement and attendance is an integral part of the assessment when a young person becomes known to the Youth Justice Service. Education is viewed as a protective factor and the service has performance indicators around education and employment thus making joint work with schools essential. Data shows clearly that most young people known to the Youth Justice Service have experienced difficulties with school and many present as persistently or severely absent.

The SWIS team supports families where pupils are severely absent from school. Social workers will work jointly with pastoral staff in school to offer EBSA based interventions and will train school staff to support families according to this principle. The SWIS team offer early intervention; completing Early Help Assessments with families and working within family homes to identify the barriers to attendance or signposting to schools to the local offer aimed to address and support those families in need, preventing families being referred for statutory intervention.

Social Workers work closely with other teams such as the Virtual School and CAMHS, keeping education and engagement a priority, both within a statutory framework and otherwise.

Schools use a gradual approach to supporting and challenging punctuality concerns or absence from school using an escalation of interventions and seeking support through partner agencies. Where pupils are severely absent, interventions will include requesting medical evidence for absence, arranging attendance panels, entering into parenting contracts, signposting to other agencies and where improvements are not seen or where there is no

engagement, requesting penalty notice action and or a prosecution. Template model letters from the Local Authority provide structure and appropriate wording ensuring that parents/carers can seek support but are also aware of the potential legal consequences of continued absence. This also ensures that schools, partner agencies and the Local Authority are sharing consistent messages with parents/carers.

Where pupils are unable to attend school due to medical reasons, schools will share information with the LA and provide supporting information to ensure the Local Authority can provide education other than at school. School staff receive training through CAMHS professionals to support pupils and families where Emotionally Based School Avoidance is identified.

The Social Workers In Schools model has attendance as a key priority.

Close work with the SEND team at the Local Authority ensures that absence is avoided due to unmet needs and that school placements are suitable for children and young people.

Schools work in partnership with the Tameside Pupil Referral Service who provide support through the Reach Out programme, supporting pupils where behaviour is a concern and where there is a risk of permanent exclusion. The programme is bespoke to each school and is adapted to the needs of the pupils. Initial discussions have taken place as to how to extend the programme into the primary phase. The Reach Out team work with Educational Psychologists and deliver training to staff and other agencies. Improved behaviour in school, fewer suspensions and permanent exclusions support stability in school and ultimately increase attendance.

TPRS are also leading on the Relational Inclusion model focusing on trauma and attachment. A trauma therapist is attached to both Elmbridge and White Bridge schools and can also support other schools around supervision for staff, training around ACEs, trauma and attachment and advice and guidance. A pilot is in place in five high schools funding a trauma therapist for half a day per week in each school to work with pastoral staff and to improve skills and knowledge, enabling the model to be cascaded throughout school. Introduction to the model begins with a presentation to the Senior Leadership Team and offers an audit tool and an implementation plan to introduce or build upon trauma informed practice. Supporting Emotionally Based School Avoidance is a key part of this work. A number of primary schools have been identified to work within the Relational Inclusion model and a steering group has been formed to progress this.

<p>Provide multi-disciplinary support that builds on the existing early help offer.</p>	3	<p>Support and guidance is provided by the virtual school for previously cared for children and children who previously had a social worker.</p> <p>Pupils and families discussed at TAS meetings whose needs cannot be met through the schools early help offer are signposted as appropriate to agencies and services that can meet their needs including those within the voluntary sector. Where absence is a concern, practitioners will try to identify the underlying causes to prevent any escalation and to meet the needs of a family.</p> <p>Where pupils and families are open to Mental Health practitioner, they will liaise with other agencies and where appropriate, attend Team Around the Child of Family meetings. School health advisers will offer health advice and care and liaise with GPs and hospitals on behalf of schools where absence is attributed to illness or a medical need. School health advisers will also attend Child in Need, Child Protection or Team around the Child or Family meetings</p> <p>Positive steps staff work with directly with young people to the end of Year 13 (18 years old) and are well placed to identify when there are additional needs or concerns within a family. Staff refer to Early Help and signpost families to other sources of support and guidance.</p> <p>When office based, the team are placed with the Youth Justice Team and the Leaving Care team enabling multi-agency working and support. This includes joint home visits where appropriate. There is a link adviser from Positive Steps for both of these teams.</p> <p>Positive Steps staff provide training for other Local Authority teams, sharing good practice.</p> <p>All young people known to the Complex Safeguarding Team are open to Social Care. A meeting takes place weekly to allocate to the team and to identify how best to support a young person.</p> <p>The Youth Justice Service has received funding to deliver interventions through 'Turnaround' for two and a half years. This will provide capacity for 110 children and young people to be supported who are at risk of becoming involved with offending behaviour. This will be an early help response and engagement will be consent based. Each child or young person will have an assessment and education will form a key part of this, providing capacity for whole family support and home/school liaison where needed.</p> <p>The SWIS team are well-placed to identify emerging needs, offer support through the Early Help framework and to care co-ordinate within meetings. Social Workers will offer a balance</p>
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of support and challenge to families and other professionals and will co-ordinate and oversee a joint approach to intervention with families.

Social workers based in schools will also signpost and direct school staff and families to Tameside's early help offer.

The designated safeguarding lead based with Children's services, will offer schools one to one or peer supervisions, these supervision sessions will identify children and young people who have emerging or existing needs and may benefit from accessing the early help offer, such as that of active Tameside gym passes. The designated safeguarding lead holds a wealth of information around the services available to children and their families and will signpost and provide information on these services to strengthen their early help assessment plan.

The SEND Assessment Team builds on the Early Help offer, bringing services together to offer a higher and targeted level of support. The team's work with Early Help is currently under review with an intended outcome of firming up the pathways between the teams and making joint work more efficient.

Team Around the Setting meetings take place in schools so that an appropriate multi-agency response is available when concerns are identified.

School staff work closely with Social Workers and attend Child in Need, Child Protection and Strategy Meetings, providing and receiving key information to support a pupil in school. Schools also link closely with colleagues in GMP providing opportunities for young people to view the police in a supportive light and also to obtain key information when offending behaviour can impact on their attendance or behaviour at school. A senior GMP officer has been invited to the Tameside Secondary Headteachers' forum to look at joint working and support for young people.

Schools work closely with the school nurse when absence is caused by medical conditions or illness and joint work can ensure appropriate educational provision is made available.

Absence from school can often be a symptom of other needs and concerns and where schools have safeguarding concerns, the designated safeguarding lead will refer to Children's Social Care. Schools also seek advice from LA safeguarding team and value the policies and practical advice available through them. School staff also engage with training through the LA safeguarding team.

<p>The school attendance support team should advise the family's lead practitioner on attendance elements of the plan. They can act as lead practitioner if appropriate. They should also be part of the team around the family if necessary, and step in to lead any formal support or legal intervention when required (including if support is formalised in a parenting contract, education supervision order or parenting order).</p>	3	<p>There will be an attendance plan and named case holder. The Education welfare officer will be the patch officer and if the case proceeds to legal interventions, the officer will work alongside the family's lead practitioner and the school to support any formal processes. Including parenting orders, education supervision orders, or prosecution.</p> <p>Systems are in place for close liaison between Early Help, schools and the Education Welfare Service. Attendance elements of a support plan are reviewed and assessed in terms of progress. Early Help Assessment Advisors are able to provide training, support and guidance around the completion of EHAs and discussions will take place about progressing through the staged approach to attendance if there is no engagement from the family or if absence continues.</p> <p>The virtual school advises social workers about the importance of attendance and supports schools to access educational provision through tuition and alternative provision placements.</p> <p>Positive Steps staff attend Team around the Family or Child meetings to ensure joint planning and support. Where no other services are involved, they act as the lead practitioner for a young person and their family.</p> <p>The Local Authority has received funding to deliver preventative interventions through 'Shift' for one and a half years. This will allow the service to offer intense support to 28 young people identified as being at high risk of becoming known to the youth justice system and having poor outcomes in terms of education or employment. This intervention will be supported by TPRS and the Virtual School. Identification will be a multi-agency approach, will be data led and all the information received will be triangulated to ensure the offer is appropriate and suitable. Criteria will include education status, risk of permanent exclusion, attendance (including persistently absent or severely absent), the number of school moves, the number of suspensions in 2 years, the number of permanent exclusions in 2 years and the number of permanent exclusions in a young person's time in education. Individual needs and barriers to attendance or education will be assessed. There will be 5 practitioners working within Shift, all who may operate as lead practitioner for a young person.</p> <p>Social Workers are lead practitioners whether within a statutory framework or within the remit of Early Help. Attendance and achievement remains a key priority and joint working is integral to success. They ensure there is unity in the messages that are shared with parents and carers and that all opportunities for improvement are available before the EWS considers enforcement action. Social workers will obtain key information from other local</p>
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authorities including safeguarding information in order to assist in identifying the needs or the potential areas of need for a family or young person.

If social workers become aware of a child that is not accessing school but are of school age, they will inform the EWS. Where families have chosen Elective Home Education but education checks cannot be completed, assessment orders can be obtained from the court where there are concerns.

Social workers will offer support for young people to further engage in education, employment and training.

SEND Caseworkers and Specialist Outreach Support Service can all be lead practitioners for a family. All staff within the team offer advice to the Team Around the Setting meeting when requested.

Where a child has an EHCP and attendance is a concern, the SEND team will liaise with school to offer strategies and advice.

Schools will complete Early Help Assessments and class teachers, key pastoral staff, Heads of Year or members of SLT can become the Lead Practitioner for a family. Schools have multi-agency Team Around the School meetings but also operate internal Team Around the Child or Family meetings including school counsellors, emotional well-being staff, SENDCo, Heads of Year and members of SLT. Concerns around attendance is one criteria for referral.

To facilitate effective multi-disciplinary support for families, the School Attendance Support Team is also expected to:

- Advise schools on how to raise concerns and make referrals to early help (and other services) so that families receive support quickly

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Referral mechanisms to early help are clearly established and used effectively by schools. Work is being undertaken where families refuse consent.

Termly meetings and the flow chart in the attendance strategy will direct schools through the process to escalate concerns.

The virtual school will signpost schools to early help to support families and pupils.

- Build strong relationships with services and partners that can remove specific barriers to attendance. This will include health, youth justice, the voluntary and community sector, early help, children's social care, local safeguarding partnerships, special educational needs, educational psychologists, and housing support. The team should meet regularly with leads from these services, set out their ensure in

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Attendance steering group will continue to meet regularly. The action plan identifies the need to develop a local offer for attendance where schools and partners can identify sources of help to remove barriers. The planned attendance conference will bring partners together to understand the strategy and vision and sign up to the attendance pledge.

The virtual school attends PEP meetings and cared for children review meetings where attendance is a concern. The team will offer strategies to improve attendance and ensure

attendance support, and how they fit into the local authority's attendance strategy. They should also help coordinate joint strategies and messages on attendance to improve consistency of approach.

there is access to educational provision. Funding is available through pupil premium plus allocation.

The virtual school liaises with all relevant agencies to ensure that appropriate support is available to pupils and that they have access to educational provision. A representative from the virtual attends the attendance strategy steering group and the Education Welfare Service's working parties.

The virtual school signposts schools and social workers to partners who specialise in supporting young people with personal development, removing barriers to school attendance and achievement.

- EP support for schools for early identification and support of children and young people experiencing anxiety which may affect their attendance:
 - Presentation at SENCo network meetings on strategies for early identification and support alongside gathering feedback from school staff on prevalence of pupils with low attendance and SEMH needs;
 - Online training on Emotionally-Based School Avoidance (EBSA) for school staff (continuing in 22/23);
 - The development and dissemination of a process document for schools supporting pupils with EBSA including Tameside signposting.
- Collaboration between EPS and other services:
 - Educational Psychology (EP) representation at Attendance Strategy meeting;
 - Online training on EBSA and Education Welfare Team (continuing in 22/23);
 - Group supervision offer for Education Welfare (22/23).
- Support for parents understanding SEND processes and group support for children with EBSA.

The Clinical Lead for the Healthy Child Programme (0-19 years) contributes to Attendance Strategy meetings and wider multi-agency working.

The Voluntary, Community, Faith and Social Enterprise Sector Alliance (VCFSE) supports school attendance through a range of services offering support to families. These include SEND services, Asylum Seekers and Refugees, Citizens Advice Bureaus, mental health, physical help, services linked to poverty, drugs and alcohol services, food banks and pantries, children and young people's activities and community groups. Schools are aware of the local offer through distribution of the Tameside Worker information and through the attendance

		<p>of the Action Together Early Help Officer at Team Around the Setting meetings.</p> <p>Information about the VCFSE is shared with safeguarding teams, through pupil premium, with year teams, in team meetings, on the class dojo page, through twitter, facebook and directly emailed to families. Posters display information in schools, on notice boards, in playgrounds and on websites. Information is shared with families during Early Help Assessments and Child In Need meetings. Staff can also access training through the information shared.</p>
<ul style="list-style-type: none"> Build effective data sharing opportunities with partners as part of data sharing/ governance arrangements to ensure a joined-up approach. 	2	<p>The local authority has identified the need for additional data analysis capacity to ensure that data is used effectively to support good attendance practice.</p> <p>The virtual school monitors attendance data for cared for children weekly and reviews attendance under 90%. Weekly attendance is then RAG rated against the previous week. The virtual school make contact with schools and educational settings and social workers where attendance is a concern. A report is generated weekly of all pupils with B or D codes in the register to enable contact to be made with schools and social workers to ensure that pupils have access to full-time education provision. The virtual school monitors any cared for children who are not accessing full-time provision or who attend provision other than at school. The virtual school receives daily reports from tutors and the virtual school's alternative provision at Active Tameside. Where appropriate, advice and guidance is offered to schools around appropriate coding in the registers.</p>
<ul style="list-style-type: none"> Work closely with local mental health services, school level senior mental health leads (including school based mental health support teams), the local school nursing service and the local authority's special educational needs and disability team(s) to ensure joined up support for families facing health or disability related barriers to attendance. 	3	<p>Attendance steering group has representatives from Educational Psychology; Health, Education, voluntary sector and Early Help. EBSA Emotional based school avoidance working party in place and they meet regularly.</p> <p>The virtual school liaises with all relevant agencies to ensure that appropriate support is available to pupils and that they have access to educational provision. Where there are health or disability related barriers to attendance, support is offered to schools to assess any special educational needs and progress EHCP applications and the virtual school can support schools to access tuition for pupils who cannot attend their educational setting.</p> <p>The virtual school signposts schools and social workers to partner agencies who offer support with mental health and to build self-esteem. Partner agencies also support with personal development and with behaviour management to help reintegration back into school. Funding is available through pupil premium plus resources.</p>

EPs work with children and young people, their families and settings when completing statutory assessment of needs and support the coproduction of long-term objectives to outline provision and adaptations to support need, including low attendance in their setting.

Healthy Child Programme (0-19 years)

- Health Visitors and Family Nurses promote attendance at early years education settings and are closely involved with the early identification of special educational needs and disability (SEND) and early intervention and information gathering leading to EHCP processes to promote access for all children to education.
- School Nurses liaise with schools on a case by case basis where attendance is potentially affected by health issues, such as a new or existing medical diagnosis or low level and frequent health issues. Schools refer to the school nursing service and interventions include providing school health care plans, advising parents on appropriate management of minor ailments and health promotion, and signposting to other sources of information and support. School Nurses also liaise with other health partners such as GPs, mental health services and paediatric specialists / specialist teams to support the child or young person's wellbeing and therefore school attendance.
- School Nurses attend Attendance Meetings in schools to provide health advice – by invitation.
- School Nursing & Health Visiting leaders contribute to Early Help Panels and engage in wider multi-agency working and training to support child and young person wellbeing and therefore school attendance.
- The Children's Complex Needs Nursing Team provide support to children and young people attending special schools and works closely with these schools and families providing advice and interventions as above.
- Cared for Children receive either one or two health assessments a year, depending on age, and school attendance is reviewed as part of these health assessments. Liaison with schools in support of attendance is as above. The Cared for Children (CFC) Nursing Team or School Nurse attend PEP meetings when invited by the social worker about a health concern affecting attendance. The CFC Team also have close links with alternative educational providers where young people are attending these.

- All of the above teams will also provide or signpost to training and advice in schools about specific health issues such as allergies / anaphylaxis management. School health profiles are completed which are opportunities to identify needs such as this.
- The School-Aged Immunisation Programme keeps our communities safe from the major infectious diseases which would otherwise be significant barriers to school attendance. The programme is delivered by GPs, the School Immunisation Team and Children's Complex Needs Nursing Team.
-

4) Legal intervention		
Set out clearly for pupils, parents, and schools when and how attendance legal intervention will be used.	4	The council has a policy that is available on the council's website. This sets out when legal interventions will be used. The action plan identifies the need to make information more user friendly for families and schools. Web-site needs updating/re vamping working party needs to be established.
Use formal support options including parenting contracts and education supervision orders.	3	Working party established to introduce processes for education supervision orders and parenting orders. Plans are being drafted to ensure the parenting offer is sufficient to meet the requirement of court parenting orders.
Secure effective joint working between the School Attendance Support Team and statutory children's social care services where there are safeguarding concerns or absence becomes severe.	3	Educational neglect is an area where work is being completed to ensure this is recognised across all agencies. There is effective working with the education welfare officers in the Virtual School and children's social care to address identified issues.
Issue fixed penalty notices in line with local codes of conduct where support has been provided but not worked or engaged with.	4	Processes for Penalty Notices are in place, it is used as an early intervention tool to improve attendance.
Take forward attendance prosecution as a last resort where all other routes have been exhausted or deemed inappropriate.	4	Good process in place, we have a checklist to ensure all other available routes have been considered before we proceed to court. We would only use prosecution as the final resort once all other early help interventions had failed.
Monitor and improve attendance of children with a social worker		
Regularly monitor the attendance of children with a social worker, including those looked-after by the local authority.	2	Attendance data for cared for children is collected daily through Looked After Call and the virtual school team run weekly reports run to identify all pupils with under 90% attendance. Attendance figures are RAG rated. The virtual school makes contact with schools and educational settings and social workers where attendance is a concern.

		<p>A report is generated weekly of all pupils with B or D codes in the register to enable contact to be made with schools and social workers to ensure that pupils have access to full-time education provision. The virtual school monitors any cared for children who are not accessing full-time provision or who attend provision other than at school and will attend meetings to offer support.</p> <p>The virtual school receives daily reports from tutors and the virtual school's alternative provision at Active Tameside. Where appropriate, advice and guidance is offered to schools around appropriate coding in the registers.</p> <p>At present the virtual school does not have access to the attendance of children with a social worker other than cared for children, unless this information is shared by the school or the social worker. Support and guidance is available if schools or social workers make contact with the virtual school.</p> <p>Social Workers liaise with schools to ensure they have up to date information about the attendance of a child, particularly when a pupil is open to them as Child in Need, Child Protection Plan or is a cared for child. Social workers regularly liaise with the Virtual School and the EWS.</p>
Set aspirational targets for attendance of pupils with a social worker, and put in place personal education plans for pupils looked-after	2	<p>A PEP meeting is held every term for cared for children. Attendance forms a key part of the plan, targets are set for improvement where necessary and resources and actions are identified to support this. Rewards and recognition for attendance and achievement are provided half-termly.</p> <p>Attendance is a key part of a PEP meeting and where appropriate, an improvement in attendance will be set as a target. In some circumstances, pupil premium plus funding can be used to support this.</p>
Provide training for designated teachers about their role in promoting the attendance of children who have needed a social worker.	3	<p>The virtual school provides training for designated teachers and other partners around the importance of attendance and the role of the virtual school. Guidance for designated teachers is available on the virtual school website.</p> <p>The Local authority offers selected schools designated safeguarding supervision of which will provide one to one support, advice and guidance to support children and young people. Where the schools have identified a learning need the DSL supervisor where possible will</p>

		<p>deliver training around this need, such as training around thresholds, specialist intervention and court procedures.</p> <p>The DSL supervisor will also ensure that the schools have up to date information and guidance that is relevant to their role in supporting a child/ young person attend school.</p>
<p>Secure regular attendance of looked-after children as their corporate parent and advise services supporting pupils previously looked after about the importance of attendance</p>	<p>3</p>	<p>The virtual school makes contact with schools or educational settings and social workers where attendance is a concern to offer support. Virtual school will attend PEP meetings and review meetings where attendance is a concern. Strategies are offered and funding can be available to improve attendance through pupil premium plus allocation.</p> <p>Where pupils are suspended, the Virtual School will discuss alternative actions available to school or educational setting and can provide educational provision.</p> <p>Attendance and achievement is a key element of Social Workers' support for cared for children and previously cared for children. It forms part of review meetings and is an integral part of a PEP meeting. Social Workers gather the wishes and feelings of the children they support which help to inform reasons for absence.</p>
<p>Work across children's' social care services to ensure all social workers recognise the importance of attendance, and that attendance is built into every child in need or child protection plan where this is a concern.</p>	<p>3</p>	<p>The virtual school provides training for social work teams and around the importance of attendance and the role of the virtual school. Guidance for social workers is available on the virtual school website. A newsletter is circulated monthly sharing information about attendance and achievement.</p> <p>The virtual school attends PEP meetings and cared for children review meetings where attendance is a concern. The team will share information and offer strategies to colleagues in social care to improve attendance.</p> <p>Attendance is a key element of Social Worker training as non-engagement with education underpins all social work assessments. It is a core element of the statutory framework.</p> <p>Training to Social Workers is delivered and accessible via the Virtual School and by Educational Psychologists.</p>

Light Blue - EP

Red – EH

Green – School Nursing

Light green - Mental health support team

Orange – Voluntary community faith and social enterprise (VCFSE)

Dark Blue – Positive Steps

Brown – Youth Justice Service and CSG

Social Care – Turquoise

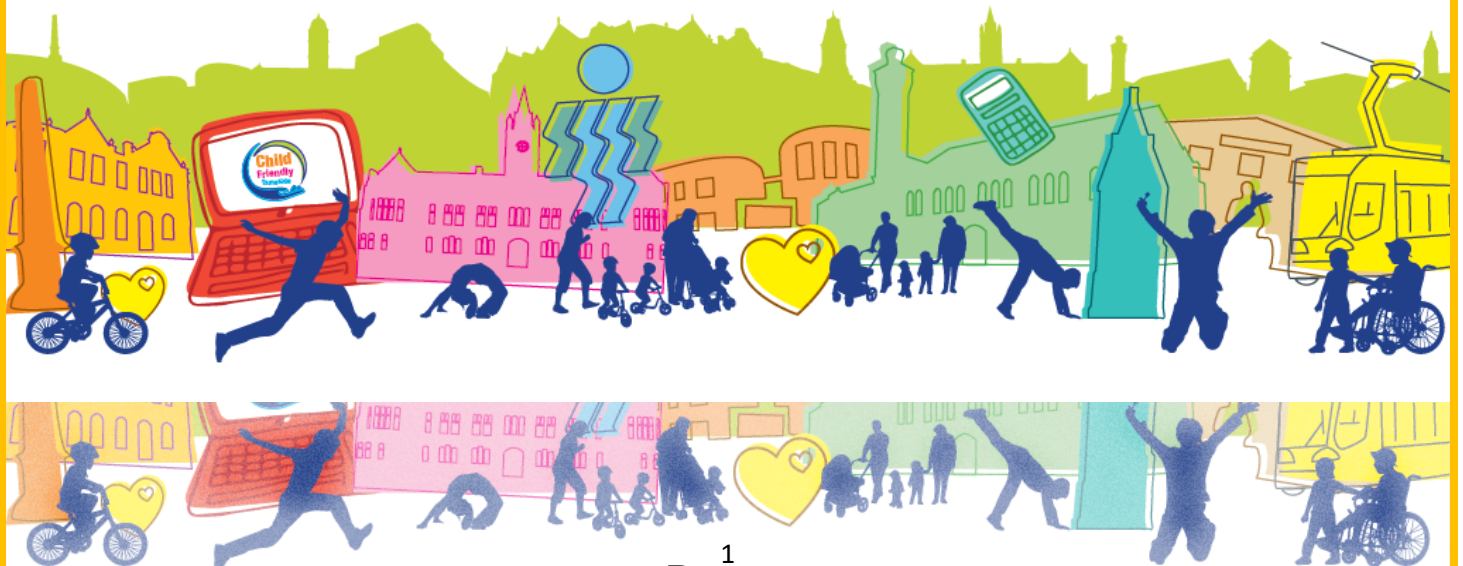
Grey – SEND

Pink - Schools

TAMESIDE ATTENDANCE STRATEGY

A GRADUATED, PARTNERSHIP APPROACH
TO IMPROVING ATTENDANCE

2023 - 2026



FOREWORD

We would like to take this opportunity to recognise the tremendous efforts made by our children, families, schools and council teams to ensure pupils attend school regularly. We are aware of the daily work that goes on with all our families to achieve the best outcomes for every pupil in the Borough by all partners. Our partnership work means that some of our most vulnerable children get the best opportunities to achieve the best outcomes for lifelong learning. We have had many challenges over the last few years but none more so, than the Covid pandemic.

We know that school is the best place for our children and the lifelong benefits 100% attendance brings to them; we want to continue to work in partnership with all agencies to ensure our families and our schools with the right support they need to keep daily attendance at school a priority for all. Every parent and carer has a legal duty to send their child to school and there is a range of powers that local authorities and schools have to enforce attendance where there is no valid reason for the absence.

The aim of this strategy is to build on our existing partnership arrangements, to work together from the earliest opportunities to help parents/carers meet this legal duty, secure in the knowledge that their child is understood and well supported. When there are specific problems with attendance, the local authority and schools will work closely to support families and children. We will take a carefully managed approach and seek to understand, encourage and support children and young people to attend school every day.

Cllr Leanne Feeley
Executive Cabinet
Member

Ali Stathers-Tracey
Executive Director

Jane Sowerby
Director of Education

FGJF

**We truly believe that
by working together,
we can do better for
our children and our
young people and
we look forward to
seeing all that they
can achieve.**

INTRODUCTION

Why is regular attendance in learning important?

Evidence shows that securing excellent attendance at school is key to ensuring positive outcomes for children and young people. Missing lessons leaves students vulnerable to falling behind, creating gaps in their learning and diminishing their self-confidence.

Good attendance habits must start from the earliest stages of education. We know that children who regularly miss school in reception classes will most likely go on to have poor attendance at secondary school. Research by Universities UK indicates that children with poor attendance are five times less likely to achieve five strong passes at GCSE, preventing them from going on to Higher Education or into employment.

We also know that poor attendance at school can lead to poor emotional health and wellbeing. Children and young people who miss school on a regular basis can become socially isolated; they can lack confidence and have low self-esteem. Children can feel like they do not fit in with their peers and this can lead to loneliness. We also know that young people who regularly miss school are at greater risk of anti-social behaviour and are more likely to become the victims of crime.

These are not the life outcomes and experiences we want for our children. School is not just about academic success and attainment; it is about learning about the world, about relationships and about ourselves. It is about trying new things, making new friends, and finding our place in the world. To miss school is to miss the many, many experiences that shape the choices we make, the opportunities we have and the quality of life that we lead.

Tameside has traditionally had low rates of pupil absence, with the most recent published data showing an absence rate of 4.2% compared to 4.6% nationally. Persistent absence is also lower than nationally, with 6.5% of students in Tameside primary schools classed as persistent absentees, (the national average was 8.8%) and 13.5% of students in Tameside secondary schools (the national average was 14.8%).

Whilst levels of absence in the borough are generally good we know that some of our most vulnerable children with social workers and children with special educational needs are more likely to be absent from school and we recognise that this is having a detrimental impact on their progress and attainment.

It is true that many children, families and schools in Tameside have great attendance and we need to do more to celebrate that. We know that there are examples of great practice happening every day in our schools. We know that we have some strong partnership arrangements in place that we can strengthen to really make a difference together.



What are our key issues?

Children, families, schools and council services have worked hard over recent years to improve attendance in Tameside schools. Whilst there are many examples of children and young people attending on a daily basis and achieving well, too many students remain persistently absent from our schools. This means that they are missing lessons, enrichment activities and opportunities to build meaningful relationships with their peers and school staff.

In Tameside, too many young people leave secondary school without the qualifications they need to go on to further education or employment, for some of these students this is a result of a long legacy of poor attendance at school.

The COVID-19 pandemic created huge disruption for children, families, and educators. Attendance at school became more challenging for all. The disruption to learning created by the closure of schools and settings and the creation of remote learning packages is unprecedented. It is important that we work together to overcome the challenges created by the pandemic and make sure all our children are supported to return to school and catch up on learning.

We know that for some children and young people, the return to school following the pandemic and lockdown has been an anxious time and it is important that we all work together to understand that and make sure the right support is in place.

Our Attendance Strategy covers the next three years from 2023 to 2026 and will direct our work in improving attendance in schools, colleges, early years provision and other learning opportunities over this time. One of our guiding principles in developing this strategy has been to build on our existing partnership working with schools, academies, colleges, early years providers, partners and stakeholders. This will ensure our local approach is not only in line with current government guidance and legislation, but that it recognises the needs of our community, post pandemic, and seeks to empower and support them. This will inspire confidence to attend school rather than exercising statutory powers to enforce it.

What do we know already?

There are many reasons why a child or young person may be missing school. It is important that professionals working with families take the time to understand those reasons and work in a solution focused way to overcome barriers to regular attendance.

It is also important that when considering poor attendance, a holistic approach is taken. This should consider the emotional, social, economic, and academic reasons why a child or young person may be missing school and how, through the support of the school and/or other agencies, barriers to regular attendance may be reduced or removed.

We know that many schools and agencies do this work very effectively, however, our analysis tells us that there is more that we can do to make sure that this approach is consistently applied across the borough.

We believe that when teams and services come together in a person-centred way, we are likely to use our resources more effectively and instigate long lasting change in behaviours and life experiences.



We know that there are many positive examples of good practice in learning providers, teams and organisations in relation to the management of attendance. However, this work is often not joined up enough to really make a difference for children and families.

We also know that we need to look strategically at the range of services available to schools to support attendance, to ensure that they are fit for the post pandemic world and to look for new and innovative ways to work with children and families differently.

We also know that sometimes attendance is impacted because of the capacity of others to provide the right level of care and support to children and young people; sometimes this relates to complex health needs or challenging social or family circumstances. It is important that teams working with families acknowledge this and work in a solution focused way to minimise absence from school.

Working in partnership

Securing good attendance is everybody's business. If we are to achieve our ambitious goals, we all need to work together.

A range of stakeholders and agencies work closely to address school attendance issues. In addition, protocols with other local authority services and the health services help to identify any children or young people who do not have a school place and refer them on to appropriate services. A wide range of children's and young people's services also identify school attendance issues and work collaboratively to actively resolve them.

Lead professionals working with the family may identify key partners as some of the following. Their involvement will depend on the needs of the child and family.

Our partners and stakeholders work together to be attendance curious about our children and young people in a range of settings.

What are we going to do?

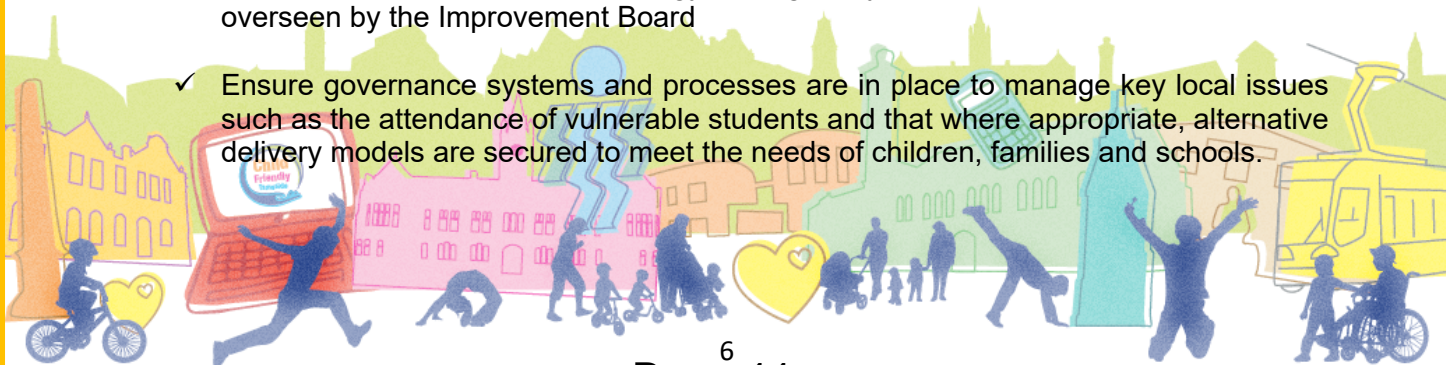
Our schools and young people tell us that in order to improve attendance for all students we need to develop:

- A clear and well communicated graduated response built on early intervention so that children and families get the help they need when they need it, regardless of which setting they attend.
- A multi-agency approach so that children and families get help from the right person or service at the right time and that attendance isn't just seen as an issue for schools.



How are we going to do this?

- ✓ Implement the Department for Education's *Working together to improve school attendance* guidance in Tameside
- ✓ Support schools, colleges and early years providers to develop policies and practices to bring a consistent approach to promoting good attendance
- ✓ Work with children, families, schools and partners to find new ways to celebrate great attendance.
- ✓ Develop and share good practice resources with our schools, learning providers and partners to ensure that all practitioners have a range of resources to promote good attendance and intervene quickly when attendance is a cause for concern.
- ✓ Ensure our SEND practices consider where poor attendance is an issue for our young people and the reasons for it are considered at multi agency meetings, individual reviews and SEND assessments.
- ✓ Ensure our children and young people with a social worker are effectively supported to access learning
- ✓ Offer a programme of training so that there is a common appreciation of what we mean by good attendance and how best to secure it.
- ✓ Develop a Tameside wide communications campaign that helps raise awareness of good attendance and why it is important.
- ✓ Continue to provide a range of support for children and young people struggling to attend school due to their mental health issues.
- ✓ Revise our safeguarding practices so we understand the risks associated with poor attendance and the escalation processes available when a child or young person is considered to be at risk.
- ✓ Encourage all professionals to be attendance curious and ask our children and young people and their families and carers about their attendance school
- ✓ Ensure our partners are aware of the effects of attendance on educational neglect
- ✓ Monitor the implementation of this strategy by continuing the work multi agency attendance strategy partnership and reporting to the Education Attainment and Improvement Board
- ✓ Monitor the impact of this strategy through key performance indicators that are overseen by the Improvement Board
- ✓ Ensure governance systems and processes are in place to manage key local issues such as the attendance of vulnerable students and that where appropriate, alternative delivery models are secured to meet the needs of children, families and schools.





Tameside Attendance Conference

Consultation on Tameside's Attendance Strategy

Key Note Speaker - Diane McConnell Attendance
Advisor, Department for Education

Implementation of "Working Together to Improve
School Attendance" Guidance

Wednesday 21st June 2023

9:00am to 1:00pm

Dukinfield Town Hall





<https://www.eventbrite.co.uk/e/tameside-attendance-conference-tickets-636425976227>



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Agenda Item 6

Report to:	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date:	20 June 2023
Reporting Officer:	Jane Sowerby – Assistant Director, Education
Subject:	EDUCATION ATTAINMENT IMPROVEMENT BOARD FORWARD PLAN 2023/24
Report Summary:	The Forward Plan sets out a proposal for a structured approach to the work of the Education Attainment Improvement Board (EAIB), which addresses the strategic priorities for education and lifelong learning in Tameside.
Recommendations:	The Board is asked to: Consider and approve the Forward Plan.
Corporate Plan:	The Corporate Plan outlines the priorities for improving the borough of Tameside including the quality of life for children and families.
Policy Implications:	There are none arising from this report.
Financial Implications:	Whilst there are no direct financial implications arising from this report robust forward planning will enable the authority to continue to support children and young people in a value for money way and avoid high cost independent placements where possible.
Legal Implications:	The Council has a duty promote high standards of education and fair access to education. This duty includes the requirement to secure sufficient schools in their area, and to consider the need to secure provision for children with Special Education Needs. The work of the EAIB and the forward plan is intended to support this duty.
Risk Management:	A failure to have appropriate challenge and oversight of the complex landscape of education provision creates a risk to the effectiveness and quality of education provision, which is of fundamental importance to the life chances of Tameside's children and residents.
Access to Information :	NON-CONFIDENTIAL This report does not contain information, which warrants its consideration in the absence of the Press or members of the public.
Background Information:	The background papers relating to this report can be inspected by contacting the report writer  Telephone: 0161 342 3247  e-mail: jane.sowerby@tameside.gov.uk

1. BACKGROUND

- 1.1 The work of the Board will benefit from the best possible preparation. This will be enhanced by service leads having a clear understanding of the point in the year when they will be expected to report on each key issue.

2. PROPOSED FORWARD PLAN

- 2.1 The proposed Forward Plan is set out below:

Date	Item	Lead
20 June 2023	EAIB Forward Plan SEND Update Working Together to Improve School Attendance	Jane Sowerby Jane Sowerby Jo Pearson
17 October 2023	SEND Update PEIA Update School Allocations and School Admissions Update Music Service Annual Report Schools Update	Jane Sowerby Jo Pearson Catherine Moseley Catherine Moseley Jane Sowerby
16 January 2024	SEND Update Virtual School Annual Report School Admissions Arrangements	Jane Sowerby Rachael Weeden Catherine Moseley
12 March 2024	SEND Update Schools Update Childcare Sufficiency	Jane Sowerby Jo Pearson Catherine Moseley

- 2.2 It is likely that the forward plan will need to be developed and amended through the year in response to issues arising.

3. RECOMMENDATIONS

- 3.1 It is recommended that the Board discuss and agree the Forward Plan with any required amendments.