

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

CABINET

24TH MARCH 2020

PROPOSAL TO STRENGTHEN THE CONTINUUM OF PROVISION FOR PUPILS WITH SOCIAL, EMOTIONAL AND BEHAVIOURAL DIFFICULTIES (SEBD) AND SIGNIFICANT ADDITIONAL LEARNING NEEDS

REPORT OF THE DIRECTOR OF EDUCATION AND INCLUSION SERVICES IN DISCUSSION WITH THE CABINET MEMBER FOR EDUCATION AND INCLUSION SERVICES (COUNCILLOR J ROSSER)

Author: GAYNOR DAVIES, DIRECTOR OF EDUCATION AND INCLUSION SERVICES (Tel No: 01443 744009)

1. PURPOSE OF THE REPORT

- 1.1 The purpose of this report is to outline proposals for change for the improvement of provision for learners with social, emotional and behavioural difficulties (SEBD) in Rhondda Cynon Taf.

2. RECOMMENDATIONS

It is recommended that Members:

- 2.1 Consider the information contained within the report.
- 2.2 Determine whether to proceed with the proposal to fund mainstream secondary schools to establish their own alternative curriculum provision or pupil referral unit for learners with significant social, emotional and behavioural needs as outlined in paragraph 6.6 of the report.

3. REASONS FOR RECOMMENDATIONS

- 3.1 To progress the proposals so that an improved continuum of Special Educational Needs (SEN) provision can be established in our secondary schools so that the needs of our most vulnerable can be met in their local communities.
- 3.2. To promote opportunities for developing more inclusive practices in our schools and the appropriate resourcing to ensure the development of sustainable bespoke provisions to meet need.

4. BACKGROUND

- 4.1 Considerable changes are planned in Wales in relation to the statutory provision required to meet the needs of pupils with SEN/additional learning needs (ALN). The Additional Learning Needs and Education Tribunal (Wales) (ALNET) Act was

introduced in January 2018. The Act requires local authorities to keep under review the arrangements for supporting pupils with ALN within their area and consider whether these are sufficient. This includes a statutory requirement to take all reasonable steps to create a bilingual system of support for pupils with ALN. The Act will be supported by new regulations, including secondary legislation and a new statutory Additional Learning Needs Code. The current draft Code is based on the following principles:

- meeting the needs of pupils with ALN should be part of a whole school approach to school improvement;
- pupils must be supported to participate in mainstream education and in the National Curriculum as fully as possible wherever this is feasible.

4.2 A total of £3.4M Additional Needs Funding (ANF) is available to mainstream schools to ensure statutory mainstream provision for learners is robust and to support mainstream inclusion for learners with severe and persistent needs.

4.3 For pupils with more significant needs who experience difficulties in coping with mainstream education, more specialist placements are required. Rhondda Cynon Taf has a range of specialist provisions which includes: 44 Learning Support Classes (LSCs), 2 Pupil Referral Units (PRUs) and 4 Special Schools. There are proposals currently under consideration for a further 3 LSCs for social, emotional and behavioural needs and 1 Welsh medium LSC for complex needs. Proposals are currently being consulted upon and Cabinet will play a key role in considering whether or not to proceed with these proposals. If approved this will provide a significant enhancement to social, emotional and behavioural (SEBD) provision in the local authority.

4.4 In the summer term 2019, schools were required to submit detailed bids and business cases (Appendix 1) for additional resources to establish their own step 4 provision or alternative curriculum provision (Appendix 2). The model describing the local authority's approach to managing learners' behaviour is outlined in Appendix 2. Step 4, is the fourth of five steps of the Council's behaviour management approach where a pupil's educational provision is provided in a local alternative provision or pupil referral unit led and managed by schools. Schools submitted the bids to resource and staff their own Step 4 provision to meet the needs of their learners in their local communities rather than them being educated in a central local authority managed pupil referral unit.

A total of 3 Step 4 bids were approved including Porth Community School, Aberdare Community School and a Rhondda consortium bid involving 5 schools (Porth Community School, Ysgol Nant Gwyn, Ferndale Community School, Tonyrefail Community School and Treorchy Comprehensive School). The total sum of funding agreed equated to £200K per annum for a 2 year period.

4.5 Whilst RCT has an excellent range of LSC provisions attached to mainstream schools the relative proportion for social, emotional and behavioural needs (SEBD) at secondary level is insufficient. However, in light of the requirements of the ALNET Act, concerns regarding rising exclusions and an increase in requests

for SEBD placements there is a clear need to enhance provision for learners with these needs.

5. **CURRENT CHALLENGES**

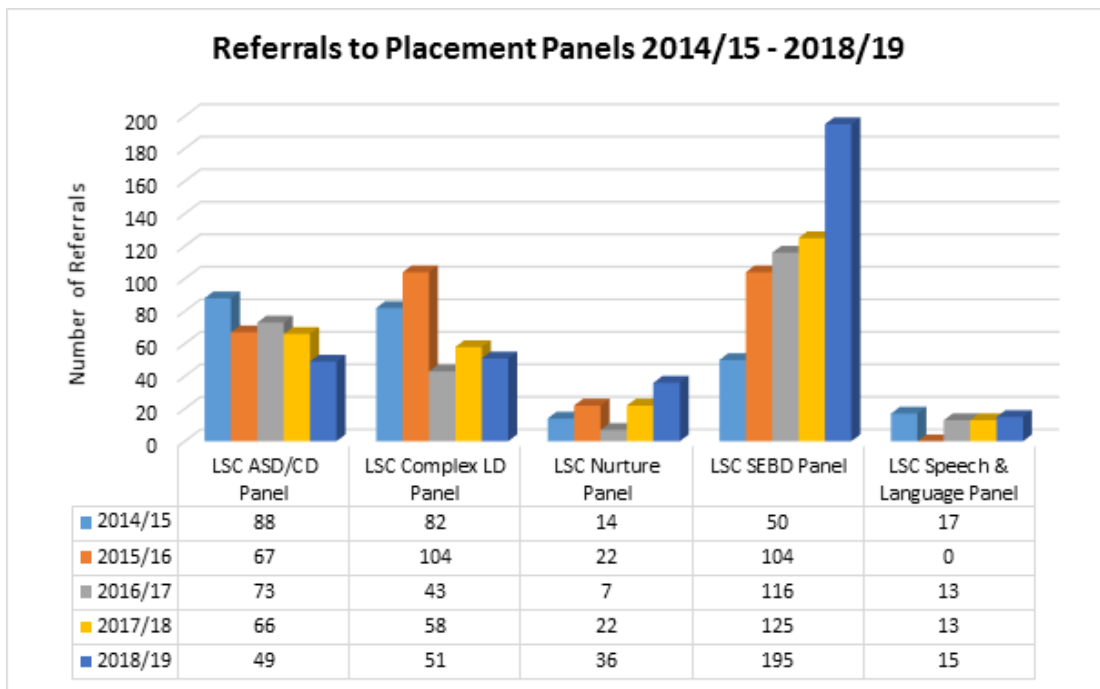
5.1 **Learning Support Class Capacity**

RCT spends in the region of £4.1M annually on the provision of LSCs. There are currently approximately 362 pupils accessing the 44 LSC provisions within RCT across a range of needs. Specialist provision for primary and secondary only equates to 18% of the total LSC provision in the County. In December 2019, Cabinet agreed to consult on proposals to extend LSC provision for learners with significant SEBD in 4 mainstream settings, including a new

- Key Stage 3/4 LSC provision for pupils with SEBD at Bryncelynog Comprehensive School;
- Key Stage 3/4 LSC provision for pupils with SEBD at Ferndale Community School;
- Key Stage 3/4 LSC provision for pupils with SEBD at Mountain Ash Comprehensive School;
- Key Stage 3/4 LSC provision for pupils with significant Additional Learning Needs (ALN) at Ysgol Garth Olwg.

5.2 As can be seen in Table 1 requests for placements within SEBD provision have far exceeded requests for any other specialist LSC provision with an increase of 290% over the last 5 years. Only 37 of the 126 pupils (29.3%) referred to the SEBD specialist placement panel in 2018/19 were awarded a specialist provision.

Table 1: Number of pupils Referred to Placement Panels for Learning Support Class Provision



5.3 Exclusion Rates Mainstream

Rates of exclusion within RCT have continued to rise over a five year period and both permanent and fixed term exclusions are currently at their highest with 23 permanent exclusions and 2690 fixed term exclusions in 2018/19. Exclusions also impact upon attendance which, in-turn, impacts upon outcomes for this cohort of pupils.

Table 3: Summary of exclusions within the last 5 years (All settings)

Exclusion Data	2014/15	2015/16	2016/17	2017/18	2018/19	Total
Permanent exclusions	20	4	20	8	23	75
Fixed term exclusions	1683	1532	1948	2229	2690	10082
Number of days lost	4058.5	3284.5	4106	4294	5374.5	21117.5
Average length of exclusion (days)	2.41	2.14	2.11	1.90	2.00	2.11

5.4 Exclusion Rates/PRU Provision

In addition, to mainstream settings experiencing a growth in challenging behaviours, the complexity of need within PRU settings has also grown particularly at secondary level. Table 4 reports the significant increase of 632% in the number of fixed term exclusion and a 310% increase in the number of school days lost due to these exclusions with Ty Gwyn Education Centre (the Council's secondary PRU) over a 5 year period.

Table 4: Summary of exclusions within Pupil Referral Units within last 5 years

PRU/Special School Name	Incidents of Exclusion						Days lost due to Exclusion					
	2014 /15	2015 /16	2016 /17	2017 /18	2018 /19	Total	2014 /15	2015 /16	2016 /17	2017 /18	2018 /19	Total
Tai Education Centre	7	10	3	14	7	41	16.5	16.5	6	30	24	93
Ty Gwyn Education Centre	31	66	106	120	227	550	97	202	187.5	211	441.5	1139
Total	38	76	109	134	234	591	113.5	218.5	193.5	241	465.5	1232

Data would suggest that there are significant changes in the complexity and behaviours of pupils within the secondary PRU setting. There are currently 52 learners in the setting with severe social, emotional and behaviour needs. Ty Gwyn Education Centre is categorised by Central South Consortium as a 'red' school requiring the highest level of school improvement support. The PRU has experienced considerable changes in staffing during 2018/19, including a change in the entire leadership team which has posed many additional challenges. In November 2019, Estyn judged the secondary PRU are requiring special measures. In September 2013, Estyn judged the secondary PRU as requiring

significant improvement. The setting was removed from this statutory category in 2015. This fluctuating picture suggest that it is challenging to sustain improvements over time and a review of local SEBD provision across all settings is now required.

Tai, the primary PRU, has relatively low rates of exclusion and was judged by Estyn to be excellent across all inspection areas in its inspection in June 2019. It is currently categorised as a 'green' setting and there are plans afoot to develop outreach models from this excellent setting.

5.5 **Positive Physical Intervention**

Analysis of behaviour management data submitted by schools has shown that the number of pupils requiring physical intervention has significantly increased in the last 5 years with a rise of 302% in reported incidents.

It is important to note, however, that the significant increase could be attributed in part to the raised awareness of the safe use of positive physical intervention following the roll out of Team Teach training to schools.

Table 5: Summary of Physical Intervention Data collated within the last 5 years

Behaviour Data	2014/15	2015/16	2016/17	2017/18	2018/19	Total
Reported use of physical intervention	139	263	273	390	560	681

6. **PROPOSED SOLUTIONS**

6.1 In light of these challenges a number of actions have been implemented or are in the process of being implemented. A further proposal for Cabinet's consideration has been identified in paragraph 6.6 below.

6.2 **Consultation on changes to enhance Learning Support Class Provision for SEBD (currently under consideration).**

In December 2019, Cabinet gave approval to consult on establishing 3 new LSCs for SEBD for Key Stage 3/4 in Bryncelynnog, Ferndale and Mountain Ash Comprehensive Schools and a Welsh medium LSC for Key Stage 3/4 learners in Ysgol Garth Olwg. If approved, these proposals would provide an additional 50 placements for September 2020 depending on the outcome of statutory consultation.

6.3 Establish the Ysgol Nant Gwyn Learning Support Class Provision for SEBD (from April 2020).

Cabinet has already agreed for this provision to be established. This provision will be established shortly, and an additional 12 placements will be made available for learners with significant SEBD.

6.4 Enhance the number of learners accessing provision in Pontypridd High School Learning Support Class.

This will be discussed with the school and governing body and the capacity of the provision will be increased to 12. This will provide an additional 2 placements.

6.5 Enhance capacity in one special school setting to meet the needs of learners with moderate/severe SEBD and learning difficulties.

Further adaptations may be required to one existing school site at a later date.

6.6 Seek Cabinet approval to fund more secondary schools to establish Step 4 provisions (school managed alternative curriculum provision or local pupil referral unit provision).

Currently there are school managed Step 4 provisions established in Aberdare Community School and Porth Community School, and a collaborative provision in the Rhondda. These provisions will continue until July 2021 at a cost of £200k pa.

An additional £500K pa is now required to enable a greater number of schools to establish their own alternative curriculum provision or local pupil referral provisions across the County Borough. It is proposed that schools will be required to submit a detailed bid (Appendix 1) for consideration by the local authority. Selection will be based on an evaluation of: the current level of need in the school; the existing stepped approach to managing behaviour; commitment to match funding; development of a high quality and sustainable provision that will deliver improved outcomes for learners in their local communities.

The aim of the funding will be to ensure an equitable distribution of Step 4 provisions (school managed alternative curriculum provision/pupil referral unit provision) and Step 5 provisions (local authority managed specialist LSCs and PRU provisions) across the County Borough. This will improve opportunities for inclusive practice and enhance the capacity of schools to meet increasingly complex needs in mainstream settings, which in turn will reduce the demand for local authority led PRU placements.

6.7 A summary of these measures is detailed in Appendix 3.

7. CASE FOR CHANGE

7.1 There is a clear need to reduce the number of school exclusions, improve the education prospects of young people susceptible to school exclusions and to address the long-term costs and negative impact of exclusion on learner outcomes and life chances.

- 7.2 Research by Barnardo's suggests that children with SEN are nearly 10 times more likely to be permanently excluded and seven times more likely than others to receive a fixed term exclusion. There is also a strong association between poverty and deprivation, with pupils eligible for free school meals being four times more likely to be permanently excluded from secondary school and three times more likely to receive a fixed term exclusion than their better off peers. For a few, exclusions may provide the short, sharp consequence that is needed, but for young people whose families are facing challenges exclusions can be detrimental and result in loneliness and social isolation thus impacting significantly on physical and mental health of young people. Repeat exclusions from schools for pupils who are already alienated can further exacerbate difficulties and rates of poor attendance and disengagement.
- 7.3 If schools do not effectively meet the social, emotional and behavioural needs of pupils the cost to the young person includes reduced confidence, increased disaffection with school, with poor qualifications and employment prospects in the long term. Permanently excluded children are 3 times more likely than their peers to leave school without qualifications therefore timely intervention is key.
- 7.4 Whilst the option to exclude has its place, the significant growth of exclusions in RCT points to a need for schools and the Council's specialist services to intervene earlier and to avoid the escalation of difficulties. Schools currently have a responsibility for strengthening their approaches but there are pressures on the system. Effective alternatives to exclusion are needed through strengthened early intervention and preventative approaches before the risk of exclusion escalates to a crisis level.

The expansion of step 4 and LSC provision will assist in improving the continuum of support available for some of our most vulnerable learners and reduce the demand for more specialist provision. It is estimated that the costs of a place in a PRU is £20k per year, compared with the cost of a LSC placement which is a more favourable £9k per annum. A placement in a LSC offers a more inclusive and cost effective solution for some of our most vulnerable learners.

- 7.5 Research suggests that the consistent features that are perceived to work well in supporting pupils social, emotional and behavioural needs are: small class sizes, a relatively high teacher to pupil ratio compared with mainstream schools and intensive one to one pastoral support to understand and tackle the underlying issues that pupils may have, for example through learning mentors or other key workers. A LSC or school established step 4/5 provisions would meet all of these requirements.

8. EQUALITY AND DIVERSITY IMPLICATIONS

- 8.1 No Equality Impact Assessment is required at the current time.

9. CONSULTATION

- 9.1 There are no consultation implications arising from the content of the report.

10. FINANCIAL IMPLICATIONS

- 10.1 A total of 200k pa was made available for schools to establish their own Step 4 provisions in September 2019 for a 2 year period. It is proposed that a further £500k is made available for schools to establish more Step 4 provisions in an attempt to ensure effective intervention and prevention in mainstream settings so that learners' needs are well met. This funding will be made available from April 2020 until August 2022.
- 10.2 Schools wishing to establish a Step 4 provision will be required to submit a detailed funding bid (Appendix 1) and make a clear commitment to match funding so as to develop a sustainable and effective provision.
- 10.3 With this additional investment the demand for secondary PRU placements will diminish. This will enable funding for the most costly PRU placements to be redistributed to offset increased specialist placement costs. The capacity of the secondary PRU in RCT will be significantly reduced over time once the benefits of enhanced Step 4 and LSC provision across the County Borough are realised.

11. LEGAL IMPLICATIONS OR LEGISLATION CONSIDERED

- 11.1 None at present.

12. LINKS TO THE COUNCIL'S CORPORATE PLAN/OTHER CORPORATE PRIORITIES/SIP

- 12.1 Educational performance has a clear link to the Council's priority of Building a Strong Economy. Improved educational performance will have a positive impact on this priority

13. CONCLUSION

- 13.1 In summary, the measures implemented to date and proposals for change will provide a more inclusive model for addressing the escalating exclusion rates and incidents of challenging behaviour in RCT secondary schools. Evidence clearly suggests that investing in early intervention and preventative approaches can reduce demand for the more specialist costly PRU placements and gives our most vulnerable pupils the best chance of achieving success in mainstream settings. This resource will also reduce pressures on mainstream secondary schools who are experiencing significant challenges in resourcing the support that is needed for pupils with the most complex needs.
- 13.2 With this additional investment will come high expectations that there will be:
- significant reductions in both fixed term and permanent exclusions
 - reductions in-year transfer requests and managed moves
 - reduced requests for secondary PRU placements
 - improved outcomes for vulnerable learners.

The progress of schools in achieving these performance indicators will be closely monitored, and reviewed.

Other Information:-

Relevant Scrutiny Committee-

Children and Young People Scrutiny Committee

Background Papers-

None

**LOCAL GOVERNMENT ACT 1972
AS AMENDED BY
THE LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985
RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL
CABINET**

24TH MARCH 2020

**REPORT OF THE DIRECTOR OF EDUCATION AND INCLUSION SERVICES IN
DISCUSSION WITH THE RELEVANT PORTFOLIO HOLDER, COUNCILLOR J ROSSER.**

AUTHOR: Gaynor Davies – Director of Education and Inclusion Services

Background papers – None.

Officer to contact: Gaynor Davies – 01443 744001

CAIS AM GYLLID I WELLA'R YMATEB GRADDEDIG O RAN BODLONI ANGHENION CYMDEITHASOL, EMOSIYNOL AC YMDDYGIADOL

FUNDING BID FOR ENHANCING THE GRADUATED RESPONSE TO MEETING SOCIAL, EMOTIONAL AND BEHAVIOURAL NEEDS

Enw'r Ysgol/Lead School: _____

Cafodd y cais ei gwblhau gan/Bid Completed by: _____

ACHOS STRATEGOL / STRATEGIC CASE (2000 uchafswm geiriau/words maximum)
ADRAN 1: DEILLIANNAU DYSGWYR/BLAENORIAETHAU WEDI'U NODI SECTION 1: LEARNER OUTCOMES/IDENTIFIED PRIORITIES
Trosolwg a dadansoddiad o ddata tuedd 3 blynedd mewn perthynas â chyflawniad, gwaharddiadau a phresenoldeb, gan gynnwys dadansoddiad o'r grŵp sy'n agored i niwed Overview and analysis of 3 year trend data in relation to attainment, exclusions and attendance, including vulnerable group analysis
Blaenoriaethau ar gyfer gwella a thargedau Priorities for improvement and targets
Meini prawf llwyddiant a mesurau Success criteria and measures

ADRAN 2: GRŴP TARGED AR GYFER YMYRRAETH

SECTION 2: TARGET GROUP FOR INTERVENTION

Sail resymegol ar gyfer y cynllun peilot ar sail data tueddiadau a dadansoddi

Rationale for pilot based on data trends and analysis

Manylion y grŵp targed a niferoedd

Details of target group and numbers

Trosolwg o'r cynllun peilot – darpariaeth/cyrsiau arfaethedig; oriau dydd y ddarpariaeth; lleoliad y ddarpariaeth; ystyriaethau o ran eiddo/prydlesu; materion staffio/AD; gwasanaethau wedi'u comisiynu; cymorth allanol gan yr asiantaeth; anghenion hyfforddi ac ati

Overview of the pilot – proposed provision/courses; daily hours of delivery; location of delivery; premises/leasing considerations; staffing/HR issues; commissioned services; external agency support; training needs etc.

Dulliau therapiwtig sy'n tanategu'r cynnig (h.y. Dulliau Adferol, Meithrin, Rheoli Ymddygiad Cadarnhaol, model PERMA ac ati.)

Theoretical approaches underpinning the proposal (e.g. Restorative Approaches, Nurture, Positive Behaviour Management, PERMA etc.)

Rhannu manylion ynghylch sut bydd y cynllun peilot yn ategu'r dull ar gyfer rheoli ymddygiad sy'n cael ei fabwysiadu yn eich ysgol chi – *cyfeiriwch at Atodiad A.*

Detail how the pilot will complement existing stepped approach to managing behaviour adopted in your school

<p>Cam/Step 1: Dulliau Ysgol Gyfan (hyfforddiant, datblygu/gweithredu polisi, dulliau systemig). Gwelwch fanylion yr hyfforddiant diweddar a gafodd ei gyflawni, ymyraethau sylweddol sy'n hygyrch i bob dysgwr, e.e. Ystafell Gynhwysiant.</p> <p>Whole school approaches (training, policy development/implementation, systemic approaches). Please detail dates of recent training undertaken, significant interventions accessible for all learners e.g. inclusion room</p>	
<p>Cam/Step 2: Ymyraethau wedi'u Targedu (cymorth llesiant ar gyfer unigolion neu grwpiau bach – Thrive Cynorthwy-ydd Cymorth Llythrennedd Emosiynol, hyfforddwyr dysgu, cymorth bugeiliol ac ati). Nodwch weithredu gan ysgolion, cynnig gweithredu gan yr ysgol a mwy, staff CALI cysylltiedig a'u rolau nhw</p> <p>Targeted interventions (individual/small group support for wellbeing – ELSA Thrive, learning coaches, pastoral support etc). Please detail current school action/school action plus offer, associated fte staff and roles</p>	
<p>Cam/Step 3: Cymorth cwricwlwm amgen mewnol a/neu ddarpariaeth 'drysau troi' ar gyfer disgyblion</p> <p>In-house alternative curriculum support and/or 'revolving door' provision for pupils</p>	
<p>Cam/Step 4: Darpariaeth oddi ar y safle</p> <p>Off-site provision</p>	

<p>Camau gweithredu i'w cymryd i sicrhau bod y cynllun peilot yn llwyddiannus (e.e. dewis dysgwyr; ymgysylltu â rhieni; sgiliau/arbenigedd staff; cymorth i ddysgwyr; dysgu proffesiynol; olrhain a monitro; trefniadau llywodraethu)</p> <p>Actions to be taken to ensure pilot success (e.g. learner selection; parental engagement; staff skills/expertise; support for learners; professional learning; tracking and monitoring; governance arrangements)</p>	
<p>Mesurau dadansoddi ansoddol a meintoli</p> <p>Proposed qualitative and quantitative evaluation measures</p>	

<p>ACHOS RHEOLI/MANAGEMENT CASE (1000 uchafswm geiriau/words maximum)</p>
<p>ADRAN 3: MANYLION YR YSGOL</p>
<p>SECTION 3: SCHOOL INFORMATION</p>
<p>Manylion yr ysgol(ion) a sefydliadau partner a fydd ynghlwm â'r gwaith</p> <p>Details of school(s) and partner organisations to be involved</p>
<p>Manylion staff allweddol a fydd yn arwain a chydlynu'r cynllun peilot</p> <p>Details of key staff who will be leading and co-ordinating the pilot</p>

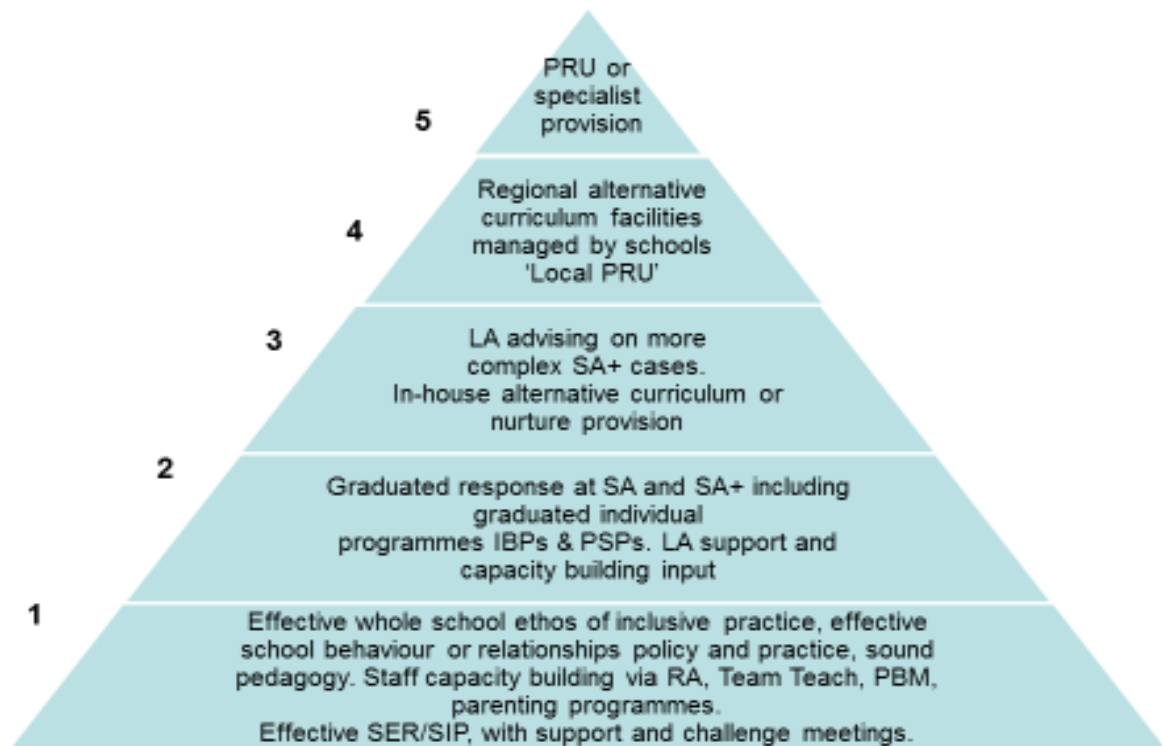
Manylion sut bydd sefydliadau partner yn cyfrannu at y cynllun yma Details of how partner organisations will contribute to this project

ACHOS ARIANNOL/ECONOMAIDD FINANCIAL/ECONOMIC CASE (2000 uchafswm geiriau/words maximum)	
ADRAN 4: CYLLID	
SECTION 4: FINANCES	
MANYLION	£
DETAILS	
Costau staffio (gan gynnwys ar-gostau) Staffing Costs (including on costs)	
Hyfforddiant Training	
Cwricwlwm/adnoddau Curriculum/resources	
Gweinyddu Administration	
Costau cyfleustodau/ynni Utility/energy costs	
YR ACHOS ECONOMAIDD	
ECONOMIC CASE	
Faint o adnoddau ychwanegol sydd eu hangen ar gyfer y peilot Amount of additional resources required for pilot	
Arian cyfatebol o'r ysgol Match funding from school	
Arian cyfatebol ychwanegol wedi'i sicrhau gan ysgolion eraill Additional match funding secured from other schools	
ADRAN 5: CYNALIADWYEDD	
SECTION 5: SUSTAINABILITY	
Cynlluniau ar gyfer datblygu darpariaeth <u>gynaliadwy</u> yn dilyn y cam peilot Plans for <u>sustainable</u> provision development following the pilot phase	

Cyllid cynaliadwyedd (cynllun 5 mlynedd)				
Sustainability funding (5 year plan)				
2020/21	2021/22	2022/23	2023/24	2024/25
£	£	£	£	£

Appendix 2

5 Step Behaviour Support Model



Step 1 is characterised by robust whole school approaches to positive behaviour management and the consistent implementation of the school behaviour/relationships policy due to robust whole school training and effective leadership. Good classroom practice will be in place and clear, consistently applied behaviour management routines and good teaching and learning will be evident in classrooms. To support this, schools will be challenged and supported (as they will be throughout the stages) through self-

evaluation and school improvement planning processes. In some cases, where there is cause for concern due to high exclusion rates, additional support and challenge meetings will be provided. External support for the school, pupil and family will be essential at higher levels but should not be overlooked at this step.

Step 2 links most closely to what should be provided at School Action and School Action Plus of the current Code of Practice. The main characteristics of this stage will be support for capacity building so that schools can offer a personalised graduated response to individual pupils. This may take many forms for learners who should continue to access mainstream education and the provision of individual or small group interventions aimed at further improving social, emotional and behavioural skills. This could include ELSA, Thrive, and restorative or learning coach interventions to target the development of identified social, emotional and behavioural skills. Interventions at this stage could also include access to an in-house inclusion provision aimed at managing significant behavioural incidents in school and avoiding fixed term exclusions, with a focus placed on reflection and repairing harmed relationships.

Step 3 is characterised by in-house alternative curriculum support and/or 'revolving door' provision for pupils.

- At KS3 the aim should be that targeted pupils eventually return to mainstream provision but access short-term but intensive support, which could include nurture provision
- At KS4 the in-house alternative curriculum arrangements may be exclusive to a particular group of dis-engaged pupils.

Step 4 is where the most significant change in provision is envisioned with strategically situated Key Stage 4 Alternative Curriculum Provisions (local PRUs) managed by school staff and potentially delivered in partnership with other providers. This provision should have a significant impact on school attendance and exclusions, and reduce the demand for step 5 provisions.

Focus could be placed on providing learners with a bespoke core curriculum offer delivered by subject specialists and access to more vocational training opportunities with external providers if appropriate. Any externally commissioned provider should have their registration status checks and all placements risk assessed. Good quality information about pupils' learning and behavioural needs should be provided and measures taken to ensure curriculum continuity and progression, robust attendance recording and engagement.

Step 5 is the intensive specialist end of the spectrum, where pupils who cannot manage a mainstream school curriculum or the Key Stage 4 alternative curriculum arrangements are placed. These pupils will be attending a learning support class provision for young people with significant social, emotional and behavioural difficulties or the LA PRU.

A significant proportion of these pupils will be under statutory assessment or will have a statement of SEN. Some pupils will have been permanently excluded. Some pupils will move into this category of provision early in their school lives. In exceptional circumstances some learners will have escalated through the stages and others may move up or down the steps depending on their presenting needs.

Appendix 3

	Current Provision	Proposed Future Provision (subject to consultation 2020)	Costs
Cardinal Newman RC Comprehensive			
St John Baptist CIW High			
Y Pant Comprehensive			
Ysgol Gyfun Cwm Rhondda			
Ysgol Gyfun Rhydywaun			
Ysgol Llanhari			
Hawthorn High			
Ysgol Gartholwg		Key stage 3/4 LSC 09/2020	£104K (from 09/2020)
Bryncelynnog Comprehensive		Key stage 3/4 LSC 09/2020	£104K (from 09/2020)
Mountain Ash Comprehensive		Key stage 3/4 LSC 09/2020	£104K (from 09/2020)
Pontypridd High	Key Stage 3/4 LSC		£104K (currently in situ)
Ferndale Community	Rhondda schools joint Step 4 provision Key Stage 4 max. 20 pupils (Total bid £78.6k - £15.7k pro-rata)	Key stage 3/4 LSC 09/2020	£104K (from 09/2020) £15.7k pro-rata
Ysgol Nantgwyn	Key stage 3/4 LSC due to open April 2020 Rhondda schools joint Step 4 provision Key Stage 4 max. 20 pupils (Total bid £78.6k - £15.7k pro-rata)		£104k (from 04/2020) £15.7k pro-rata
Tonyrefail Community	Rhondda schools joint Step 4 provision Key Stage 4 max. 20 pupils (Total bid £78.6k - £15.7k pro-rata)		£15.7k pro-rata
Treorchy Comprehensive	Rhondda schools joint Step 4 provision Key Stage 4 max. 20 pupils (Total bid £78.6k - £15.7k pro-rata)		£15.7k pro-rata
Porth Community	Rhondda schools joint Step 4 provision Key Stage 4 max. 20 pupils (Total bid £78.6k - £15.7k pro-rata) Porth School Step 4 provision (£50k)		£15.7k pro-rata £50k

Aberdare Community	Step 4 budget bid Key Stage 3 - max for 12 pupils ACS Step 4 provision £78k	Revised bid to include Key Stage 4	£78k
Y Pant Comprehensive			
All schools		£500k - new funding for Step 4 bids	