

CHILDREN, YOUNG PEOPLE AND LEARNING SCRUTINY COMMITTEE

POLICY REVIEW RECOMMENDATIONS AND OUTCOMES

POLICY REVIEW: ACHIEVING EDUCATION INCLUSION

YEAR: 2003

Recommendations		Has this recommendation been implemented? (give examples) If not, explain why not.
Training, guidance and support to schools		
1.	The LEA should ensure comprehensive details on exclusions procedures, support provision and how to access support are sent to schools and governing bodies annual and to new head teachers on appointment	Details are included in the LA Access and Inclusion Handbook available to all schools. School and Governor training is delivered as new DCSF guidance is issued. Training is included in new headteacher induction sessions. Individual school training, guidance and support is ongoing.
2.	LEA guidance should promote an expectation that governors will be required to receive introductory training followed by more advanced training in the issues around exclusion in order to fulfil their role on discipline committees	<p>Whilst it is not possible for any Local Authority to require school governors to attend any training, each year there has been a broad range of training available. It is nationally recognised that the most important phase of training is at the induction stage. Governors' role on Discipline Committees is covered in the Sunderland induction programme for school governors. Sunderland has a successful record of attracting newly appointed governors to attend induction training.</p> <p>In addition, in late 2005 the Governor Support Team arranged for an acknowledged expert in the law concerning pupil exclusions to visit Sunderland to delivery training on the exclusion process to ensure that Headteachers and Governors were fully aware of the law, High Court decisions and Ombudsman reports. Whilst this has not been repeated each year, the Governor Support team made a film of this session and this is available to governors on DVD.</p>

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<p>3. The LEA should unroll a training programme for head teachers and implement this as an ongoing requirement addressing the legal and best practice requirements of exclusion</p>	<p>School and Governor training is delivered as new DCSF guidance is issued. Legal and best practice requirements of exclusion are included in the LA Access and Inclusion Handbook.</p>
<p>4. The LEA should promote an expectation that school staff will be facilitated to undergo suitable training in identifying behaviour or circumstances which may lead to exclusion and in the management of disruptive behaviour</p>	<p>In 2004 the Behaviour Improvement Programme (BiP) provided the opportunity to support targeted schools in a variety of ways to address issues around challenging behaviour and exclusions. The programme ran until March 2008 when a toolkit was issued to every school to provide a range of strategies and interventions schools could use to support their work.</p> <p>A significant part of the programme was the development of Behaviour and Education Support Teams (BESTs)</p> <p>Purpose</p> <ul style="list-style-type: none"> To promote emotional well-being, positive mental health positive behaviour and school attendance among children and young people, and help in the identification and support of those with, or at risk of developing, emotional, social, and behavioural problems, through the provision of multi-agency support in target schools and to individual families. <p>Goals</p> <ul style="list-style-type: none"> Provide schools with access to multi-agency support services that can provide individual and family input as necessary to children and young people showing signs of emotional, social or behavioural problems. This will include access to specialist services where required. Support and enable schools in developing their range of strategies for promoting emotional well-being, positive behaviour and attendance. Work with school staff and other professionals to develop their skills and confidence in managing behaviour and

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	<p>attendance, and promoting emotional well-being.</p> <ul style="list-style-type: none"> • To ensure that families and children with a range of emotional, social, behavioural or needs have access to on-going support, either by members of the BEST or where appropriate more specialist agencies. • To ensure that all children who would benefit from BEST support are identified, offered a service (within target timescales), have a key worker and are monitored (including effective linkage with local authority wide tracking systems). <p>Operation</p> <ul style="list-style-type: none"> • Whole school support, including whole school strategies, curriculum input and consultancy support for individual school staff. • Group support to children and their parents (for example social skills development groups, nurture groups, transition groups, parenting groups) according to local needs. • Intensive support to individual children and families on a case-management basis. <p>Activity</p> <ul style="list-style-type: none"> • Development of whole school approaches to emotional well-being, behaviour and attendance. • Provide mentoring, support and consultancy to school staff to aid the development of skills and confidence. • Provide early intervention work with groups of children. • Provide early intervention and on-going support to individual children and families. • Establish effective working arrangements with other agencies for case management and service delivery, include information sharing at individual and strategic levels. • Ensure effective administration and record-keeping. • Develop effective review and evaluation systems for

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	<p>different activities.</p> <p>Characteristics of a BEST</p> <ul style="list-style-type: none"> • Work across primary and secondary schools, with a clear focus on primary schools. • Have a full-time co-ordinator for day to day management. • Include staff from a range of professional backgrounds. • Work with parents/carers as a central element of any intervention particularly primary school age. • Provide schools with an effective and accessible referral system for pupils with emotional, social and behavioural problems. • Provide a 'support and challenge' function within targeted schools in order to encourage systemic change, and the promotion of high standards of behaviour and children and young people's emotional well being. <p>Current development of Locality Based Working will help provide similar opportunities across the City.</p> <p>BEST provided training opportunities for school based and non school based staff from across the City and from other Children's Trust partner organisations.</p>
5.	<p>Guidance should be issues by the LEA to pupils, parents, schools on the proper use of Pastoral Support Programmes</p> <p>Guidance issued in January 2004. Training, support and guidance continues to be given by Principal Inclusion Officer (Behaviour), Behaviour Intervention Team (BIT) and KS3/4 Behaviour Lead.</p>
6.	<p>Within the training programme, the LEA should examine how teachers could be trained to overcome stereotyping and be aware of the special circumstances of some groups of children and their requirements, statutory and otherwise</p> <p>122 teachers have been trained in Teacher Effectiveness Enhancement Programme. This programme looks at how children learn and effective teacher behaviours.</p>

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7.	Within the training programme, the LEA should include training for school staff on the new SEN Code of Practice. The aim of this should be to address reducing the number of statements and the associated pressure on EP time for statutory work. This could include extending the use of Assistant EPs.	Training is to be offered to schools via the Governors Support team for the Spring term 2010.
8.	Within the training programme, whole school initiatives on exclusion prevention should be addressed and encouraged. This could include developing the role of EPs in delivering customised training	<p>EPs discussion and prioritise their involvement with school annually and review termly.</p> <p>Training, guidance and support on school discipline, pupil behaviour and development of Behaviour policies delivered to schools and governors. Details are available in Access and Inclusion handbook.</p> <p>A system of managed moves, defined by the Managed Move Protocol, has been established to support pupils at risk of exclusion.</p>
9.	Within the training programme, the LEA should provide guidance to schools on the appropriate allocation of EBD places	In line with the requirements of the Code of Practice, guidance has been issued to schools and is further informed by Integrated Services Referral Panel (ISRP) and Behaviour Partnership Management Board (BPMB) referrals.
10.	Schools should be encouraged to identifying ongoing training needs by regular audit of needs	This has been discussed with Headteachers through the Behaviour and Attendance Partnership meetings. This requires further developing in order to link into locality needs.
11.	The LEA should monitor the use of relevant funding in secondary schools in order to promote the use of the most effective strategies	This is now reported to Standards Fund Monitoring Group (a sub group of the Schools Forum) and core budget is monitored.
12.	In all cases of more than one day's exclusion, work should be set by the school and marked. The obligation of schools to set work for dual registered pupils and other pupils out of school should be monitored by discipline committees and the LEA should put systems in place to ensure schools notify discipline committees of work programmes set for pupils out of school to enable governors to have a monitoring role	This has yet to be developed.

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13.	Schools should be requested to identify a designated governor who will act as a first point of contact within governing bodies for looked after children (LAC). This can provide links between LEA, school and carers	The Governor Support Team maintains a list of roles/ responsibilities assigned to individual governors including details of committees and link governors. The Link Governor role is included on this list, which is reviewed by Governing Bodies on an annual basis.
14.	<p>The Excellence in Cities Partnership should investigate the impact of Learning Support Units (LSUs) and Learning Mentors (LMs) in different schools. This will include:</p> <ul style="list-style-type: none"> • rigorous monitoring and evaluation of outcomes, impact and deployment of LMs and LSUs; • use of LMs and LSUs to access the curriculum; • LMs promotion of effective multi-agency working; • Evaluate the contribution that shared LSU facilities may make within groups of schools 	<p>LSU and LM have participated in annual (2003-2007) self and peer review using DFES guidelines. EIC ended on 31 March 2009. these reviews were monitored by the Excellence in Cities Management Group and reported to DFES. Individual schools completed self review using the DFES framework, followed by a peer review with a regional partner (Redcar and Cleveland LA). The LSU review framework measured attainment, attendance, exclusion, management, monitoring and evaluation, and networking against performance indicators.</p> <p>The LM review framework measured, focus, leadership, management, monitoring and evaluation, CPC, integration of LM provision within broader policies and strategies against performance indicators. Performance against indicators. Performance against indicators was shared with DFES. Monitoring and evaluation visits were made to schools on a six monthly cycle by EIC central staff. Good practice identified through the self review process and monitoring and evaluation visits was shared at network meetings.</p>
15.	The Partnership should disseminate good practice in order to maximise the success of the programme and ensure that LMs participate in dissemination of good practice and network support to establish consistent quality standards of service	This has yet to be developed.
Staffing and financial implications		
16.	A role within the LEA for an Exclusion Officer who will ensure that appropriate, effective and co-ordinated services are delivered to schools, pupils and parents. The Committee has identified the following requirements to improve	Principal Inclusion Officer (Behaviour) appointed February 2004. The purpose of this post was agreed to be "To act as the nominated contact for work pertaining to all pupils excluded or at

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<p>access to education and these should be incorporated into the role:</p> <ul style="list-style-type: none"> • Encouraging cooperation by groups of schools, each with their own distinctive ethos, to take collective responsibility for preventing exclusions, including development of alternatives; • Working in partnership with schools and encouraging schools to share experiences of effective practices; • Ensuring equality of opportunity in schools for all pupils and consistency in approach across schools' • Allowing for higher level support to those schools with higher exclusion rates; • Ensuring LEA strategies and plans are understood and implemented and clear routes are in place to access support; • Bringing together a range of professionals from agencies and services to support children at risk of exclusion; • Developing support mechanisms to allow crisis response to be developed in liaison with behaviour support panels; • Producing, in consultation with schools, guidance and action plan for schools to develop their own behaviour policies; • Advice or training for schools on developing the curriculum with a view to helping to manage behaviour; • Overseeing alternative provision and criteria for nomination of pupils for reintegration; • Monitoring specific support for all pupils permanently excluded; • Producing a training package and providing training for head teachers and governors; • Ensuring training and guidance is targeted to new head teachers as soon as possible in each academic year; 	<p>risk of exclusion from Sunderland schools."</p>
<p>17. The LEA should prioritise the preventative work provided by the PRU outreach staff in helping to reduce exclusions. An assessment should be carried out as to how the outreach service can be reinstated to its previous establishment, whether by restructuring or extra capacity. This will require exploring with schools a level of responsibility for contributing to the services provided</p>	<p>An Assessment and Re-integration Manager started in the PRU in September 2009 and has been working with schools in preventing exclusions (permanent and fixed) and to support re-integration of pupils returning into a mainstream setting. In addition, there has been a member of staff from the PRU</p>

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		<p>working alongside the Assessment and Re-integration Manager as well as staff connected to the individual pupils.</p> <p>The relocation of behaviour and support into localities to prevent movement into central resources is a solution.</p>
18.	<p>The LEA should carry out an assessment of the likely impact and cost of providing time-limited support for pupils immediately upon reintegration to mainstream schooling to increase the chances of successful reintegration. This could be through the reintegration team, PRU outreach staff, peer support or additional key staff.</p>	<p>Re-integration support comes with the support from the PRU. Human resources where appropriate and information on pupil integration is essential. The responsibility is shared between the PRU and the schools, but sits primarily with the school. All PRU staff are expected to support re-integration of pupils.</p> <p>PRU is to become a short-stay school to facilitate learning in a mainstream setting or most appropriate provision. Re-integration has to be planned, structured and supported to meet the needs of individuals.</p>
19.	<p>The LEA should carry out assessment of the further development of Behaviour Support Panels. This will include:</p> <ul style="list-style-type: none"> Managing and monitoring the flow of pupils through the PRU; Provision for 'fast tracking' of pupils for quicker provision of support which can be confirmed/ amended at subsequent panels; As well as allocating the provision, Panels should monitor and evaluate the progress of the support 	<p>Behaviour Support Panels were replaced by BPMB, which monitors, manages and evaluates PRU provision.</p>
Collection and use of data		
20.	<p>Schools should be asked to submit to the LEA monitoring data beyond the minimum legal requirements. This should include:</p> <ul style="list-style-type: none"> All fixed term and repeat exclusions; Incidents of bullying or racial harassment; Exclusion by gender, ethnicity, SEN; Reasons for exclusion (to determine pastoral care or earlier intervention) 	<p>All schools submit a copy of the exclusion letter issued to parent's school to the Attendance Team. The details from this letter are recorded in the individual pupil's record within the Education Management System, this includes the reason for exclusion and the length of the exclusion. The individual pupil record retains all of the pupil's details including ethnicity, SEN, gender, age, etc. The record details the number of exclusions in each term and holds a history across previous academic years. There are a number of reports that can be generated from the</p>

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		system. The information collected from the individual letters is also cross-checked with the school's own termly census information to ensure that there are no conflicts within the information held in the Education Management System. The information collected is shared with appropriate colleagues across the services.
21.	The LEA should develop a pack of information to easily enable provision of data by schools, eg template letters, forms for notification on the day of exclusion, etc	<p>The DCSF introduced a number of model letters for schools use when excluding pupils. The model letters clearly set out the reason for the exclusion and also gives details of a LA contact as well as the Advisory Centre for education, a national body who can provide independent legal advice.</p> <p>The model letters ensure that parents receive all pertinent information relation to the exclusion process. All schools, including the PRU use the model letters and the letters are available to download from the school's MIS and have also been sent electronically by the LA.</p>
22.	The LEA should carry out an early evaluation of electronic data registration as a tool to identify patterns of irregular attendance and lateness and for the systems to be extended to all schools	In 2006, the DCSF introduced national attendance codes to enable to record attendance and absence and help to ensure consistency in the treatment and recording of attendance and absence. Schools cannot add to the list of codes or use their own local codes. All schools now record pupil's attendance with the Schools Management and Information System (MIS). Schools have access to a plethora of reporting tools within the MIS to assist in tracking pupil attendance. The LA central staff also have access to individual pupil attendance through the Education Management System.
23.	The LEA should investigate the feasibility of developing a mechanism whereby feedback/ complaints can be obtained from parents/guardians on the exclusions process	Parents receive a letter which notifies them of a fixed term exclusion. Parents are informed of their right to request of meeting of the school's discipline committee to request that the decision to exclude be reviewed. Where the period of exclusion is more than five school days in a term, the discipline committee must meet if requested to do so.

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		The letter also informs parents that if they think the exclusion relates to a disability the child has, information is provided for them to contact the Special Educational Needs and Disability Tribunal (SENDIST).
Communicating and working with others		
24.	<p>The LEA should review the current multi-service and multi-agency groups and representation on them to assess opportunities for streamlining or refocusing efforts. In carrying out this review, the LEA should consider:</p> <ul style="list-style-type: none"> • The usefulness of a local exclusions forum with representation from schools to discuss trends and dissemination of good practice; • How to improve involvement of schools, eg multi-agency meetings in each school to identify particular needs; • Agreement with agencies and services on their role and responsibilities, agreeing terms of reference for each group; • Sharing information to ensure co-ordination between agencies and timely referral of information at key points. 	<p>This has been addressed to some extent through the development of the Children's Trust Workforce Innovation and Reform Strategy and the progress towards Integrated Working that will be progressed through the 'One Children's Workforce' agenda and the development of Locality Based Working.</p> <p>The requirement to report to the CWDC on the drill down of the Integrated Working band of the OCWF tool will provide evidence to support the progress made in:</p> <ul style="list-style-type: none"> • Multi-agency working • CAF • Information Sharing • Team Around the Child (TAC) • Lead Professional
25.	The LEA should develop a protocol to allow for issues of confidentiality and data protection when sharing information across services	<p>The use of a single, top-level Information Sharing Protocol (ISP) no longer reflects the approach promoted by the DCSF and endorsed by the Information Commissioner's Office. Where Sunderland Children's Services is involved in the regular, scheduled sharing of personal information with other organisations, we now draft one or more ISPs specific to the applicable arrangements with those organisations.</p> <p>Furthermore, Children's Services offer a programme of multi-agency Information Sharing training based on the revised guidance issued by the DCSF in October 2008, which covers issues such as confidentiality, consent and full consideration of subjects' rights under the Data Protection Act. Practitioners are also able to access the DCSF's associated guidance and</p>

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		reference materials via Cityweb.
26.	The LEA should investigate opportunities for joint financial planning and improved communication across services and agencies	Lynda Brown
27.	The LEA should explore development of a service level agreement with the City of Sunderland College for older excluded pupils to access regular vocational training and a wider range of accredited courses, including GCSE	Lynda Brown/Brian Egdell/Angela Noble
28.	The LEA should investigate development of the role of Connexions personal advisors to carry out outreach work and engagement of young people	Connexions Personal Advisers are involved in a variety of outreach activities in engaging with young people, including working from a number of community based venues and when appropriate undertaking home visits.
29.	The LEA should investigate the feasibility of what Youth Service could already provide in terms of expertise and experience and what further development could be made to support excluded pupils, particularly at Key Stage 4	<p>The Youth Development Group manage the Positive Activities grant and in partnership with the voluntary youth projects target work with young people who are at risk of becoming NEET including work with Key Stage 4 pupils at risk of exclusion:</p> <p>EAST - Blue Watch have worked with St Aidan's school and Venerable Bede School to offer the Princes Trust XL course to young people who are at risk of dropping out or being excluded.</p> <p>WEST – Pennywell Youth Project has been working with young people who are not attending school by offering opportunities during the day to help them return to education. The project works with St Aidan's and Sandhill View schools to identify young people at risk.</p> <p>WASHINGTON – Oxclose & District Young People's Project works with both Oxclose and Washington secondary schools to support young people who are at risk of becoming NEET offering ASDAN courses, first aid and other accredited work to engage and support them to remain in school.</p> <p>SOUTH - Box Youth Project works closely with Farringdon School to offer support to young people at risk of becoming NEET through its accredited 'World of Work' course and other support.</p> <p>NORTH - Sunderland North Community Business Centre</p>

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		<p>(SNCBC) works with Castleview and Monkwearmouth secondary schools to support young people who are at risk of becoming NEET to remain in education. In Period Two it is working with both Monkwearmouth and Hylton Red House schools offering ASDAN and D of E courses.</p> <p>COALFIELDS – YDG manage the delivery of this work in the Coalfields and support young people who are at risk of becoming EET at Hetton and Houghton Kepier schools.</p> <p>BME CITYWIDE – Young Asian Voices uses its knowledge of the local BME community to target young people at risk of becoming NEET to offer them support in a way that is appropriate to their culture, rather than work directly with schools. The other GO4IT contractors also have the option of liaising with YAV for help to support any young person at risk of NEET from the BME community.</p>
30.	Where voluntary sector provision is used, the LEA must have its own quality assurance programme for parents to be assured of minimum standards of educational provision	<p>Sunderland Learning Partnership commissioned the development of a QA Framework, which was developed by a working group with representatives from schools, FE and Work Based Learning providers. It reflects both the Common Inspection Framework and the school Self-evaluation framework.</p> <p>There are two levels of QA Awards, Silver and Gold, which have been available since 2005 and 2006 respectively to learning providers in Sunderland.</p> <p>The Awards are currently being revised in light of the new Ofsted Framework for Inspection, September 2009.</p>
Support certain groups of pupils		
31.	The LEA should ensure that arrangements of a care placement for a LAC include arrangement of suitable education. No care placement should be made without the education element being satisfactorily arranged	The Virtual Headteacher is a member of the Multi-Agency Looked After Partnership which links care planning with education. The Virtual Headteacher liaises with education and social care.

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32. The LEA should ensure that arrangements are in place for all LAC to have a Personal Education Plan and that all new children entering the LAC system are provided with a PEP within 20 working days	Arrangements are in place. The LACE team liaises with designated teachers in schools to facilitate this.
33. The LEA should ask schools to notify SEN services when a statemented pupil is at risk of exclusion	Schools are advised to convene a review of the statement if a child is in danger of exclusion.
34. There should be an audit of current provision of EBD places and future requirements	The review of EBD provision was completed with the redesignation of Springwell Dene and Maplewood in 2008.
35. The outreach role of special school staff for pupils with emotional and behavioural difficulties should be clarified	This development was subject to re-organisation of behaviour support services, principally the Behaviour Intervention Team, and restructuring of PRU. Still a work in progress, though now part of the specific brief of the restructure PRU and remaining behaviour support staff.
36. The LEA should develop and implement a strategy to continue to meet the target for full-time equivalent education for all permanently excluded pupils	<p>A Passport has been implemented from September 2009, which informs future placement and to aid personalising learning.</p> <p>The Assessment and Re-integration Manager ensures that Passports are completed prior to pupils accessing any provision.</p> <p>A tailored induction into the PRU is applied to all pupils.</p>
<p>37. Targets for improvement in the Behaviour Support Plan should be extended to incorporate the following:</p> <ul style="list-style-type: none"> • Soft targets for improvement in achievements of excluded pupils (academic, personal, social). This will involve adoption of agreed key measures of 'successful outcomes' that can be measured and compared; • Targets for increasing the numbers of pupils reintegrated within a term expressed as a percentage. 	<p>There are targets for all pupils relating to achievement and attainment based on individual needs. The priority for all the young people in PRU is personal and social skills being developed to serve them in later life to access education, employment and training.</p> <p>KS4 PRU is focusing on pupils achieving the academic currency they need to be able to move onto Post-16 through the foundation learning tier pilot.</p> <p>Re-integration is now a key performance indicator for the PRU. From September 2009, 15 pupils have re-integrated and a further five planned by December 2009. Overall 20% pupils have re-integrated out of the PRU into the most appropriate provision (mainstream school/special school).</p>

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		<p>KS2 40% - 4 pupils have re-integrated KS3 37% - 7 pupils have re-integrated KS4 9% - 4 pupils have re-integrated</p> <p>All pupils at KS2/3 should re-integrate, self PRU target 75%. The other 25% take into account a small number of pupils who have already been identified as requiring FSA and re-integration into mainstream is appropriate.</p> <p>At KS4, the most alternative provision will be accessed and where mainstream is appropriate this is taking into account pupils' individual needs and previous interventions.</p>
38.	The LEA should ask schools to notify discipline committees of all unofficial exclusions. This may be by way of termly reports reflecting governors responsibilities for children out of school	The latest DCSF exclusions guidance – “Improving behaviour and attendance: guidance on exclusions from schools and pupil referral units (2008)” once again makes it clear that removing pupils from school sites for disciplinary reasons without following formal exclusions procedures is illegal, since there is no basis in law for head teachers or other school staff to do this, even if done with the agreement of parents or carers. All head teachers and school governors have been made aware all of exclusions must follow the formal procedures. In every instance where a pupil is sent home for disciplinary reasons, the head teacher must formally record and specify the length of the exclusion.
39.	The Council should promote an expectation that schools will establish a named contact to be available at the point of exclusion to the pupil and family to provide information and advice through the process	Individual arrangements made by schools. Model exclusion letters, used by schools, specify appropriate support, advice and information agencies relation to exclusions.
40.	A focus should be maintained on all pupils outside of school, not just those officially excluded.	The Persistent Absence Framework is used to track pupil attendance across all schools. The academic year is broken down into discreet sessions across each half term and pupils who miss 20% of the term (no distinction is made between authorised or unauthorised absence) are tracked. The LA has a statutory duty to identify children (where possible) who go missing from education. There is a robust system for tracking children who go missing from education, and a multi-agency

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	group meets monthly to discuss and resolve cases. The LA also has established good working relationships with parents who chose to educate their children at home. The LA currently has 38 children electively home educated. Contact is maintained with the families.
<p>41. As a priority to LEA should draw up a specification of requirements for the implementation of a comprehensive pupil-tracking database:</p> <ul style="list-style-type: none"> Establishing an individual with lead responsibility for each pupil out of school to track their progress from the point that they are first out of school to their return to education; The Children Out of School Group to monitor current as well as new cases to ensure continuity of support 	<p>The Principal Inclusion Officer (Behaviour) co-ordinates the identification, referral, tracking and engagement of children missing from education, through multi-agency working. The Children Missing from Education (CMFE) group has been renamed Children Missing Education (CME).</p>
<p>42 New Admissions Forum to be used to retain and reintegrate excluded and at risk pupils:</p> <ul style="list-style-type: none"> To manage alternative school placements for pupils at risk of exclusion in one school; To develop criteria for reintegration of temporarily excluded pupils; To consider the re-admission and placement of permanently excluded pupils; To have a monitoring role in the success of placements. 	<p>In November 2004, the then DfES issued guidance on hard to place pupils with the expectation that Admissions Forums would agree protocols for a fairer sharing out of these pupils between local schools. Whilst there was not statutory requirement to have a protocol, there was a Government expectation that every LA would have a voluntary agreement in place by September 2005. It was essential to the success of the Protocol that all Headteachers and Governing Bodies agreed its aims, principles and procedures, and gave it their fullest support. The Admissions Forum has the responsibility for agreeing the protocol as part of its duty for promoting arrangements on difficult admission issues. Once the protocol had been agreed with the Forum it was agreed with schools.</p> <p>The protocol is consistent with and complementary to, Sunderland's Children Missing from Education Guidance on identifying and maintaining contact with children missing, or at risk of going missing from education.</p> <p>The new Admission Code, which was brought into effect on 28</p>

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	<p>February 2007, now requires every LA, Admission Authority and Admission Forum which does not already have one. To agree an In Year Fair Access Protocol. Since September 2007, all schools must be covered by the protocol (previously known as Hard to Place Protocol). This review protocol will continue to address the risk and underline the collective corporate response to schools in the City, to the situation of these young people, their families and carers and their local communities.</p>