



## 4 School improvement through school organisation

The School Organisation Plan aims to provide a framework whereby the organisation of school places supports and, where possible, enhances the quality of education and school improvement. In particular, the LEA's over-riding aim is to ensure equality of access to a high standard of education service for all pupils and students in the city. In support of this objective and of the Council's Corporate Plan priorities for the regeneration of Leeds, the principles of school organisation are, wherever possible to:

- ★ strengthen the important role schools play within local communities and as a focus for capacity building, community cohesion, lifelong learning and inclusive education;
- ★ create scope for innovative and collaborative approaches for maximising potential opportunities for pupils and students through greater diversity of provision that reflects needs and parents' preferences;
- ★ provide better links between phases of education and between these and the world of training and work;
- ★ ensure the efficient use of school buildings by balancing supply and demand for school places and ensuring schools are equipped to accommodate new curriculum initiatives;
- ★ to ensure that any removal of places is linked to opportunities to maintain and improve standards and helps in the regeneration, cohesion and sustainability of communities;
- ★ secure value for money in deployment of the education budget and ensure that schools are financially viable and able to offer a full statutory curriculum;
- ★ maximise opportunities within school reorganisation for schools to promote community cohesion and nurture strong and positive relationships between people from different backgrounds;
- ★ meet local and national performance targets including Best Value; and
- ★ increase inclusive opportunities for all children, including those of all ethnic minority and faith communities, including specialist facilities where appropriate.

Any proposals to add, remove or relocate places will consider a range of factors across an area, including the quality of provision, the size of the school roll and future pupil projections, the level of surplus places or shortfall in provision, the quality of accommodation, the geographic distribution of schools and travelling distances, and other environmental factors. During any review of school places, all the diocesan bodies will be consulted about the impact on the proportion of denominational places.

The views of the Admissions Forum on the sufficiency and distribution of school places will be considered when bringing proposals forward. The plan will inform their future meetings when proposed admission limits are considered.

The following sections provide more detail on the principles underpinning school organisation in the four sectors - Early Years, Primary, Secondary and Inclusive Education, including the proposed establishment of Specialist Inclusive Learning Centres (SILCs) to replace special schools with an enhanced service based on the principles of integration and partnership. For each sector an analysis is provided of current issues and actions.

The LEA will follow DfES recommendations with regard to supporting successful and popular schools to expand and will develop a framework and protocol for their application. New providers will be encouraged if the need for a new school is identified in line with DfES guidance. A framework and protocol for its application will also be developed.

## 5 Early Years

### Principles

The overall objective of Early Years planning is to achieve a sufficient supply of free early education places, while providing greater diversity of provision and enhancement to the community role of schools and opportunities for inclusive education. To this end the principles underpinning developments in Early Years provision are to:

- ✦ continue to achieve the provision of a free early education place for all 3 and 4 year-old children whose parents wish it;
- ✦ rationalise and enhance provision in the context of changing parental needs through the development of flexible, integrated and extended services for children, parents, young people and families, such as early years centres or integrated children's centres;
- ✦ target the development of services in areas of greatest need and disadvantage;
- ✦ promote the integration of services on school sites and the development of extended schools;
- ✦ promote the development of partnerships with non school providers;
- ✦ establish inclusive provision, for example, through Specialist Inclusive Learning Centres (SILCs) and the provision of services for children with special or complex needs; and
- ✦ promote the integration of nursery and reception classes into Foundation Stage units.

### Context

Education Leeds, together with the Early Years Development and Childcare Partnership (EYDCP) provide a free early education place for all 3 and 4 year-old children whose parents wish it. 94% of children aged three and four access a good quality early education place in the maintained, private or voluntary sector.

The EYDCP co-ordinates the development of education places and integrated and wrap around childcare places across the City and ensures that a Nursery Education Grant is paid to non-school providers to fund free early education places. Integrated and wrap around provision provides early years education services in settings that combine services for children and families by, for example, allowing parents to access training and employment and other services such as health and social care.

Trends over the last four years indicate a year-on-year fall in demand for sessional early education places in school based nursery classes or pre-schools and there are around 2,600 or 27% surplus school-based nursery class places across the City. At the same time, there has been an increase in the demand for flexible early education and childcare places in the private sector and in Local Authority Early Years Centres or integrated Children's Centres that can meet the needs of parents in training or employment. The EYDCP has co-ordinated strategic planning for the development of childcare places across the city and initiatives targeted to the wards of greatest social disadvantage such as the Neighbourhood Nursery Initiative and the Children's Centres.

### Responses

There has been a significant commitment of resources in Leeds for the development of high quality early education in the city, but there is a need to reduce the number of surplus places in school-based nurseries in order to redirect resources towards the forms of Early Years provision that meet demand. This can be achieved in the first instance through a range of strategies including a reduction in the size of nursery classes and the integration of nursery and reception classes to form Foundation Stage Units. It is important that this early years expertise is retained and used to ensure all children in Leeds receive the best start to their education that will lead to later success in school.

Leeds City Council through the Learning and Leisure Directorate/ Early Years and Education Leeds, is working to combine opportunities through the Primary School Review and the roll out plan for Children's Centres, to integrate services for children and families on school sites where possible and practicable. This will increase the number of flexible early education and childcare places, targeted first in areas of greatest need, that will enable parents to access training and employment. Full support will be given to any school seeking to exercise the community facilities power under the Education Act 2002 or extend the range of services they deliver to the community. The Council is committed to the development of extended schools, at the heart of local communities, that deliver integrated services for children, young people and their families.

Fully inclusive early education in the City will continue to be promoted and early education provision for children with complex needs will increasingly be met within the integrated children's centres linked to SILCs, where extended day provision can be made.

### **Early Years actions 2003-2008**

During the lifetime of this School Organisation Plan a number of actions will be undertaken in consultation with headteachers and governors to achieve three main objectives: (1) reduce surplus sessional nursery class places, (2) increase integrated early education and childcare places and (3) promote full inclusion.

#### **Early Years actions 2003-2008**

Engage Early Years Planning in Schools Group with the task of reducing surplus nursery places and refocusing provision to retain early years expertise and provide integrated services for children and families where suitable and appropriate.

Prepare guidance and support for schools choosing to integrate nursery and reception classes into Foundation Stage units, or choosing to reduce the size or scope of nursery class provision.

Prepare guidance information for all schools seeking to extend the range of services provided, including childcare, either through partnerships with the maintained, private or voluntary sector or exercise of the community facilities power of the Education Act 2002.

Work with the Primary School Review team to rationalise the nature and scope of early years provision in areas under review and use all opportunities to provide more comprehensive services where practicable, and particularly in areas of greatest need.

Develop the Children's Centre Plan for the development of integrated early education and childcare centres that will include health and social care in the 12 most deprived Wards on the Index of Multiple Deprivation.

Develop partnerships between the SILCs and integrated Children's Centres to ensure that integrated provision is also fully inclusive for children with profound or multiple needs and able to offer a high quality early education over an extended day.

## 6 Primary Phase

### Principles

The strategy for primary phase planning in Leeds is based on the belief that success and high achievement are entitlements for all children and this underpins any rationalisation to existing provision. The principles that guide proposals for change sit alongside statutory requirements, such as class size legislation. They are to:

- ✦ ensure that all primary phase schools are thriving, sustainable schools that offer good value for money and provide an efficient and effective use of available resources;
- ✦ contribute to improvements in the quality of education in schools, including a review of any school designated as having serious weaknesses or which is placed in special measures;
- ✦ support schools preferred by parents and provide schools within easy reach of where children live, taking into account safe walking routes and public transport;
- ✦ secure quality school buildings and an appropriate physical environment in which children learn;
- ✦ promote collaborative relationships between schools designed to improve standards and promote community cohesion by sharing and disseminating best and successful practice;
- ✦ encourage inclusive opportunities to meet the needs of pupils with special educational needs or emotional and behavioural problems, working with SILCs; and
- ✦ support the capacity of schools to become extended schools, offering a range of services to children, parents and the wider community.

### Context

In Leeds, the most significant challenge in the primary sector is the decrease in the primary school population and the impact this has on the sustainability of schools. The birth rate in Leeds has been falling and as a result the number of children in primary schools is currently decreasing by 1,000 to 1,500 children per year. Every primary school in the city is feeling or is likely to face the consequence of this to a greater or lesser degree. Fewer pupils does not mean smaller classes for our children, because schools are funded through a formula which is largely determined by how many children each school has. The vulnerable schools have less and less money and this means fewer and fewer resources for children. Each surplus place represents costs which could be redirected into resources which more directly benefit children - teachers, support staff and other educational resources. Removing surplus places will enable us to target resources more efficiently to further the school improvement agenda.

Education Leeds, on behalf of Leeds City Council, is undertaking a review of primary schools across the city as part of its statutory responsibilities to ensure effective and efficient provision. The overall aim is to secure school improvement by ensuring that primary phase schools provide a high quality education in quality learning environments.

### Responses

The Primary Review Strategy (approved by the City Council in August 2002 and included in the SOP 2002-07) adopts an approach of reviewing provision within Primary Planning Areas that have one or more schools with 25% or more surplus places, in order to arrive at the best pattern of provision for any area. The Primary Review incorporates a range of different measures aimed at improving primary provision. These include newly built primary schools under Private Finance Initiative (PFI) schemes, alternative use of parts of school buildings, the closure of some schools and the opening of new ones.

In September 2002, reorganisation proposals were implemented in Otley removing 450 surplus places, in Chapel Allerton removing 210 surplus places and in Cookridge removing around 250 surplus places. An initial post-implementation review has been conducted and a further review of the impact of change on pupils will be undertaken at the end of this academic year.

Following informal consultation with headteachers and chairs of governing bodies in all 57 Primary Planning Areas between March and July 2002, reorganisation proposals have been subject to public consultation in 17 areas aimed at tackling the structural over provision of school places in the city. Proposals have successfully progressed through the statutory process for the following areas: Bramley, Garforth, Gildersome/Drighlington, Hyde Park, Meanwood, Methley, Morley South, Osmondthorpe, Pudsey West, Woodlesford and Yeadon.

Leeds City Council has successfully bid for a second round of PFI allocations, following completion of five new PFI primary schools in September 2002 (Asquith Primary, Five Lanes Primary, Hill Top Primary, Oakwood Primary and Spring Bank Primary). Ten new PFI schools are proposed to replace Cookridge Primary, East Ardsley Primary, Horsforth St Margaret's Primary, Kippax Ash Tree Primary, Lower Wortley Primary, Pudsey Bolton Royd Primary, Rawdon Littlemoor Primary and Rothwell Primary. Two new primary schools will replace Yeadon Southview Infant and Junior Schools and Methley Infant and Junior Schools.

Following the success of partnerships and federations in the Secondary Sector (see below), work is underway in the Primary Sector. Primary partnerships (many of which already exist) will be formulated and embedded over the coming year. This will facilitate the sharing of expertise and the best practice of successful schools.

### **Primary Phase actions 2003-2008**

During the lifetime of this School Organisation Plan, a number of actions will be undertaken to continue to achieve the key objectives of reducing the number of surplus places across the city, improving the quality of school buildings and promoting the concept of extended or community schools.

#### **Primary Phase actions 2003-2008**

Pursue outstanding statutory proposals in Primary Planning Areas through to implementation commencing in September 2004, subject to formal approval.

Implement a rolling programme of wedge based reviews following the reorganisational review to ensure that the continuing issue of falling birth rates and its impact on schools is managed.

Assist schools in finding alternative and innovative uses for surplus accommodation.

Support schools that wish to become extended or community schools by developing links with external agencies, providers of a range of services and resourcing options.

Continue to work with schools to improve the quality of the accommodation in the primary school estate in line with the priorities identified in the Asset Management Plan.

Pursue the development of Specialist Inclusive Learning Centres (SILCs) which integrate provision for children with special educational needs into mainstream provision.

Pursue the development of partnerships between schools, to support the sharing of successful practice and to support schools causing concern.

Review current admission limits to ensure they are in line with net capacity.

## 7 Secondary and post-16 phase

### Principles

All secondary schools should offer excellent teaching and learning opportunities in state-of-the-art learning facilities. Pupils should be provided with expanded programmes of vocational and academic courses, linked to opportunities in colleges, universities, work-based and advanced training. The principles that guide secondary and post-16 provision are to:

- ★ ensure that all secondary schools are thriving, sustainable schools that offer good value for money and provide an efficient and effective use of available resources;
- ★ increase learning opportunities for all pupils and rates of participation by offering greater diversity of provision reflecting pupils' needs and parents' preferences, including vocational and academic curriculum opportunities;
- ★ improve the quality of school buildings and the physical environments in which children learn and how to make the best use of them, providing clean, modern, well-maintained and properly resourced environments;
- ★ enhance the community role of schools and opportunities for life-long learning;
- ★ create inclusive schools that offer opportunities for all children, including those with special needs, and value ethnic and cultural diversity, promoting strong and positive relationships; and
- ★ develop collaborative relationships between schools and colleges, training providers and other organisations to increase the learning opportunities available to young people and improve standards by sharing and disseminating best and successful practice.

### Context

Despite strong performance levels in the primary phase, GCSE performance continues to lag behind national averages. A further concern in Leeds is the low participation rates in post-16 education and training of young people from the inner-city schools. Significant improvements are required to raise aspirations for all our young people and give them opportunities to be high achieving and successful by driving up standards. This means addressing a range of issues that contribute to under achievement by particular groups of learners and schools, and addressing concerns over school buildings and the learning environment.

In general terms there are few surplus secondary places across the City. We have a number of secondary schools in Leeds that have a high level of surplus places (seven with 25% or more) and others that are over-subscribed. We need to address this imbalance, by increasing the popularity of inner-city schools amongst staff, young people and their parents.

There is, however, a longer term issue: the secondary population will continue to increase up to 2003/2004 but will then start to fall as the demographic issues currently facing the early years and primary sectors begin to impact on secondary demand, with a projected 10% reduction of the secondary population size by 2010. This could impact on the sustainability of some schools, unless the supply is carefully managed to meet changing demand.

### Responses

There is a radical agenda for change in Leeds which links school organisation issues to the need to transform standards in the secondary and post-16 sector, comprising four main strategies:

- i Secondary and Post-16 Review.
- ii 14-19 curriculum strategy.
- iii Collaborative partnerships and federations involving all secondary schools.
- iv Maximising capital investment in the secondary estate.

## The Secondary and Post-16 Review

The Secondary Review is expected to result in significant change in school organisation. The review proposes changes to the infrastructure of secondary schools in the central area of Leeds in order to provide a diverse range of high quality educational opportunities for all pupils in Leeds. Plans include closures, amalgamations, and new buildings, possibly including new institutions such as an Academy and a Young People's College, all of which could come to fruition during the period of this plan. A priority for Education Leeds is supporting schools through the implementation of the review so as to minimise adverse affects and capitalise on the potential benefits to continue to raise standards.

The Secondary Review has looked specifically at schools where less than 25% of pupils attain five or more A\*-C GCSE grades and at schools causing concern. Small schools have also been assessed and clear plans provided for eight secondary schools with fewer than 750 pupils in the 11 to 16 age range, in order to ensure that all secondary schools are viable and sustainable, whilst improving the quality and choice offered to pupils.

Up to £20 million has been allocated by the DfES for the construction of an Academy, co-sponsored by the Anglican Diocese of Ripon and Leeds, the Intercity Group, a construction company and the DfES. A further £60 million of finance will come from the Private Finance Initiative (PFI) to build three new secondary schools.

It is intended that a range of facilities are provided in the new schools aimed at promoting community cohesion and use, including where appropriate facilities for extended and full service schools as recommended in the Government Green Paper *'Every Child Matters'*. In order to promote community cohesion and reflect the wide cultural diversity of Leeds, multi-faith provision will be included within all of the new buildings and in two other secondary schools. Affected schools are also being encouraged to consider developing a specialism. There are also plans, yet to be brought before and agreed by Leeds City Council, to establish a new Young People's College to increase the range of learning opportunities at 14-16 and post-16 (see below).

Since the last plan, Copperfields College has been subject to a phased closure. From September 2002, all pupils other than Years 10 and 11 were relocated to other secondary schools.

## 14-19 Curriculum Strategy

The proposals for the future development of the 14-19 curriculum are built around the schools, colleges and other providers working together in collaboration and partnership. The aim is to ensure that from the age of 14 all young people have access to a menu of general and more specialist courses and qualifications that they can tailor to their needs and that will enable them to progress to further education and employment.

One aspect of this strategy to help ensure that all 14-19 learners in Leeds have a programme of study that will meet their individual needs, is the possible development of a Young People's College (YPC). This could possibly assist schools in carrying out their responsibilities for their students' 14-19 learning programmes, as laid out in the Government White Paper *'Success for all'*. In this context, the YPC could work in partnership with the schools, colleges and training providers to enhance the post-16 learning opportunities across the city. It could also help meet the increasing demand for vocational opportunities for 14-16 year olds.

There are also a number of well-established partnerships for the delivery of 14-19 learning involving schools, colleges and training providers. These partnerships are making a significant contribution to the learning opportunities available in different areas of the City and will continue to be encouraged, supported and developed by Education Leeds and the other partners in Leeds. Working with partners to establish centralised planning and administration arrangements for all 14-16 vocational and work-based learning that takes place outside the school environment, is seen as a crucial element of the 14-19 strategy.

### **Collaborative partnerships and federations involving all secondary schools**

Leeds has put forward a model of school improvement that includes all 43 secondary schools in a formal partnership. It has introduced a web of linkages through school federations, strategic bodies, joint committees, wedge groupings and existing partnerships and collaborations. The intention is to provide partnership support and challenge to schools in special measures and those with serious weaknesses and to assist the most vulnerable to realise floor targets. Other measures, such as an overhaul of Leadership and Partnerships beyond the classroom are being facilitated through the Leadership Incentive Grant process.

Collaboration between schools, designed to share resources, best practice and make the best use of successful schools and methods, is likely to increase during the lifetime of this plan. It may well involve further fundamental changes to the way schools are organised and managed, alongside the changes emerging from the Secondary and Post-16 review. Collaborative working is a key aspect of the Secondary and Post-16 Review. Opportunities for establishing federations or formal partnerships will be used as an integrated strategy to transform performance throughout the secondary sector.

### **School estate**

Concerns over the quality of accommodation in the secondary sector have resulted in the rebuilding of two secondary schools, Lawnswood and Roundhay, under a PFI scheme due for completion during the Autumn Term 2003. £60 million PFI credits have been allocated to Leeds for three new build schools as part of the Secondary and Post-16 Review. Additional PFI credits were awarded in Spring 2003, from which it is planned to rebuild a further two high schools - Ralph Thoresby and John Smeaton.

### **Actions 2003-2008**

Several actions will contribute to the achievement of improvements in the Secondary sector.

#### **Secondary and post-16 phase actions 2003-2008**

Pursue outstanding proposals under the Secondary Review through to implementation commencing in September 2004, subject to formal approval.

Progress and build on the review of post-16 provision, with the intention of increasing opportunity, achievement and participation through partnership working with colleges and other providers, including enhancing the range of pathways available to learners.

Establish collaborative partnerships between schools and between schools and other providers as a foundation for the improvement of capacity and capability of leadership, for raising attainment and enhancing education opportunities, and supporting schools causing concern.

Pursue the development of SILCs which integrate provision for children with special educational needs into mainstream provision.

Improve the quality of accommodation within the secondary school estate, through enhancements and rebuilds where appropriate in line with the priorities identified in the Asset Management Plan.

Maximise capital allocations for Leeds schools, through PFI, Building Schools for the Future (BSF) or other traditional capital routes.

Continue to review the supply of secondary school places in order to manage falling demand.

Keep under review published admission limits across the City to ensure they reflect net capacity and local supply and demand.

## 8 Inclusive education

The assumption underlying the planning of school provision is to ensure the availability of a school place for all children in Leeds. For a range of reasons, including parental choice, not all children take up a school place. Support for children not educated in a school setting, for example at home or in another institution, is provided through other directed services. The particular needs of some children educated in school provision are considered within the plan, for instance, children in public care.

This section is divided into two key areas of provision, Inclusion and Special Educational Needs and Behaviour Support.

### Inclusion and Special Educational Needs (SEN)

#### Principles

In Leeds our Inclusion Policy is underpinned by the fundamental goal of access to high quality schooling for all in their neighbourhood school. The strategy aims to ensure that all pupils, including those with special educational needs, achieve success and have access to the highest quality education. To this end developments in SEN provision strive to:

- ✦ educate pupils with special educational needs, wherever possible, in their neighbourhood mainstream school;
- ✦ recognise the importance of the specialist provision for SEN pupils in the continuum of provision but seeing the future role of the special school sector not segregated as is the traditional expectation, but as an integral and pro-active force in the developing pattern of city wide provision;
- ✦ maintain a commitment to high quality, efficient specialist provision in Leeds and to provide parental choice and city-wide provision for the pupils with the most complex range of learning and behavioural difficulties;
- ✦ recognise that there will be a continuum of provision within Leeds, including mainstream schools, additionally resourced schools and specialist schools for those with the most complex needs;
- ✦ develop inter-agency co-operation and partnership to make inclusive education a reality from early years through to adulthood;
- ✦ recognise that pupils with special educational needs should have full access to a broad, balanced and relevant education to ensure the highest possible levels of achievement; and
- ✦ recognise that most pupils' needs will be met within Leeds, but for a few education will need to be sought in neighbouring authorities.

#### Context

There is increasing national and international evidence that educating all pupils together raises educational achievement for all pupils, those with and those without learning difficulties.

The present pattern of provision for pupils with SEN in Leeds has resulted in the main from the amalgamation of schools of similar designation in order to provide a more effective and efficient use of resources. This has led to a pattern of provision that is ad-hoc, inequitable and uneven across the City. The special schools often operate in isolation from mainstream schools and from the learning communities and developments arising from wedge-based and community initiatives.

#### Responses

In Leeds the refocusing agenda for special schools has been developing since 1998. It is recognised that the current organisational pattern no longer reflects the needs of the schools, parents and the wider learning community.

Education Leeds is currently working to implement a strategy for refocusing SEN provision. This transformational agenda aims to be innovative in promoting new and challenging ways of teaching and learning provision for those 1,000 pupils with the most complex learning difficulties.

The re-focusing strategy addresses the reasons pupils do not continue in mainstream schooling in two principal ways. The first is to compliment the expertise already in special and mainstream schools and the financial resources allocated through statements in individual schools by providing management, specialist teaching, health services and physical resources.

Secondly, it is recognised that the complexity of the needs of the majority of pupils currently in special schools is such that the support in mainstream schools described above will not be adequate. For these pupils specific partnerships are being formed between mainstream and special schools, enabling attendance at a mainstream school on a full or part-time basis with all the specialist teaching, support and physical resources being provided by the special school.

It is recognised that not all pupils currently attending a special school can have their needs met through the partnership arrangements described above - for instance, pupils currently requiring segregated provision because of emotional and behavioural difficulties.

In March 2002 the Executive Board of Leeds City Council approved consultation on the principles underpinning the establishment of five wedge-based Specialist Inclusive Learning Centres (SILCs) for pupils with complex learning and physical need and a city-wide SILC for pupils with acute behavioural, emotional and social difficulties. Proposals for SILCs are being developed in the context of the Primary and Secondary/Post-16 Reviews, and the development of partnerships and federations. The intention is to transform the 10 current special schools into six Specialist Inclusive Learning Centres, located on the site of or adjacent to existing or new mainstream sites. They will make larger units of resources, which, in turn, will facilitate more flexible working and a greater degree of management expertise and capacity. The proposals will require a reduction in the number of sites but will result in an enhanced service based on the principles of integration, partnership and the maximisation of capacity and resources.

### **Actions 2003-2008**

Actions for the immediate future are linked to particular inclusion opportunities.

#### **SEN actions 2003-2008**

Promote within new management and governance a philosophy of inclusion, one where the school seeks to reflect and make appropriate high quality provision for the young people within its neighbourhood community. The special school refocusing will contribute to this by providing the support to local schools described above. Such support will be significantly enhanced if the mainstream school is working with a special school in a partnership arrangement, as the resources committed from the special school will be significantly greater.

Ensure that accommodation is improved and specifically designed to provide the highly specialised accommodation needed for pupils with the most complex needs.

Work with new, larger secondary schools that are more likely to have the staffing flexibility to be able to work with special schools and take advantage of the support those schools can offer.

Pursue the statutory process for the re-organisation of SEN provision and the establishment of SILCs and follow proposals through to implementation, subject to formal approval.

In line with the Special Needs and Disability Act 2001, establish a highly accessible school in each primary planning area and a network of accessible high schools through the General Access Programme.

## Inclusion and Behaviour Support work

### Principles

Whilst recognising the need for some specialist provision, the principle of integration into mainstream provision also applies in the area of Behaviour Support. The Policy for Inclusion is underpinned by the fundamental principle of access to high quality schooling for all in their neighbourhood school. The strategy aims to ensure that all pupils, including those with a range of behavioural related needs, achieve success and have access to the highest quality education. To this end the more specific principles underpinning developments in behaviour support work are to:

- ★ have a commitment to high quality, efficient specialist provision in Leeds and to provide parental choice and city-wide provision for the pupils with the most complex range of social, emotional or behavioural difficulties;
- ★ ensure that all pupils have access to the most appropriate education on the most appropriate educational programme;
- ★ promote effective partnerships with a wide range of agencies at both strategic and operational level; and
- ★ recognise that there will be a continuum of provision within Leeds, including mainstream schools, additionally resourced schools and specialist schools for those with the most complex needs.

### Context

Although the vast majority of pupils continue to behave well in school, there is increasing concern with regard to some attendance and behavioural issues in Leeds schools. There is a small but increasing numbers of pupils with complex difficulties who do not respond to a range of school-based strategies including Learning Support Units and Pupil Development Centres. Although permanent exclusions remain low, fixed-term exclusions are continuing to rise and there is a high and rising number of in-year transfers, with increasing difficulties with the fast admission of pupils with behavioural difficulties. A significant number of schools have low levels of attendance.

There are several concerns arising in relation to the range of provision and programmes available for social, emotional and behavioural needs and communication issues with regard to referral routes and the range of interventions available to schools. There is a need to clearly define social inclusion balancing the rights of the individual with the needs of the group.

### Responses

Behaviour and attendance has been identified as a key priority for Education Leeds. Additional funding has been identified to deliver the Behaviour Support Plan, in addition to funding available from Standards Fund Grants for Vulnerable Groups, the Behaviour Improvement Programme and the Key Stage 3 Behaviour Strategy.

From a school organisation perspective, the main proposals in the behaviour support area aim to provide an enhanced continuum of provision for pupils experiencing emotional and behavioural challenges. It is proposed to reorganise provision on a wedge basis with non-integrated or off-site provision taking place in reorganised Pupil Referral Units and the city-wide Specialist Inclusive Learning Centre for pupils with acute behavioural, emotional and social difficulties. Nurture groups, pupil development centres and Learning Support Centres will also be reconfigured on a wedge basis to increase capacity and partnership working and promote integrated, responsive provision wherever possible.

**Actions 2003-2008**

The proposed actions are intended to dovetail with all other Education Leeds proposals and result in the establishment of a range of initiatives.

**Behaviour Support actions 2003-2008**

Follow through with plans to reorganise provision on a wedge basis, including federated PRUs on a wedge basis (1-5 year plan).

Shift the delivery of services closer to the point of need by strengthening partnerships with schools and communities.

Establish full service schools and respond to local and national moves towards an increased range of multi-professionals in schools.

Develop a central Specialist Inclusive Learning Centres for those with the most complex social, emotional and behavioural needs.

Develop assessment plans and creative statements, that identify needs and a range of provision available, to increase flexibility and rapid access to the most appropriate programme in the least restrictive environment.

Provide training and development for schools to develop the curriculum and teaching and learning styles to accommodate a wide range of diverse needs.

Establish co-ordinated referrals and support for schools across the Social Inclusion Division.