



***Norfolk County Council***

***Education Department***

***Review of  
Behaviour Support Plan***

***(2001 - 2004)***

**Achievements to Date**



<b>1. Provision for Children in Their Early Years - Targets Achieved by March 2004</b>				
<b>Activity</b>	<b>Responsibility for Co-ordinating</b>	<b>Expected Outcomes by March 2004</b>	<b>Achievements at March 2004</b>	<b>Achieved Yes / No</b>
Ensure that, by 2001 - 2002, all Early Years settings / practitioners delivering the Foundation Stage have identified and trained a Special Educational Needs Co-ordinator (SENCO), responsible for establishing and implementing the setting's SEN policy	<p>Early Years Development and Childcare Partnership / Local Authority through Service Level Agreement with:</p> <p>The Norfolk Psychological Service</p> <p>The Norfolk Education Advisory Service</p> <p>The Norfolk Early Years Support Network</p>	<p>Identified and trained SENCO in all settings delivering the Foundation Stage</p> <p>Early identification of children with SEN</p> <p>Improved understanding of the needs of children with SEN</p>	<p>All settings have provided the name of their setting SENCO who have been trained in their role and responsibilities</p> <p>Case work records showed that setting SENCOs liase with parents and other professionals</p> <p>Setting held records show that IEPs are in place, practitioners are aware of the additional or special educational needs of children identified at Early Years Action Plus, and their role in supporting these children</p> <p>Relevant background information is recorded, kept and updated on children with additional or special educational needs. Three Early Years Behaviour Forums are operating across the county, providing opportunities for training, sharing good practice and networking for setting SENCOs</p>	Yes (ongoing)

<b>Activity</b>	<b>Responsibility for Co-ordinating</b>	<b>Expected Outcomes by March 2004</b>	<b>Achievements at March 2004</b>	<b>Achieved Yes / No</b>
Ensure that setting based SENCOs have benefited from one day training by 2002 and an average of three days relevant training by 2004	Early Years Development Child Care Partnership and Norwich Psychological Service	All setting based SENCOs had undergone a minimum of one day training by April 2002 and three by 2004	<p>All setting based SENCOs have undergone a minimum of one day training and those setting SENCOs who had been in post over the whole period were offered a further 2 half day training sessions and an annual Conference in 2002, with a further half day session and another Conference in 2003</p> <p>Initial training was provided for all setting SENCOs in 2001: repeat initial training days were provided in 2002 and 2003</p> <p>In 2002 further half day training sessions were delivered by Area SENCO Advisory Teachers and tutors from Early Years Support Network on writing and implementing IEPs, understanding the SEN process, ADHD, and language and communication</p>	Yes (ongoing)

Activity	Responsibility for Co-ordinating	Expected Outcomes by March 2004	Achievements at March 2004	Achieved Yes / No
Development of a network of area SENCOs, with a target ratio of 1 area SENCO to 20 non-maintained settings delivering funded early education	Early Years Development and Childcare Partnership / Norfolk Psychological Service	One named area SENCO per 20 non-maintained settings	<p>In April 2004, the ratio will be 1:27</p> <p>If funding is available it is anticipated that the target ratio of 1:20 could be met during 2004</p> <p>At present each non maintained early years setting delivering education has a named area SENCO</p>	No
Development of system for additional support for children eligible for Government funding who have SEN, but do not necessarily have a Statement	Senior Education Officer / Head of Early Years and Child care Strategy	Additional resources available for children in the non maintained sector who are in need of these services regardless of whether they have a Statement or not	<p>A pre-school funding panel meets twice a month to consider and process requests for enhanced funding to settings to meet SEN</p> <p>Written guidance is available as are the minutes of all meetings</p> <p>The system is supported through the Area SENCO team through professional reports and advice on the use of resources</p> <p>Funding is allocated on the basis of the needs of the child / children in the setting, and is not dependent on Statements</p> <p>'Quality Visits' to a sample of settings are planned and these will assist in monitoring the use of additional funding</p>	Yes

<b>Activity</b>	<b>Responsibility for Co-ordinating</b>	<b>Expected Outcomes by March 2004</b>	<b>Achievements at March 2004</b>	<b>Achieved Yes / No</b>
Cont'd			Support (approx. £13k) to Norwich School for Parents providing pre-school provision for children with Cerebral Palsy	
Information for parents on services for children with SEN in mainstream and specialist provision	Childcare Information Service	Up to date information easily accessible to all parents	Information leaflets for parents of children referred to the Area SENCO team in place	Yes
Development of a Special Needs resource library / lending scheme for pre-school providers	Early Years Development and Childcare Partnership / Local Authority through Service Level Agreement with Norfolk Psychological Service	Established information resource centre with outreach facilities	Resources are growing and are made available to settings on a loan basis. They mainly consist of relevant books and 2 Sensory Suitcases	Yes
Further develop protocols for inter-agency work in pre-school settings	Head of Early Years and Childcare Strategy with multi-agency Working Group	Agreed procedures / protocols agreed by all agencies	<p>Protocols have been written and agreed for cross agency work with Area SENCO team and Social Workers (Special Needs) in the CWD teams</p> <p>Agreement for joint work with Health professionals is being taken forward through joint work at the Norwich CDU and King's Lynn CDC</p>	No (ongoing)

<b>Activity</b>	<b>Responsibility for Co-ordinating</b>	<b>Expected Outcomes by March 2004</b>	<b>Achievements at March 2004</b>	<b>Achieved Yes / No</b>
Development of planned transition from pre-school into school	Norfolk Psychological Service	Agreed procedures for transition practices into school	Transition procedures are in place  78 transition meetings / arrangements were run during the summer term 2003	Yes
Developments of a network of specialists who could offer support in pre-schools (peripatetic workers)	Early Years Development and Childcare Partnership with Service Level Agreement with Specialist Services	An established team of specialist who will be able to offer support / advice to pre school providers	One FTE ASD assistant offers advice to non-maintained pre-school setting. This work is shared between members of the ASD team to ensure cover across the county  Special support assistants' work in the Area SENCO teams providing short-term support and modelling strategies in settings. Most referrals relate to children with SEBD or ASD  Plans are being put forward to include specialist Speech and Language Therapist time within the Area SENCO team	No (ongoing)
<b>Lead responsibility: Marcelle Curtis, Head of Early Years and Childcare Strategy</b>				

<b>2. Targets Achieved by March 2004 - Promoting Positive Behaviour In Schools</b>				
<b>Activity</b>	<b>Responsibility for Co-ordinating</b>	<b>Expected Outcomes by March 2004</b>	<b>Achievements at March 2004</b>	<b>Achieved Yes / No</b>
NPS SST support at Levels 1 and 2; sessional support from PRUs; support for managed moves; Youth and Community Service activities; exclusions help line; area manager attendance at Governors' Discipline Committees; dual registration; NEAS / NPS training	Head of Psychological Service	Reduction in permanent exclusions to no more than 73  Best Value Performance Indicator 44 - Excluded pupils per 1,000 pupils  0.7 by 2005	Permanent exclusions reduced to 64 by summer 2003 (0.58 per thousand pupils)	Yes
Advisory Service and Psychological Service staff advise schools on policy development	SEN Adviser / Head of Psychological Service	All schools have developed a behaviour and anti-bullying policy which ensures close parental involvement and reflects Norfolk's commitment to inclusion and a positive ethos	Guidance and support on policy development provided to schools on request by Educational Psychologists and NEAS e.g., anti-bullying policies  Behaviour forums address whole school behaviour policy matters with high schools and some primaries	Yes
NEAS and NPS deliver planned and ad hoc training as required	SEN Adviser / Head of Psychological Service	Comprehensive behaviour training programme available to schools which includes (see overleaf)	Annual Behaviour conference has been held  Requests for training responded to  Team Teach training programme delivered	Yes

Activity	Responsibility for Co-ordinating	Expected Outcomes by March 2004	Achievements at March 2004	Achieved Yes / No
Cont'd		LEA training in pace to deal with specific challenging behaviour in schools e.g. Severe and Challenging behaviour (S&CB) ADHD and ASD	<p>Secondary behaviour forums address a range of behaviour topics and allow schools an opportunity to share good practice</p> <p>ADHD has been discussed at secondary Behaviour Forums</p>	
Advice and support available to all schools	Personal, Social and Health Education (PHSE) Advisor (Now managed by Healthy Schools Co-ordinator)	Well being and Healthy Schools initiatives in place for all schools	At March 2004 guidance and support available to all schools that wish to be involved in Healthy Schools initiatives. 30% of schools in Norwich that have more than 20% take up of free school meals entitlement will be recruited to be committed to significant Healthy School involvement.	Yes
Advice and support available to parents	NPS Specialist Team Co-ordinators	Training and support on emotional development and behaviour available for parents	Support available to parents on requests	Yes
Information and guidance on support available developed for schools	PASS Senior Management team	LEA has in place local information maps of where schools can access support	All teams have information in place. Three secondary Behaviour Forums have produced a local leaflet detailing local and national organisations where schools can access information	Yes



<b>Activity</b>	<b>Responsibility for Co-ordinating</b>	<b>Expected Outcomes by March 2004</b>	<b>Achievements at March 2004</b>	<b>Achieved Yes / No</b>
Develop and publish service standards for all services / agencies supporting individual pupils	Heads of Services	Standards, including target response time, published	Separate standards published	Yes
Further development of a framework and mechanisms to ensure a joint approach to preventing social exclusion.	Head of YOT and Education Services	A joint approach between YOT and education service to preventing social exclusion is in place	The numbers of young offenders in full time ETE has remained static at 69% and there is room for development in this respect  IISPs introduced, 10/03	No  Yes
YOT and NPS collaborate in providing in school support for young people known to YOT and at risk of exclusion	Heads of Youth Offending Team and Psychological Service	Focused intervention by YOT is in place for those at risk of exclusion with the aim of reducing permanent exclusions	Area collaboration is in place around young people known to YOT and at risk of exclusion	Yes, but numbers in full time ETE has not increased
YOT and NPS collaborate in monitoring young people known to YOT and at risk of exclusion	Heads of Psychological Service and Youth Offending Team	Joint monitoring by YOT and NPS of those involved in offending and at risk of exclusion from school	Regular follow up of young people known to be not receiving their full educational entitlement	Yes
NPS Area Inclusion Co-ordinators and Support Assistants work to ensure that all pupils excluded for between 15 and 45 days receive full time education	NPS Area Headteachers	All pupils excluded for between 15 and 45 days received full time education	All pupils excluded from school for long periods have full time education on offer	Yes

<b>Activity</b>	<b>Responsibility for Co-ordinating</b>	<b>Expected Outcomes by March 2004</b>	<b>Achievements at March 2004</b>	<b>Achieved Yes / No</b>
Schools which are successful in bids to establish LSUs receive comprehensive LEA support	Head of Psychological Service	Development of LSUs is supported	4 LSUs developed and in place	Yes
The development of enhanced primary phase EBD provision is planned and supported by LEA staff	Education Officer (Inclusion) / Head of Psychological Service	Enhanced EBD provision in place in primary schools	New provision to be project managed in 2004	No
NPS support for anti-bullying initiatives	NPS Specialist Team Co-ordinator	Schools have anti-bullying initiatives in place	Conferences, training and parental guidance developed fact-sheets and a school toolkit in preparation  System established for dealing with parent's calls via anti-bullying area co-ordinators	Yes

<b>Activity</b>	<b>Responsibility for Co-ordinating</b>	<b>Expected Outcomes by March 2004</b>	<b>Achievements at March 2004</b>	<b>Achieved Yes / No</b>
Ensure annual planning meeting on training and professional development opportunities is implemented within a structure and format that enables discussion involving representatives from schools and LEA services	Senior Adviser SEN	Training and professional development opportunities are reviewed annually as part of a planned cycle tied to EBD and BSP priorities	SEN INSET Strategy Planning Group meets three times per year  An EBD skills inventory has been done to identify skills and knowledge for support and training	Yes
All service departments are made aware of the development of partnership working via a briefing paper	Senior Adviser SEN / Head of NPS	All services have the opportunity to contribute to planning and delivery of professional development opportunities  Training and professional development opportunities overall reflect this partnership in their delivery	INSET Co-ordination Group established and working effectively  A number of partnership training activities are available to schools	Yes  Yes
To continue to support the development of SEN Networks across the county	Senior Adviser SEN	All schools have access to a local network operating in their area	All mainstream schools have access to SEN networks facilitated by special school headteachers in the locality. In addition primary and secondary Behaviour Forums exist as networking facilitate and to conference on related matters	Yes

Activity	Responsibility for Co-ordinating	Expected Outcomes by March 2004	Achievements at March 2004	Achieved Yes / No
To encourage schools to develop expertise within their staff teams in responding to pupils with emotional and behavioural difficulties	Senior Adviser SEN / Head of NPS	Maintain and expand access to advanced professional qualifications in EBD	Maintained	Yes
		Annual county conference on the theme of behaviour management	Maintained	Yes
		Dedicated courses on aspects of EBD as a regular part of the training and professional development menu	On Offer	Yes
Lead Responsibility: James Thatcher, Principal Educational Psychologist				

## 6. Promoting Attendance - Targets by March 2004

*Attendance:* Expressed as a percentage of half days attended

	99/00	00/01	01/02	02/03	03/04	04/05
Primary	94.4	94.6	94.8	95	95.2	95.2
Secondary	91.4	91.6	91.8	92	92.2	92.2

\*

*Unauthorised Absence:* Expressed as a percentage of half days missed through unauthorised absence

	99/00	00/01	01/02	02/03	03/04	04/05
Primary	0.43	0.4	0.38	0.36	0.2	0.2
Secondary	0.99	0.9	0.8	0.7	0.6	0.5

Activity	Responsibility for Co-ordinating	Expected Outcomes by March 2004	Achievements at March 2004	Achieved Yes / No
To evaluate the effectiveness of school's policy / guidance towards improving attendance	Norfolk Pupil Attendance Service	All schools have reviewed school attendance policy / guidance	Model attendance policy made available to all schools	Yes
		Evidence of impact on good practice	Small reduction in levels of unauthorised absence	Yes (ongoing)
		Improvement in school's ownership of attendance	Caseload Pilot Study indicates schools focus on low level non-attendance has increased	(ongoing)

<b>Activity</b>	<b>Responsibility for Co-ordinating</b>	<b>Expected Outcomes by March 2004</b>	<b>Achievements at March 2004</b>	<b>Achieved Yes / No</b>
To assist schools in the effective use of Standards Fund to tackle Truancy (Social Inclusion, Pupil Support Grant)	Norfolk Pupil Attendance Service	Evidence of school's analytical use of attendance data to improve school attendance	Ofsted inspections have commented on good use of data	(ongoing)
To use electronic data and other means to identify schools where poor school attendance is of a concern	Norfolk Pupil Attendance Service  Schools	Evidence of efficient use of ICT systems (schools set Targets that are achieved  Improved systems in schools leading to improvement in attendance	Developments in place to improve ICT, target schools identified by DfES and supported with electronic redistration systems and half termly data collection will begin early 04	(ongoing)
To continue to raise parental awareness of the importance of and their responsibility towards, their child's good attendance at school	Norfolk Pupil Attendance Service	Improved attendance  Evidence of parental participation in child's education	Truancy sweeps held and well publicised	Yes

Activity	Responsibility for Co-ordinating	Expected Outcomes by March 2004	Achievements at March 2004	Achieved Yes / No
Review schools agreed Targets for reducing unauthorised absence and improving attendance as appropriate	Schools and Norfolk Pupil Attendance Service	Education Development Plan targets met of % half days missed through unauthorised absence as follows: (*these remain to be set by DfES)  01/02 02/03 03/04 Prim. 0.38 0.36 0.2 Sec. 0.8 0.7 0.6  LEA targets to improve attendance, expressed as a percentage of half days attended, are as follows:  01/02 02/03 03/04 Prim. 94.8 95 95.2 Sec. 91.8 92 92.2	Very challenging targets not met	No
To review the DfES Pilot of Norfolk Pupil Attendance Service	Norfolk Pupil Attendance Service	Respond to outcomes that positively improve attendance	Pilot suggests that within available resources service delivery is efficient	Yes
To evaluate the restructuring of NPAS in line with above	Norfolk Pupil Attendance Service	An efficient model of Service delivery within the principles of Best Value	As above	(ongoing)
Lead Responsibility: Colin Spinks, Head of Norfolk Pupil Attendance Service				

<b>7. Excluded Pupils = Targets achieved by March 2004</b>				
<b>Activity</b>	<b>Responsibility for Co-ordinating</b>	<b>Expected Outcomes by March 2004</b>	<b>Achievements at March 2004</b>	<b>Achieved Yes / No</b>
NPS SST support for schools at Levels 1 and 2; sessional support from PRUs; support for managed moves; Youth and Community Service activities; exclusions help line; area manger attendance at Governors' Discipline Committees; dual registration; NEAS / NPS training	Head of Psychological Service	Reduction in permanent exclusions to no more than 73  Schools have creative solutions for managing challenging behaviour and alternatives to exclusion	Exclusions reduced to 64 by Summer 2003  Managed Moves scheme piloted and expanded to all secondary schools  Managed Moves protocols developed for all primary and special schools.	Yes
NPS area teaching staff and support assistants work to ensure that all pupils excluded for between 15 and 45 days receive full-time education	NPS Area Headteachers	All pupils excluded for between 15 and 45 days received full-time education	Full-time education on offer for all pupils excluded for more than 15 days	Yes
Excluded pupils are admitted promptly to PRU / VTS provision and their attendance is maximised to allow close to full-time educational provision	NPS Area Headteachers / VTS Co-ordinators	80% of excluded pupils attend for more than 10 hours a week of which 25% attend for more than 20 hours a week	Targets have changed. By summer 2003. 86.2% of permanently excluded pupils were getting more than 5 hours education a week; 69.5% were getting more than 12 hours education a week and 43.7% were receiving 20 hours or more	Yes



<b>Activity</b>	<b>Responsibility for Co-ordinating</b>	<b>Expected Outcomes by March 2004</b>	<b>Achievements at March 2004</b>	<b>Achieved Yes / No</b>
Education of excluded pupils known to YOT is monitored and plans are in place to ensure close to full-time educational provision	YOT Education Co-ordinators / NPS Area Headteachers / VTS Co-ordinators	Attendance by young people known to YOT is increased by 20%	Close monitoring on all cases known to YOT. Figure for those engaged in full-time ETE is 72% no change from previous year. Still an issue to have available and to engage young offenders in appropriate alternative education	No
NPS / VTS planning takes account of need for (i) 22.5 hours educational programmes and (ii) 25 hour educational programmes	NPS managers and Area Headteachers / VTS Co-ordinators	22.5 hours a week educational programmes to be available to all excluded pupils from April 2004, 25 hours a week from April 2002	In place	Yes
PRU planning ensures appropriate and high quality education for pupils on roll	Area Headteachers	Education at PRUs deemed of high quality through Service audits and Ofsted inspections	All PRUs have had successful Ofsted inspections  All PRUs have successful self reviews, validated by RDAs	Yes
PRU / VTS building needs are part of LEA Asset Management Plan and accommodation issues are addressed	Senior Education Officer (Strategic Development Core)	PRU / VTS buildings to meet DfES / LEA standards	All PRUs have Asset Management Plans in place  Building started at Brooklands and conversion underway at Roseberry Avenue  Central Area PRU building will be addressed as part of the Central Area school reorganisation	Yes

<b>Activity</b>	<b>Responsibility for Co-ordinating</b>	<b>Expected Outcomes by March 2004</b>	<b>Achievements at March 2004</b>	<b>Achieved Yes / No</b>
When appropriate, pupils are dual registered between schools and PRU / VTS	NPS Area Headteachers / VTS Co-ordinators	Most pupils attending PRUs / VTS remain on the roll of a school	Some pupils remain on the school roll while attending PRU / VTS	No
When appropriate, NPS / VTS staff ensure that pupil's home school takes part in educational provision	NPS Area Headteachers / VTS Co-ordinators	Pupil's home school to be involved in the education of children at PRUs / VTS	Still to be achieved	No
Multi-agency group set up to promote active involvement in Pastoral Support Programmes (PSP)	Social Services Department (SSD) / Education Officers Liaison group	Multi-agency involvement in Pastoral Support Programmes	PSP planning is increasingly carried out on multi-agency basis	Partly
Guidance on PSP planning revised	Headteachers / NPS staff	Further supported involvement of parents / carers is a vital component of pupils' Pastoral Support Programmes	Provided to schools through PRU and SSTs	Yes
<b>Lead Responsibility: James Thatcher, Educational Psychology and Specialist Support Manager</b>				

<b>8. Traveller Education Service - Targets Achieved by March 2004</b>				
<b>Activity</b>	<b>Responsibility for Co-ordinating</b>	<b>Expected Outcomes by March 2004</b>	<b>Achievements at March 2004</b>	<b>Achieved Yes / No</b>
<u>In-Service Training:</u> The Traveller Education Service is available to provide or to assist in providing in-service training to school based and supply staff, to interpret the behaviour of Traveller pupils and promote positive behaviour management	Head of Traveller Education Service	Increased skills and understanding on the part of school and supply staff, leading to a general increase in pupil attendance and achievement levels	100+hours of training delivered to LSAs and 12 sessions to teachers in school year in 2002/03. Programme continuing 2003/04	Yes
<u>Policies:</u> The Traveller Education Service offers guidance on reviewing and implementing policies on the management of positive behaviour	Head of Traveller Education Service	Schools' policies to include reference and guidance on the positive management of Traveller pupils' behaviour	All RDAs made aware of Ofsted Report 2003 re: Travellers  No data available on number of school behaviour policies that make specific reference to positive behaviour management of Travellers	Yes

Activity	Responsibility for Co-ordinating	Expected Outcomes by March 2004	Achievements at March 2004	Achieved Yes / No
<u>Individual Pupil Support:</u> Whilst wholly recognising that schools are the key providers to all pupils, including Travellers, the Traveller Education Service offers individual pupil support where the difficulty experienced by the Traveller pupil is culturally related. The offer of individual pupil support is made on a short term basis, according to available resources and should not disadvantage the pupil from obtaining additional support from other appropriate services / agencies	Head of Traveller Education Service	Increase in Traveller pupils' levels of attendance, decrease in exclusions and an increase in staff skills in positive behaviour management	Advice and support given for exclusion avoidance. Behaviour modification programme Spring 2003 to support the attendance of group of boys previously presenting challenging behaviour.	Yes
<u>Disaffection:</u> The Service is able to disseminate information to schools on approaches to the curriculum for Traveller pupils who are disaffected	Head of Traveller Education Service	Increase in participation in formal educational provision, particularly at secondary school age	All schools sent a copy of DfES 'Aiming High: Raising the Achievement of Gypsy Traveller Pupils' - Guidance of Good Practice Strategies to engage individual pupils referred from schools. Flexible appropriate curriculum arrangements negotiated in order to retain individual pupils	Yes

Activity	Responsibility for Co-ordinating	Expected Outcomes by March 2004	Achievements at March 2004	Achieved Yes / No
<u>Exclusions:</u> In line with the DfES initiative to reduce exclusions of minority ethnic pupils, the Traveller Education Service offers advice on reducing the exclusion of Traveller pupils	Head of Traveller Education Service	Systems for collection and collation of exclusions data to identify Gypsy / Traveller pupils as a specific group.  A reduction in the exclusions of Traveller pupils.	Identification problematic through MIC - 99% secondary - age Traveller pupils have ethnicity recorded as 'white UK'. Service collects own data on Travellers known to Service	Yes   Yes
<u>Other Agencies:</u> The Traveller Education Service links with other agencies to work together both to foster positive attitudes towards Traveller pupils and to encourage Traveller pupils' positive attitudes to formal learning	Head of Traveller Education Service	Increased skill in recognising and interpreting the behaviour of Traveller pupils, and responding appropriately and sensitively.  Increase in traveller pupils' attendance and achievement	Positive involvement through and with Connexions  Training delivered to Connexions PAs, YOTs. Close collaborative working with NYCS. Increase achieved in Travellers' engagement with educational provision.	Yes  Yes
<b>Lead Responsibility: Lorna Daymond, Head of Traveller Education Service</b>				

## 9. Specialist Provision - Targets achieved by March 2004

A new framework for the development of provision for children with special educational needs was established which determined timescales, a financial strategy, proposals for consultation and review mechanisms.

### Areas identified for Further Development and Targets to be achieved by March 2004.

Activity	Responsibility for Co-ordinating	Expected Outcomes by March 2004	Achievements at March 2004	Achieved Yes / No
To review the behaviour element of the SEN Audit	Education Officer, Assessment and provision	Consideration of alternative audit tools or matrix linked to evidence base within the school	Review undertaken in 2000/01 with SEN user group. No changes adopted	Yes
To review the distribution of A - D funding generated through the SEN Audit	Education Officer, Assessment and Provision	Continued development of moderation and monitoring to manage the Audit process	Moderation and monitoring of the audit continues to be developed	Yes
To review the allocation of Band E funding	Education Officer, Assessment and Provision	The further development of an allocation system that involves Headteachers and encourages positive outcomes	Band E system currently under review for 2004 / 05 with SEN funding sub group of Schools Forum	Yes
To prepare a new framework for the development of provision for SEN	Senior Education Officer, Assessment and Provision	Review of SEN completed and framework published	<p>Framework published</p> <p>Developed the new role for specialist schools (consultants in progress)</p> <p>Review of LSCs delayed due to lack of officer staffing</p>	In part

<b>10. Working Across Agencies - Targets Achieved by March 2004</b>				
<b>Activity</b>	<b>Responsibility for Co-ordinating</b>	<b>Expected Outcomes by March 2004</b>	<b>Achievements at March 2004</b>	<b>Achieved Yes / No</b>
Joint agency development of a new Children's Services Plan	Head of Psychological Service / Social Services and Health Officers	A new Children's Services Plan is developed and implemented	The requirement for Children's Services Plans has been discontinued  Interagency planning continues at locality levels and via the Child and Adolescent Mental Health Services Advisory Group	No
Joint development of a framework to ensure that the work of children's services in all agencies is co-ordinated, duplication avoided and needs met	Head of Psychological Service / Social Services and Health Officers	A framework is in place to co-ordinate the work of support services from all agencies to ensure that needs are met	A framework of the integration of services for children with disabilities is underway  Services within PASS have been reshaped  Pilot for early years are in place e.g. Great Yarmouth	Yes
Develop joint approaches to meeting the needs of children with specific and complex difficulties and their families, particularly: children looked after; children with challenging behaviour; children with learning and behaviour difficulties; children with anxiety conditions needing therapeutic support; children with autistic spectrum disorders	Head of Psychological Service / Social Services and Health Officers	Measures are in place to ensure that the needs of particular client groups are met	Joint planning to meet the needs of children in public care is undertaken by educational services liaison group and a new strategy group for children in public care  Planning for children with disabilities takes place within the post Best Value action plan	Partial

<b>Activity</b>	<b>Responsibility for Co-ordinating</b>	<b>Expected Outcomes by March 2004</b>	<b>Achievements at March 2004</b>	<b>Achieved Yes / No</b>
To reduce exclusions of children known to the Youth Offending Team	Head of Psychological Service / County Youth Justice Manager	Baseline established and reduce exclusions by 10%	For 2003 calendar year 4.3% of YOT clients excluded. No figures to compare so this will be the baseline for action 2004/05	In part
<b>Lead Responsibility: James Thatcher, Principal Educational Psychologist</b>				



<b>11. Pregnant Girls and Young Mothers of School Age - Targets Achieved by March 2004</b>				
<b>Activity</b>	<b>Responsibility for Co-ordinating</b>	<b>Expected Outcomes by March 2004</b>	<b>Achievements at March 2004</b>	<b>Achieved Yes / No</b>
Set up inter-agency structures in each area to develop and plan education and support	County Co-ordinator, Visiting Teacher Service	Planning groups set up and integrated with VTS LINKs4, schools and other agencies	School meetings in place  Membership variable	Yes
Develop new LEA policy for Young Mothers and Pregnant Schoolgirls	County Co-ordinator, Visiting Teacher Service	Policy in place and working	Not yet completed	No
Provide guidance for schools based on inter-agency good practice and improve curriculum planning for pupils out of school	County Co-ordinator, Visiting Teacher Service	Guidance and curriculum documents written and put in place with suitable training and delivery to schools	Not actioned	No
Achieve a reduction in the risk of long-term exclusion of teenage parents (under 18) and their children (Norfolk)	County Co-ordinator, Visiting Teacher Service / HIV/AIDS/Sexual Health Co-ordinator and Advisor	This will be measured using the increase in sustained participation by teenage parents in education, employment or training as a key indicator	Not actioned	No
To reduce the social exclusion experienced by young women who become pregnant and young mothers (Norwich)	County Co-ordinator, Visiting Teacher Service / HIV/AIDS/Sexual Health Co-ordinator and Advisor	To introduce an effective model for the social, emotional support of pregnant teenagers and young mothers	Improved provision in place  New creche planned  Better inter-agency work	Yes

<b>Activity</b>	<b>Responsibility for Co-ordinating</b>	<b>Expected Outcomes by March 2004</b>	<b>Achievements at March 2004</b>	<b>Achieved Yes / No</b>
To reduce the social exclusion experienced by young women in rural areas who become pregnant and young mothers. (West Norfolk)	County Co-ordinator, Visiting Teacher Service / HIV/AIDS/Sexual Health Co-ordinator and Advisor	As part of the objective and role of the new post of Nurse for Looked after Young People in Norfolk	On going	Yes
To reduce the social exclusion experienced by looked after young people, or those leaving care, who become teenage parents (Norfolk)	County Co-ordinator, Visiting Teacher Service / HIV/AIDS/Sexual Health Co-ordinator and Advisor	As part of the objective and role of the new post of Nurse for Looked after Young People in Norfolk	On going	Yes
To make contraceptive services, including emergency hormonal contraception, easily accessible to young people in Norfolk (Norfolk-wide)	County Co-ordinator, Visiting Teacher Service / HIV/AIDS/Sexual Health Co-ordinator and Advisor	To make sure that pupils who are out of school, e.g. PRUs, VTS, truants etc. have access to appropriate services. To develop a pro-active response where children are, e.g. lunchtime clubs, breakfast clubs	On going  Better liaison in place	Yes
<b>Lead Responsibility: Mike Downes, Head of Visiting Teacher Service</b>				

<b>12. Young Carers - Targets Achieved by March 2004</b>				
<b>Activity</b>	<b>Responsibility for Co-ordinating</b>	<b>Expected Outcomes by March 2004</b>	<b>Achievements at March 2004</b>	<b>Achieved Yes / No</b>
All schools to identify and support Young carers in their schools	School Headteachers	All systems in place to support Young Carers	Not actioned	No
All schools to be provided with guidance on the role they can play in supporting pupils who are Young Carers	Norfolk Pupil Attendance Service	All school staff aware of the support networks available for Young Carers both internally and externally	Guidance being produced via MI sheet	Yes
To admit to school those children discharged from secure accommodation within 15 days of discharge, going down from 5 days from April 2003	Head of Psychological Service / County Youth Justice Manager	All children discharged from secure accommodation receive full-time education within 5 days	Achieved in part but still a major target for the next plan	In part
<b>Lead Responsibility: Mike Downes, Head of Visiting Teacher Service</b>				

<b>13. Child Protection - Targets Achieved by March 2004</b>				
<b>Activity</b>	<b>Responsibility for Co-ordinating</b>	<b>Expected Outcomes by March 2004</b>	<b>Achievements at March 2004</b>	<b>Achieved Yes / No</b>
To continue to ensure that all designated teachers for child protection participate in training. To include new Area Child Protection Committee Procedures, Child in Need Assessment Framework and Domestic Violence Protocol and co-ordinated links with Social Services, Health and Police Family Protection Unit	Education Officer (Child Protection)	All schools have had a designated teacher trained	All designated teachers registered since September 2003 have been trained	Yes
		All schools have child protection procedures in place	Achieved with procedures in place	Yes
Review LEA policies, procedures and guidance to reflect the new Child in Need Assessment Framework	Education Officer (Child Protection)	Policy, procedures, guidance in place	Policy, procedure and guidance in place	Yes
LEA policies, procedures and guidance in line with education act 2002 section 175 Child Protection	Education Officer (Child Protection)	Updated training offered to all schools	Completed. Continual review in progress	Yes
<b>Lead Responsibility: Grace Cheese, Education Officer (Child Protection)</b>				

<b>14. Children in Public Care - Targets Achieved by March 2004</b>				
<b>Activity</b>	<b>Responsibility for Co-ordinating</b>	<b>Expected Outcomes by March 2004</b>	<b>Achievements at March 2004</b>	<b>Achieved Yes / No</b>
Establish robust and achievable target setting and tracking procedures for individuals and cohorts of looked after children	Head of Psychological Service / Principal Adviser Inclusion	Established end of KS2/3/4 targets for 2005	Targets set and data given to RDAs to enable tracking to take place	Yes
NPS Education Co-ordinators support the development and implementation of PEP by schools	Head of Psychological Service	All children in Public Care will have a PEP, regularly reviewed	Efforts continue to achieve this. The level of PEPs is approximately 36% in the summer of 2003	No
NPS Education Co-ordinators and Area Headteachers support education for children looked after	Head of Psychological Service / Head of VTS	All children looked after and out of school will have full-time education provided, which meets their needs	Full-time education for most is achieved  Build up programmes for those not capable of coping with full-time education	No
Guidance and support available to the LEA and schools on establishing and supporting Nurture Groups	Head of Psychological Service / SEN Adviser	Nurture Groups are established in high need areas	SEN Adviser is available to support nurture groups  Protocols for groups are established	Yes

<b>Activity</b>	<b>Responsibility for Co-ordinating</b>	<b>Expected Outcomes by March 2004</b>	<b>Achievements at March 2004</b>	<b>Achieved Yes / No</b>
Development of joint guidance and protocols for placing and monitoring children at out of County schools	Senior Education Officer / Education Co-ordinator and Educational Psychologists	A framework is in place for considering, and monitoring, the placement of children looked after at out of County establishments and all such children will have PEPs	Framework in place for determining jointly funded placements of all children placed out of County. Agreements in place to fund jointly along agreed criteria. Monitoring undertaken via Education Co-ordinators and PESOs (Pupil Entitlement Support Officers)	Yes
Framework in place to support the educational achievement of children who are looked after	NPS Education Co-ordinator / Social Services staff	40% of children looked after will achieve 1 A - C grade at GCSE / GNVQ	Not achieved Government target has been extended to 2006	No
Mechanisms for informing Members and for joint planning are maintained and reviewed	SEO, Pupil Access and Support Service (PASS) Head of NPS / Social Services Department (SSD) Officers	Joint Planning and monitoring mechanisms are effective	Regular reports are provided to Members via Joint Children's Services Working Group	Yes
<b>Lead Responsibility: James Thatcher, Principal Educational Psychologist</b>				

<b>15. Children and Young People who Refuse to Attend School - Achieved by March 2004</b>				
<b>Activity</b>	<b>Responsibility for Co-ordinating</b>	<b>Expected Outcomes by March 2004</b>	<b>Achievements at March 2004</b>	<b>Achieved Yes / No</b>
Distribute new framework and guidance to all schools SET up staff training sessions to introduce the new systems	County Co-ordinator, Visiting Teacher Service / Head of Service / Norfolk Pupil Attendance Service	All high schools operating new framework and all cases of children out of school being handled by the Pastoral Support Group	Framework in schools and working  Further information re education of children with medical needs in schools for October 2003	No
Reduce the numbers of children and young people out of school by reason of refusal due to health by 10%	County Co-ordinator, Visiting Teacher Service / Head of Service / Norfolk Pupil Attendance Service	Numbers reduced in line with expectations	Numbers have not reduced	No
Work to establish "cluster / community based" VTS teams	County Co-ordinator, Visiting Teacher Service	VTS recognised to meet the new criteria	Not achieved to date	No
<b>Lead Responsibility: Mike Downes, Head of Visiting Teacher Service</b>				

<b>16. Healthy Norfolk Schools / Drug Action Team - Targets to be Achieved by March 2004</b> <i>Drug Action Team:</i>				
<b>Activity</b>	<b>Responsibility for Co-ordinating</b>	<b>Expected Outcomes by March 2004</b>	<b>Achievements at March 2004</b>	<b>Achieved Yes / No</b>
LEA representation on Drug Action Team	Director of Education	To be maintained	Director of Education sits on Chief Officers Group  School Drugs Adviser sits on other groups	Ongoing
LEA steering group established to develop coherent county-wide drug education and prevention strategy	Director of Education	LEA drug education and prevention strategy to be in place	First draft to be presented to steering group February 2004	Ongoing
Guidance and training programmes to be established in all schools: NEAS and NPS to deliver planned training programme for secondary schools  NEAS to deliver planned and ad hoc training as required to primary schools	Advisor PSHE / Head of NPS	All schools to have drug and education prevention policy in place consistent with national guidance	Secondary schools policies in place  Primary schools training yet to be ?	Yes  Ongoing



Drug Action Team:				
Activity	Responsibility for Co-ordinating	Expected Outcomes by March 2004	Achievements at March 2004	Achieved Yes / No
Every pupil at risk of being excluded for drug related incidents to have an effective Pastoral Support Programme (PSP) in place	Head of NPS	Pastoral Support Programmes drawn up as appropriate	Support is given to schools and PSP's for pupils at risk of being excluded for drugs related incidents	Yes
Assessment procedures in place		Assessment procedures in place	PSP guidance including assessed procedures issued February 2004	Yes
Guidance on PSP planning		Guidance in place		
Healthy Norfolk Schools:				
Activity	Responsibility for Co-ordinating	Expected Outcomes by March 2004	Achievements at March 2004	Achieved Yes / No
Advice and support available for all schools	Healthy Schools Co-ordinator	Healthy Schools initiatives in place for all schools	At March 2004 guidance and support available to all schools that wish to be involved in Healthy Schools initiatives. 30% of schools in Norwich that have more than 20% take up of free school meals entitlement will be recruited to be committed to significant Healthy School involvement.	Yes
Lead Responsibility: Fred Corbett, Assistant Director				

<b>17. Post 16 Transition Planning</b>				
<b>Activity</b>	<b>Responsibility for Co-ordinating</b>	<b>Expected Outcomes by March 2004</b>	<b>Achievements at March 2004</b>	<b>Achieved Yes / No</b>
Connexions Pilots delivered in each District	Operations Manager	Young people with each pilot linked with personal adviser (2002)	Pilots completed	Yes
Independent young persons information / advice point established for each High School catchment area	C.I.A. Co-ordinator	All young people have access to independent information and advice (2002)	Static / mobile provision established	Yes
'Off Centre' Counselling Service extended and delivered	C.I.A. Co-ordinator	100% increase in young people who receive independent counselling support (2002)	Service extended	Yes
Connexions Service developed and delivered	Lifelong Learning Co-ordinator	Young people (13 - 19) received individual advice and support enabling a successful transition to adult working life (2004)	Connexions service live January 2003	Yes
Youth worker linked with each partner High School. Social inclusion project delivered	Head of Service (Acting)	Young people (-16) at risk of exclusion are enabled through multi-partnership provision to access appropriate training and education	Projects established in each partner High School	Yes

<b>Activity</b>	<b>Responsibility for Co-ordinating</b>	<b>Expected Outcomes by March 2004</b>	<b>Achievements at March 2004</b>	<b>Achieved Yes / No</b>
Links with Learning and Skills Council established	Operations Manager	Young people (16+) enabled through partnership provision to access appropriate training and education	Agreements at present negotiated through Connexions	Yes
Partnership agreements signed with each High School and Special School detailing programmes of Careers information, education and guidance	Operations Manager	Partnership agreements signed with each High School and Special School detailing programmes of careers information, education and guidance	Achieved	Yes
<b>Lead Responsibility: Graham Hanson, Head of Service, Youth and Community Service</b>				