

AD EDUCATION NETWORK MEETING

29th September 2023, 10.00am – 12.00pm



Chair: Deb Austin (BHCC)

In attendance: Mike Stoneman (Portsmouth), Marie Denny (Milton Keynes), Kim James and Martin Goff (Oxfordshire), Michelle Sancho (W Berks), Michelle Stanley (Kent), Elizabeth Funge and Katie Ridgway (E Sussex), Neil Hoskinson (Slough), Natalie Smith (Hants / IoW), Clive Haines (RBWM), Brain Grady (Reading), Clodagh Freeston and Alison Philpott (Southampton), Sarah Clarke (W Sussex), Ming Zhang (Wokingham), Rebecca Smith (Medway), Sheelagh Sullivan (SESLIP SE19), Chris Owen.

Apologies: Liz Mills and Carrie Traill (Surrey), Steve Nyakatawa (W Sussex), Mark Storey and Jo Lyons (BHCC), Christine McInnes (Kent), Celia Buxton (Medway), Gareth Drawmer (Bucks), Chris Kiernan (BFC)

ITEM	Actions
<p>1. Welcome, introductions, draft notes and matters arising</p> <p>Slides from June were agreed as accurate.</p> <ul style="list-style-type: none"> - List of DfE Regional Directors and topic leads and names of team in South-east circulated - Poll complete of pattern of meetings (4 remote; 2 in London) and future topics 	
<p>2. Alternative Provision: commissioning and work with mainstream schools</p> <ul style="list-style-type: none"> <input type="checkbox"/> Practice sharing and dilemmas shared by: <ul style="list-style-type: none"> o Southampton City o East Sussex <input type="checkbox"/> Presenters were thanked for their clear overview of local developments and challenges. <input type="checkbox"/> Overall challenges include: <ul style="list-style-type: none"> o identifying the level of need and matching to effective support / intervention o consistent quality of intervention and reintegration to full-time mainstream education where possible o impacts and tracking these (aligned with the DfE's 3 tier model) o quality and consistency of full-time provision. <input type="checkbox"/> Development of an alternative KS4 curriculum between mainstream secondaries and colleges has shown promise for retaining more students in mainstream learning in E Sussex. <input type="checkbox"/> Some discussion and sharing about directories of unregistered AP: increasing expectation that LAs have quality oversight and overview of numbers of pupils attending unregistered AP from all schools and LA services. The latter has been a theme for criticism from Ofsted / CQC in SEND inspections: that there is overall picture, provision is effective and, in particular, part-time AP is not used as an informal 'waiting list' for specialist provision. <input type="checkbox"/> At discussions last week the CME Group raised similar themes in discussions about AP: reintegration (including effective pathways to post-16), escalating numbers with medical needs, updating commissioning and AP strategy. <input type="checkbox"/> Development or review of AP strategies is on the radar of directors and is likely to be supported through the SEND Change Programme Partnership (lead in SE is Portsmouth). <input type="checkbox"/> Some discussion of suspensions and exclusions. E Sussex had analysed their data and found 70% of all suspensions were pupils who had three or more incidents of suspension. These data and the concerning increase in primary exclusions (including year R / KS1) were reflected back to headteachers at local inclusion partnerships. Using robust data non-judgementally with groups of headteachers was identified as a key strategy for bringing on-board outlier headteachers. There is value in reaching-out to MAT leadership where it is an academy and should be 'dropped into' conversation with the DfE regions office. <input type="checkbox"/> What next: Keep a watching brief on AP and strategic challenges and developments across the South-east. 	

ITEM	Actions
<p><u>Actions:</u></p> <p>Slides to be sent to Chris for circulation to the Network</p>	<p>AP / CF; EF / KR; CO</p>
<p>3. Reflections on KS2 SATS:</p> <ul style="list-style-type: none"> □ Widespread profile of entrenched disadvantage gaps for KS2 across the South-east; in particular for reading and writing. Although this is not entirely new, it is one of the main lasting legacies of covid-19 and the gap extended in the pandemic disruptions not helped by persistent absence levels being higher among disadvantaged pupils (hitting an 80% or lower level of attendance correlates closely with halting progress / below expectation). □ Colleagues from RBWM, Kent (https://www.kelsi.org.uk/eeffective-kent-project), Southampton and W Sussex shared examples of programmes that are underway or just commencing. <p><u>Actions:</u></p> <p>Practice examples to be sent to Chris for circulation.</p>	<p>CO</p>
<p>4. SESLIP items:</p> <ul style="list-style-type: none"> □ Focus for Ofsted in Nov: yes, to complaints and safeguarding. Specific examples to be shared, including responses in LA with schools following notification (Slough and Southampton). Data on numbers of complaints sent to LAs will be requested (please keep a note of numbers for this first half-term). □ Second half of the morning in Nov to focus on headteacher mental health and wellbeing, with input from Reading (Brian). □ Topics for the spring term: in-year fair access and secondary place pressures; school sustainability (revisit with DfE in January perhaps?), severe and persistent absence. <p>Natalie Smith was thanked for stepping up to co-chair the CME Sub-group with Mike from Portsmouth. Chris to follow-up with information and briefing.</p> <p><u>Action</u></p> <p>Chris to circulate a brief Forms request for complaints data at the end of Oct and will compile ready for the meeting.</p> <p>Contact Chris if interested in taking the opportunity for an informal small group meeting in the afternoon on 10th Nov.</p>	<p>All</p> <p>CO</p> <p>CO/KJ</p> <p>CO</p>
<p>Summary:</p> <p>Future meetings: 10th November (Broadway House, Tothill Street London);</p> <p>26th January;</p> <p>15th March</p>	