

Draft Education Excellence Strategy for Sefton

2022 - 2027

Education and training will enable every young person to unlock the door to more choices and opportunities



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Foreword

Welcome to the 2022-2027 Education Excellence Strategy for Sefton.

On the 28th March 2022 the Government published the ‘**Opportunity for all: strong schools with great teachers for your child**’ White Paper. The White Paper sets out proposed reforms to the education system, focussed on providing an excellent teacher for every child, delivering high standards of curriculum, behaviour and attendance, targeted support for every child that needs it and a stronger and fairer school system. A key focus of the white paper is helping all children meet their potential with the right support at the right time, to ensure every child is supported with their education and broader development and well-being as we come out of the pandemic and beyond. In addition to this a **SEND Green Paper** has also been published outlining details of a reformed Special Educational Needs and Disability (SEND) education system which sets out to improve provision and inclusivity, to support children with SEND in mainstream and specialist settings to ensure consistently high standards in line with new national standards. The Green paper seeks to address three key challenges for children with SEND which are

- poor outcomes for children and young people with SEN or in alternative provision
- navigating the SEND system and alternative provision is not a positive experience for children, young people, and their families and
- Despite unprecedented investment, the system is not delivering value for money for children, young people and families.

It is with these 2 Government papers as the backdrop that I am pleased to share with you the 2022-2027 Education Excellence Strategy for Sefton, and I welcome the emphasis on helping all children meet their potential .

In Sefton our children and young people are the future and as such should have access to outstanding early years opportunities and receive the best quality education and support to engage positively with others in their community. They have told us we need to instill the right life skills and not judge young people by numbers and grades only. We want our children and young people to enjoy learning, make good progress which will enable them to aspire to achieve the highest outcomes so that every child and young person has a successful transition to adulthood. We will do this by working

in partnership with our early years providers and schools to ensure first class education opportunities.

In developing this strategy, we have considered our Joint Strategic Needs Assessment and reflected on many of the plans and previous engagement activity within Sefton including the Children and Young People’s Plan, the Emotional health and Wellbeing Plan as well as our partnership Vision for 2030. In doing so we have linked closely to the four themes in the Children and Young People’s Plan – Heard, Happy, Healthy, Achieving.

Our vision is that, ‘All children and young people should receive an education in Sefton which enables them to reach their individual potential and to engage positively with others in their community’ is echoed throughout all our intended actions and impact.

Over the last two years we have made significant improvements across our Local Area respect of SEND and our work with schools during the pandemic has meant that the approach to partnership working has never been stronger. We intend to build on this partnership approach and ensure that children and young people are at the forefront of our recovery plans.

Our partnership working is key to ensuring the success of the strategy and ensuring that all our children and young people succeed. We will work closely with our partners and link closely to the Children and Young People’s Plan to ensure a joined-up approach that supports all our children and young people’s life chances.

The strategy demonstrates the Council’s role in system leadership, facilitating school leaders to lead school improvement and school to school support and sets out the clear priorities which will address the key themes and measure the progress towards the key actions.



Councillor Diane Roscoe
Cabinet Member, Education Excellence

Background Sefton 2030 Vision

Sefton Council led on the development of an exciting partnership vision for the Borough of Sefton called Sefton 2030. When developing the vision partners worked closely with our communities, including children and young people, to understand what was important to them. This is our single strategic and overarching partnership approach for the borough.

Sefton Health and Wellbeing Strategy – Living Well in Sefton 2020-2025

Sefton’s Health and Wellbeing Strategy takes an all-age approach (Start Well, Live Well, Age Well) to meaningful health and wellbeing for the people who live in Sefton. The overarching aims for Start Well are:

- Every child will achieve the best start in their first 1001 days
- Education and training will enable every young person to unlock the door to more choices and opportunities
- Every child and young person will have a successful transition to adulthood

In 2025 we will know if we have made a difference by raising the percentage of children achieving a good level of development from 69% to 74%; continue to reduce the proportion of our 16 – 17 Not in Education and Training (NEET) and improve the experience of transitions as measured by our annual survey and having a fully adopted joint transitions pathway.

Sefton Children and Young People’s Plan 2020/2025: My Sefton, Happy, Healthy, Achieving, Heard

This plan sets out how we intend to maximize the health and wellbeing of all our children and young people living in Sefton.

Sefton Council, NHS South Sefton Clinical Commissioning Group (CCG) and NHS Southport and Formby CCG, have agreed a series of priorities for future services and support. These priorities are based on what children, young people and their families have told us of their experiences and what we know about their current care.

We used Sefton’s Joint Strategic Needs Assessment to inform the plan to seek to ensure that children and young people’s needs are understood and met. It is based around the four themes of:

- Heard
- Happy
- Healthy
- Achieving

The Education Excellence Strategy is based around these four themes and our plan will reflect and complement its priorities and outcomes.



Emotional Health & Wellbeing Strategy

The mental health of children and young people has been disproportionately impacted by the pandemic, adding to an already worsening national trend of mental health decline. Approximately 200,000 young people are referred to specialist mental health services each year in England which places these services under considerable pressure. Poor emotional health and wellbeing in childhood can have a lasting impact into adulthood. Having a trusted adult that children and young people can confide in is important, especially if the child or young person has experienced, or is at risk of experiencing adverse childhood experiences.

High levels of inequality are also damaging to mental health and emotional well-being. Growing up in deprivation means an increased risk of chronic exposure to stress and adverse conditions. These can have lasting impact on the mental health and wellbeing of someone across their life course and lead to the disproportionate burden of mental ill health being experienced by our most vulnerable residents.

Sefton has made good progress over recent years in improving and expanding its service offer to children and young people – including KOOTH, Mental Health Support Teams, etc - ensuring it meets their needs and is accessible to all. We will continue to work with education to improve their ability to support children and young people to stay in education. Part of this will include ensuring that schools and colleges implement all new guidance/initiatives and best practice in a structured and impactful way. Consistency and equitable coverage is key when considering the education practices in order to benefit children and young people regardless of where they are in Sefton. This work will complement the Sefton Children and Young People's Emotional Wellbeing Strategy 2021-26 and the Children and Young People's Plan 2020/25.



Education Excellence in Sefton – Vision

All children and young people receive an education in Sefton which enables them to reach their individual potential, have a clear pathway to further education, employment and engage positively with others in their community.



Education - National Context

The Department for Education strategy 2015 to 2020: world-class education and care has yet to be updated. The COVID 19 pandemic impacted significantly on children's school life and this led to education attainment data not being gathered at local area and national level during 2019-2020 and 2020-2021. Schools continue to assess and monitor attainment and progress locally. Young people were assessed at GCSE and A Level in 2019 – 2020 through the Centre Assessment Grades (CAG) and awarded grades accordingly. In 2020 – 2021 GCSE and A Level grades were awarded through Teacher Assessed Grades (TAG).

The local authority has clear statutory duties to promote excellence and the highest standards for all Sefton children; irrespective of what establishment they attend and this includes; -

Schools White Paper, 28 March 2022 - The White Paper covers teaching and leadership in schools, preventing and tackling under-performance, curriculum reform, governance & standards and fair funding for schools, which is the subject of a separate consultation. Every school to become an academy.

SEND and Alternative Provision (AP) green paper: responding to the consultation The green paper has been published alongside a white paper: Opportunities for All: Strong Schools with Great Teachers for Your Child . It sets out the government's vision for new attainment targets in literacy and numeracy, an academy-led education system and a drive to increase attendance.

The Education and Adoption Bill - this introduced measures to improve school standards across the country, as part of the Government's commitment to delivering real social justice. These measures are intended to speed up the process by which failing maintained schools become sponsored academies, ensuring there is no delay in giving children the education they deserve.

The Special Education Needs (SEN) Code of Practice January 2015 outlines the statutory duties of head teachers and principals, governing bodies, school and college staff, SEN coordinators and early education providers providing for pupils with SEN through the graduated approach to meeting needs from Quality First Teaching through to the Education, Health and Care Plan, (EHCP) assessment and review process.

There were an estimated 797,000 young people in the UK who were NEET in October to December 2020; this increased by 39,000 compared with July to September 2020 and was up by 34,000 compared with October to December 2019.

The new National Disability Strategy came into force on 28th July 2021. It sets out to improve the lives of all people with disabilities. It is split into four parts including the introduction; part 1 the immediate commitments to improving disabled people's lives; part 2 including people in policy making and service delivery and part 3 which focuses on a summary of the actions each government department will take.

The education section focuses on a review of actions to improve outcomes for children with SEND; increasing funding; extending continuing professional development and investing to strengthen parents and young people's participation; improving supported internships and increasing the number of disabled people undertaking apprenticeships

Education – Local Context

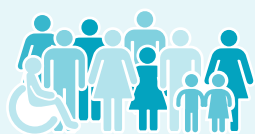
Over recent years the educational landscape has changes, the local authority (LA) exercises a range of roles and responsibilities with local education providers. The LA works positively with maintained faith and community schools, alternative provision, early years settings, special schools, academies, sponsors, independent schools and further and adult education providers who comprise a part of the mixed economy of local education provision. We view the local authority as the system leader and a champion for all the learners in the borough. Our approach to excellence in education and learning is a collaborative one, working in partnership with key groups to improve knowledge and expertise across the borough.

Covid 19 Pandemic

Throughout the pandemic Education Excellence teams worked closely with schools providing both support and challenge. Together they implemented new ways of working, Some of the changes that have taken place include the creation of the Education Collaborative Group, born out of the weekly Covid Schools' and Children's Services Cell Group.



All schools experienced disruption during this period and the majority of children and young people in Sefton have had a period of time when they were not in school but accessing remote learning and as a result their learning was disrupted. The pandemic had a massive impact on the emotional health and wellbeing of many children and young people and through our Emotional Health and Wellbeing offer we are working hard to ensure they can access support early and that our schools are equipped to support them.



40,374
CHILDREN AND
YOUNG PEOPLE

EARLY YEARS CHILDREN

- Jan 21 census we funded:
720 x 2 yr olds and 3757 x 3/4 yr olds
(on the universal 15 hrs offer)
Total of 4477 children.

(Also to note that the figures for Jan 21 were low, due to slightly reduced funding claims due to the pandemic).

- 38,123 pupils on roll across primary, secondary and special schools

ETHNICITY

- 10% of the school children in Sefton are of Black, Asian, or Minority Ethnic (BAME) heritage compared to 34% Nationally
- 6% have English as an additional language (EAL) (up slightly on the previous year), compared to 19% Nationally and 15% in the Northwest

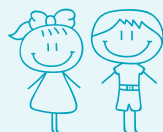
OCTOBER 2021 SCHOOL CENSUS DATA

- Total school population 40,047 Children
- Number of children with an Education, Health & Care Plan 3.6% (1432)
- Number of children with SEN support 12.1% (4,839)
- Number of children receiving no extra support 84.3% (33,776)



102
SCHOOLS

- 3 Nursery Schools
- 3 Infant Schools
- 2 Junior Schools
- 70 Primary Schools
- 19 Secondary Schools
- 5 Special Schools
- 2 pupil referral unit and 1 14 to 16 college
- 1 School Improvement Board
- 6 school improvement groups
- Education Collaboration Group
- SAPH - Sefton Association of Primary Headteachers
- SASH - Sefton Association of Secondary Headteachers



222
EARLY YEARS
PROVIDERS

- 45 nurseries
- 25 pre-schools
- 71 childminders
- 23 standalone holiday playschemes/out of school clubs
- 55 schools with nurseries(maintained/academies)
- 3 independent school nurseries



86%

Early Years settings to be judged by OfSTED to be good or better



73%

Of Schools judged by OfSTED to be good or better (83% Primary Schools and 63% Secondary)



3.5%

SEND NEET for 16-24 year olds has reduced 2.5% year on year

Children and Young People Not in Education, Employment or Training (NEET) or Activity Unknown in Sefton

A young person aged 16 to 24 who is not currently in education, employment or training is considered to be NEET. They are considered to be in education or training if:-

- they are enrolled on an education course and are still attending or waiting for term to (re)start
- they are doing an apprenticeship
- they are on a government supported employment or training programme
- they are working or studying towards a qualification, or
- they have had job-related training or education in the last 4 weeks

“In employment” includes all people in some form of paid work, including those working part-time. People not in employment are classed as either unemployed or economically inactive. Unemployed people are those who have been looking for work in the past 4 weeks and who are available to start work within the next 2 weeks. Economically inactive people are those who have not been looking for work and/or who are not available to start work. Examples of economically inactive people include those not looking for work because they are students and those who are looking after dependents at home. These definitions are based on those recommended by the International Labour Organisation (ILO).

Activity Unknown refers to young people with an unknown education, employment or training status.

- As of July 2021 Sefton currently has the lowest percentage of NEET and unknown young people across the Liverpool City Region (3.8%).
- Sefton is performing better than the North West NEET & Not Known combined measure
- Sefton is performing better than the England NEET & Not Known combined measure



A sharper focus on the disadvantaged

The priority across Sefton and the wider partnerships is to sharpen our focus on the most disadvantaged groups of children in our education settings and communities. We know that children and young people with SEND; children and young people eligible for free school meals (FSM); looked after children (LAC); Black, Asian and Minority Ethnic (BAME) groups and those in need of protection still perform less well than their peers. This has a negative impact on their life chances.

- We will hold high aspirations for these children and work together across all education settings and across the system to improve their life chances.
- We will collectively act as champions for vulnerable children and young people by using achievement, attendance and exclusion data, safeguarding intelligence and learner and parent/carer voice data to support and challenge each other when we recognise that these children and young people are not being well served.
- We will target our resources to improve outcomes and opportunities for these children and young people, using evidence-based approaches to secure improvements.
- We will strive to ensure that as many of our young people in Sefton continue to participate in education, training or employment after the age of 16 through tracking their participation rates and ensuring that rates of NEET are kept as low as possible
- We will continue to ensure that additional support for NEET young people who are vulnerable are supported from the age of 14 to enable them to re-engage in learning We will learn from each other and share what is working well to secure outcomes for all children regardless of their educational or physical needs, their family background, the school they attend or the neighbourhood where they live.
- We will work in partnership with our schools, Children's Social Care and other partners to ensure that all our care leavers are supported in making the right choices for their future education or training enabling them to make a positive transition.

- We will ensure there are pathways for young people whose education outcomes have missed their full potential to re-enter education, training or employment after the age of 19 which build upon their employability and enable them to move into sustainable prosperity



4 PRIORITIES



PRIORITY 1

Excellent teachers supported by excellent staff



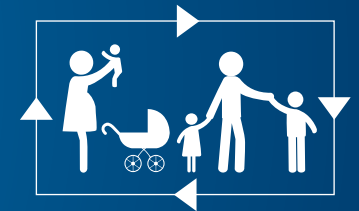
PRIORITY 2

Raise achievement and ensure young people have the life skills to prepare for adulthood



PRIORITY 3

All Children and young people achieve their full potential people



PRIORITY 4

School Systems to Support Children and their Families

Education Excellence – Priorities

Key to achieving our priorities - We have drawn our priorities from the White paper 'Opportunities for All' in collaboration with key stakeholders.

Priority 1. Excellent teachers supported by excellent staff (Excellent teacher)

We know high quality education is the greatest liberator so want all pupils to be taught by excellent teachers and make at least 'good progress' in every year of their education. Teachers will be supported by a fully trained workforce enabling them to provide outstanding teaching and learning.

This can only be achieved through partnership work with key partners including Sefton School Improvement Group, School Improvement Board, School Centred Initial Teacher Training, research schools, hubs and ensuring high quality professional development opportunities for all staff. Giving all teachers and school leaders access to world class evidence based training and professional development at every stage of their career will help recruit and retain high quality teachers.

In Sefton we realise the quality of teaching is the single most important school factor in improving outcomes for children, especially those from disadvantaged backgrounds. Leadership and classroom teaching influence children's learning.



We will:

- Support school leaders and staff in ensuring a culture to address well-being and take account of teacher workload
- Ensure a robust system of challenge and support where all teachers work in a good or better setting and a high quality workforce is retained across Sefton Children's Social Care
- Collaborate with school leaders and stakeholders to ensure the recruitment and retention of effective practitioners in order that the education system in Sefton provides an inclusive education, good outcomes, meets the needs of all children and raises their aspirations preparing them for the next stage in their education and lives.
- In partnership provide a range of evidence based, effective continuing professional development programmes e.g. Support with Early Career Teacher, quality leadership development programme, National Professional Qualification, research projects, trauma informed practice
- Engage with and support schools to engage with the new Leadership Special Educational Needs Coordinator NPQ proposed by the SEND Green Paper
- Ensure a system wide approach to whole school development in relation to school staff's SEND knowledge and training received.
- Adopt the Family Valued approach which aims to work restoratively and relationally with children and families in a way which respects and values their experience.

Priority 2. Raise achievement and ensure young people have the life skills to prepare for adulthood. (High quality curriculum and attendance, behaviour)

Every child will be taught a broad and ambitious curriculum in a school with high expectations and strong standards of behaviour. We will work with all partners, parents/ carers and schools so that Sefton's children and young people are educated in the setting or school which is right for them and which best meets their needs. There will be a broad and balanced curriculum equipping them with the life skills they need to be independent and successful as an adult. Pathways will prepare young people for education, employment and training. The focus will be on ensuring our children leave school with the right skills and opportunities to achieve which will also value the contribution of sport, cultural, social and health education, how to deal with bullying and strategies to promote their health and well being. Learning does not stop once a young person leaves school and we want them to have the desire and opportunities to keep on learning and developing.

Key to success is collaboration with school leaders, providers and stakeholders to ensure that the education system in Sefton provides an inclusive education that delivers excellent outcomes, meets the needs of all children, young people, raises their aspirations and prepares them for the next stage in their education and lives. We will support collaborative hubs for training, transition between schools, and sharing best practice through the Virtual School, Inclusion team, and multi-agency forums so that our children benefit from teachers and practitioners who work together to support each other and share knowledge and expertise.

We recognise the impact poor attendance/regular absence has on children's' safety, attainment and behaviour. A key priority in Sefton is to ensure that all pupils attend school regularly. We will work with colleagues in schools and Children's Social Care to ensure families are supported where their circumstances create a barrier to attendance.

We will:

- Collaborate with partners and early years providers to promote school readiness
- Support all early years settings to develop a broad ambitious curriculum underpinned by strong foundations to secure the basics of literacy and numeracy.
- Practitioners will ensure the voice of the child is heard to identify their interests, motivators and characteristics of effective learning and use this to good effect in promoting or accelerating progress
- Monitor the attendance and outcomes of our most vulnerable children in order to plan and implement strategies to address their particular needs and improve outcomes
- Through our robust system of challenge and support ensure that every school has a well designed and sequenced curriculum which builds knowledge in a broad range of subjects.
- Will recognise the importance of schools in the collaborative process to work with key partners e.g. regional hubs to provide guidance and training on the quality of provision of reading and mathematics
- Work with Department for Education and schools to address poor attendance and identify specific areas in need of improvement
- Collaborate with schools and behaviour hubs to strengthen and outline approaches to behaviour, interventions and services, to support early years' settings and schools to ensure the needs of all children and young people are identified early, understood and effectively addressed in order to support good attendance and prevent the use of exclusion wherever possible.
- Develop an Inclusion Strategy that sets out the approaches and support available to, and standards expected of, mainstream settings in supporting their pupils' learning needs.
- A senior mental health leader in every school by 2025
- Support inclusive and innovative practice that promotes the wellbeing and emotional health of our children and young people
- Support young people so they are aware of the variety post-16 pathways which help address local skills needs and prepare them for the next stage in their education and adult life.

Education Excellence Strategy for Sefton 2022 - 2027

- Partner with setting, schools a, colleges and providers to provide effective transitions at all stages
- Further develop our borough-wide partnership approach across all phases of education to provide young people with access to clear pathways that link education to the world of work in a way that is relevant to the local labour market including regeneration and investment programmes
- Develop local processes in line with the proposed national standards for SEN in relation to transition to ensure consistent, timely, high -quality transition preparation for children and young people with SEND.
- Continue to develop the supported internships and traineeships programmes to provide more young people with SEND with the skills they need to secure and sustain paid employment.
- Develop opportunities to consider the impact of sustainability through climate education, green skills and career opportunities
- Collaborate with schools and behaviour hubs to strengthen and outline approaches to behaviour, interventions and services, to support early years' settings and schools to ensure the needs of all children and young people are identified early, understood and effectively addressed in order to support good attendance and prevent the use of exclusion wherever possible.



Priority 3. All Children and young people achieve their full potential people (Targeted support for every child who needs it)

A great start will shape children's lifelong health and wellbeing. In collaboration with key partners including health and social care we will ensure all children have good social and emotional support. Together we will support and sustain improved all round outcomes for every child including the disadvantaged which narrows the gap.

We want all children to have the best life chances, including those with SEND and those from disadvantaged backgrounds. We will enhance joint commissioning of support between education, health and care services for children with SEND to ensure services work together effectively. Attendance and progress of our Children in Need will be monitored so that we can best understand their needs and plan effective measures of support We will ensure all children will have access to an educational setting that is appropriate to their needs.

Every child in Sefton who falls behind in English or maths will get the right support to get back on track.

We will:

- Challenge aspirations and ambitions for all children and young people dispelling misconceptions by supporting children and young people to achieve their goals
- Listen to children's and their families' voices to get the right support and help at the right time
- From the earliest point in a child's life provide families with timely access to support so their experience improves and the needs of their children are identified early and effectively met
- Collectively act as champions for vulnerable children when we recognise that they are not being served
- Incorporate the views of children and young people with SEND, children looked after and children with a social worker in order to minimise barriers to learning and ensure the holistic development of children and young people

- Through training and development, we will maximise the effectiveness of quality first teaching and assessment to promote swift identification of need and target appropriate, evidence based intervention
- Direct schools to the Department for Education recommendations around the effective use of pupil premium funding to improve the outcomes of disadvantaged children
- Collaborate with settings and schools to ensure quality transition for all pupils at each key stage with the opportunities for personalised programmes where needed
- Ensure schools are fully aware of their responsibilities to keep all parents/ carers informed of their child's progress when they are falling behind and what is being done to address this
- In partnership with schools and children's services be aspirational for the outcomes for children looked after
- Implement the National Standards for SEND that the government reforms will introduce to ensure consistency of how needs are identified and met at every stage of a child's journey across education, health and care.
- Implement planned new requirements to create and distribute an alternative provision-specific budget to give alternative provision schools the funding stability to deliver a service focused on early intervention, and work with those provisions to adhere to the performance framework which will be in place.
- Develop a local Inclusion Plan in line with Green Paper recommendations
- Provide children and their families with the right support at the right time

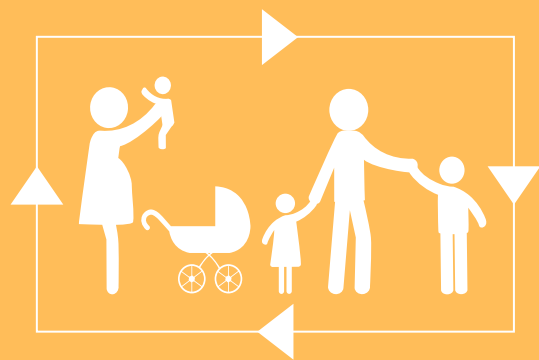


Priority 4. School Systems to Support Children and their Families (A stronger and fairer school system)

We wish to ensure our Sefton family of schools are fully prepared for this transition. We aim to achieve this through the actions laid out in priorities 1, 2 and 3. Sefton wishes to work in partnership creating an optimum environment for schools to realise their potential and succeed in these areas on their journey to become a member of a strong trust.

Sefton will utilise the opportunities given as part of the Opportunity Areas programme. This will support the adoption of the family valued approach enhancing a joined-up approach with all key partners to secure the best outcomes for children..

All children in Sefton will benefit from high quality and inclusive education, school improvement, strategic governance, financial management and workforce.



We will:

- Ensure sufficiency of places for ALL children
- For pupils with EHC Plans, in line with planned SEND Green Paper reforms, where a pupils requires placement in specialist provision, the local Inclusion Plan will set out the provision available within the local area, in order to provide families with a tailored list of schools that are appropriate to meet their needs.
- Continue and further develop a collaborative system of working with MATs
- Design and deliver a revised strategic school improvement system which reflects a collaborative and system led approach
- Continue to support and challenge Schools Causing Concern and grow capacity to deliver effective support and challenge around quality school improvement
- Use data and local intelligence effectively to identify key strengths and areas for development to enable us to address inconsistencies, share best practice and drive up standards
- Further enhance the partnership working with School Improvement Groups building on the successful projects undertaken by them
- Continue to grow and develop the partnership work with the Research School to provide evidence based support
- Work in collaboration with schools and academies to provide places for all children in good or better settings and schools
- Engage with the planned new national and local SEND data dashboards to ensure that the right information is collected in the right way at the right time to enable timely responses to local needs.
- Implement planned changes to the SEND national funding system to ensure the most effective use of high needs funding to support schools.

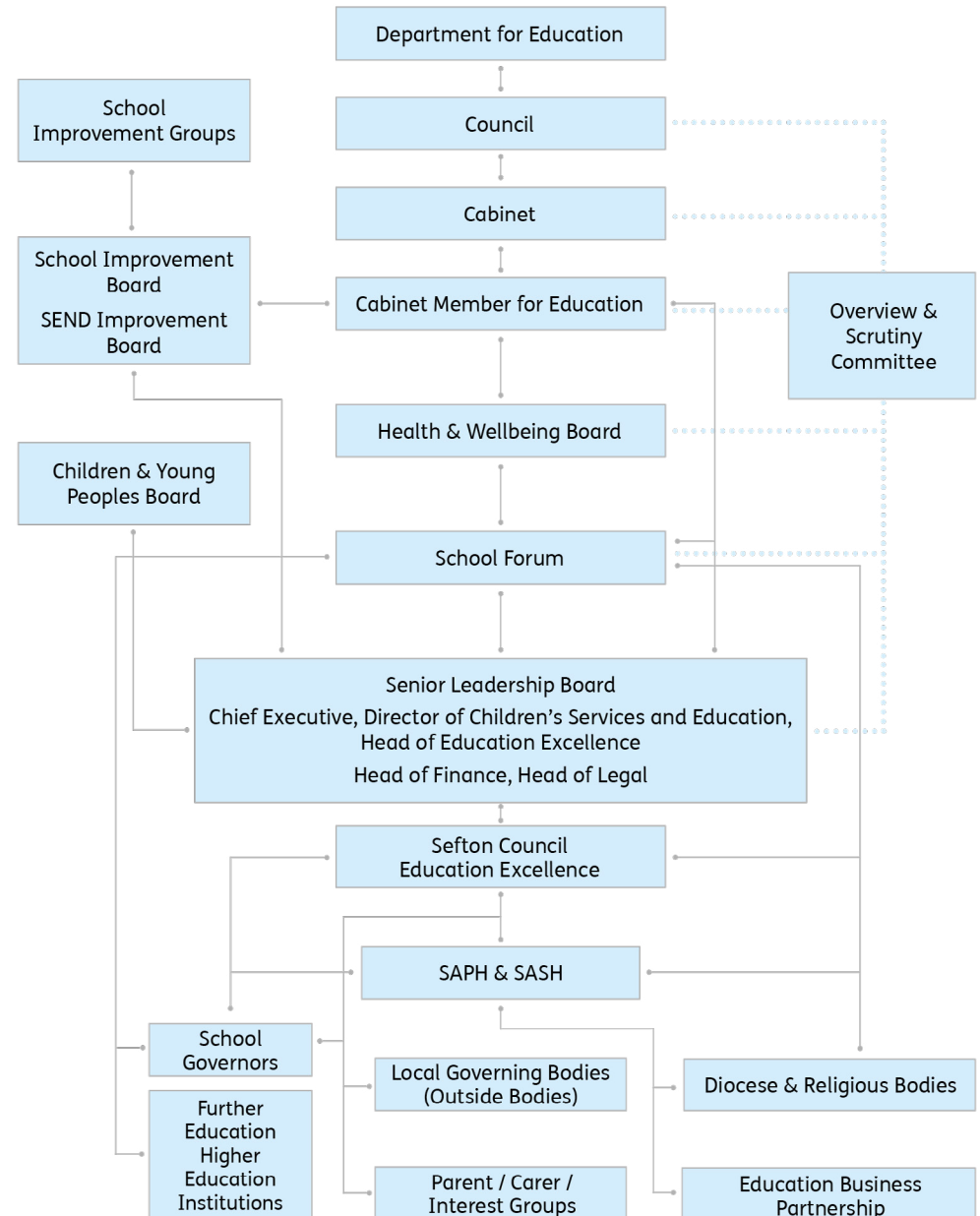
How will we make this happen?

Governance:

Strong governance is essential to success and Education Excellence is answerable to several boards including SEND Continuous Improvement Board; Emotional Health & Wellbeing Board; School Improvement Board as well as the Overview and Scrutiny Committee of the Council.

Each of the priorities is underpinned by action plans linked to the four key themes of Heard, Happy, Healthy, Achieving and reviewed each year. Progress against the priorities will be reviewed and monitored regularly to ensure that our approach is responsive to emerging needs, challenges and opportunities.

Good governance and accountability is a two-way relationship and where Sefton has concerns regarding the provision in schools, the process as set out in Sefton's Arrangements for Monitoring and Intervention of School Performance will be invoked.



Partnership:

If we are to succeed in our ambitions, then we need to build on the excellent relationships established over the last year. We will work with all partners, parents/ carers and schools so that Sefton's children and young people are educated in the school which is right for them and which best meets their needs. It is essential for all partners to work together to help Sefton achieve the vision that, **'all children and young people receive an education in Sefton which enables them to reach their individual potential, have a clear pathway to further education, employment and engage positively with others in their community.'**

Effective collaboration and partnership with Teaching Hubs, Multi Academy Trusts (MATs), standalone academies and all other schools will support raising pupil outcomes.

Partners have a key role in enabling children and young people to be the best they can be. Partnership working with secondary schools, colleges, providers and local businesses will have crucial roles in ensuring that our young people are able to develop the skills and attributes through aspirational courses that enable them to be successful in the workplace.

Alongside our academic ambitions is the need to work with Public Health, the Clinical Commissioning Group and other health partners to prioritise the mental health and wellbeing of all children and young people particularly as we recover from the Covid pandemic.



Delivering Our Priorities:

If we are to succeed in our ambitions, then we need to build on the excellent relationships established over the last year. We will work with all partners, parents/ carers and schools so that Sefton’s children and young people are educated in the school which is right for them and which best meets their needs. It is essential for all partners to work together to help Sefton achieve the vision that, **‘all children and young people receive an education in Sefton which enables them to reach their individual potential, have a clear pathway to further education, employment and engage positively with others in their community.’** Effective collaboration and partnership with Teaching Hubs, Multi Academy Trusts (MATs), standalone academies and all other schools will support raising pupil outcomes. Partners have a key role in enabling children

and young people to be the best they can be. Partnership working with secondary schools, colleges, providers and local businesses will have crucial roles in ensuring that our young people are able to develop the skills and attributes through aspirational courses that enable them to be successful in the workplace.

Alongside our academic ambitions is the need to work with Public Health, the Clinical Commissioning Group and other health partners to prioritise the mental health and wellbeing of all children and young people particularly as we recover from the Covid pandemic.

Priority 1. Excellent teachers supported by excellent staff

How we will make this happen	LA	SIG	School
Implement the New Early Years Foundation Stage Framework in schools and private, voluntary and independent settings	Early Years Service		
Develop partnership between Private, voluntary and independent Nurseries/Schools and Family Wellbeing Centres to support early identification and appropriate support.	Educational Psychology Service Early Years Service		
Embed the Early Years ‘First Response’ function for vulnerable children	Early Years Service		
Joint working with colleagues in Health and Early Help	Educational Psychology Inclusion Service Send Service Service Early Years Service		
Ensure that young children are supported by key adults in order to enjoy good physical, mental and emotional wellbeing	Educational Psychology Service Virtual School Early Years Service		
Enhance existing pathways across agencies working with children ensuring their development is promoted consistently, and risks of delay are identified and addressed early.	Educational Psychology Service Virtual School Inclusion Service Send Service Early Years Service		
Work with all early years’ providers to support speech and language programmes	Early Years Service		

Priority 2. Raise achievement and ensure young people have the life skills to prepare for adulthood

How we will make this happen	LA	SIG	School
Provide an Agreed Religious Education Syllabus for all non-maintained Primary and Secondary Schools that allows pupils to share their religious views and consider life values	Sefton SACRE		
All primary schools implement the new statutory Relationships Education policy and all secondary schools implement the Relationship and Sex Education policies			
Continue implementing the rigorous schools causing concern protocol challenging schools to diminish the achievement gap by focusing on the attainment of more able and disadvantaged pupils	Educational Psychology Service Inclusion Service Early Years Service School Improvement		
Embed working in close collaboration across services within Educational Excellence and other partners to support and challenge schools	Educational Psychology Service Virtual School Inclusion Service Send Service Early Years Service School Improvement		
Work with the new super teaching hubs to facilitate appropriate and identified Continuing Professional Development for staff across all schools	School Improvement		
Work in partnership with the DfE to deliver the programme of support and challenge for Bootle Constituency schools and other identified schools	School Improvement		
Develop the Narrowing the Gap Self Improving Schools Programme Programme across all secondary schools			
Embed the partnership work to ensure that all pupils are able to access the right course post 16 and have access to effective career guidance that matches builds their aspirations	Virtual School School Improvement		
Embed and develop further support for Emotional Health and Wellbeing in all schools	Educational Psychology Service Inclusion Service Early Years Service		
Challenge schools to reduce absence so that pupils are accessing their learning	Educational Psychology Service Virtual School Inclusion Service Send Service Early Years Service		
Develop the provision within the Virtual School for Looked After Children and across partnerships for Children in Need and Children on a Child protection Plan to enable them to make progress.			

Priority 3. All Children and young people achieve their full potential people

How we will make this happen	LA	SIG	School
Incorporate the views of children and young people through the Education, Health and Care Plan process and throughout their school life in order to minimise barriers to learning and ensure their holistic development	Educational Psychology Service Inclusion Service Send Service Early Years Service		
Embed the graduated approach therefore reducing the need for children and young people to attend Resource Bases or Special Schools	Educational Psychology Service Virtual School Inclusion Service Early Years Service		
Use specialist assessments alongside school data to build a holistic profile of the child's needs and progress.	Educational Psychology Service Virtual School Inclusion Service Send Service Early Years Service		
All children and young people with Education, Health and Care Plans receive the appropriate support and placement to enable them to thrive and make the appropriate progress they are capable of making.	Educational Psychology Service Inclusion Service Send Service Early Years Service		
Continue to review the specialist provision across Sefton ensuring that all children and young people identified with SEND have access to quality provision within Sefton	Educational Psychology Service Inclusion Service Send Service Early Years Service		
In partnership develop a FAQ document to address key queries regularly raised relating to the 4 Planning for Adulthood themes – Community, Health, Independent Living and Education/Employment.	Virtual School Send Service		
Embed the NEET Case Conferencing Group to identify creative and innovative solutions to address the barriers facing individual young people.	Virtual School		
In conjunction with local FE Colleges, we will develop and expand the Supported Internship programme to increase the opportunities for young people with SEN to access paid employment	Send Service		

Priority 4. School Systems to Support Children and their Families

How we will make this happen	LA	SIG	School
Ensure sufficiency of places for ALL children	Inclusion Service Send Service Early Years Service		
For pupils with EHC Plans, in line with planned SEND Green Paper reforms, where a pupils requires placement in specialist provision, the local Inclusion Plan will set out the provision available within the local area, in order to provide families with a tailored list of schools that are appropriate to meet their needs.	Inclusion Service Send Service		
Continue and further develop a collaborative system of working with MATs	Inclusion Service Send Service Early Years Service School Improvement		
Design and deliver a revised strategic school improvement system which reflects a collaborative and system led approach	Inclusion Service Send Service Early Years Service School Improvement		

