

Education Development Plan 2002 – 2007: revision 2003

Priority 4: Social and Education Inclusion – Improving Participation and the Quality of Education for all.				
Links to other plans or parts of the EDP	<ul style="list-style-type: none"> • Quality Protects MAP/Inclusion CPC • Neighbourhood Renewal 	<ul style="list-style-type: none"> • Social Inclusion Circular 10/00 • Behaviour Support Plan 	<ul style="list-style-type: none"> • SEN Plan • Inclusion Plan 	<ul style="list-style-type: none"> • EDP Priorities 1+2 • SEN/Disabilities Act 2001 • COP 2001
Activity 4.1	To improve the effectiveness of the EDP, ensure the links between the support for pupils with SEN and other priorities are made explicit. develop a more coherent action plan, with clearly identified timescales, responsibilities and costs, to achieve the objectives set out in the SEN policy ensure that effective procedures are in place to monitor the progress of pupils with SEN			
Key SSRE Area(s)	1	Identification, Assessment, Teaching and Learning.		
<ul style="list-style-type: none"> • Agreed action plan in place (draft April 2003; final May 2003) • Better target setting by schools supported by LEA officers leading to improved attainment of pupils with Special Educational Needs (At annual review, 75% of pupils with statements reach challenging targets set at previous annual review or equivalent) • All school OFSTED inspections identify pupils with Special Educational Needs as making at least satisfactory progress and at least an annual increase of 20% in proportion of schools in which SEN is a reported strength. • Improved use of data by LEA officers and by schools(end of 2003, 75% of schools report improvement in SEN target setting) • 75% of schools represented by SENCO and/or other senior member of staff at training on use of data. • Increase in the participation rate in further education and training of students with Special Educational Needs. 			Evaluation: how/when/by whom? <ul style="list-style-type: none"> • Termly review by SEN Steering Group of INSET and responses; • Annual review of by SEN steering; summary of outcomes in report to committee updating SEN policy. 	
Actions	Responsible Person	Target audience	Monitoring How/when//by whom?	Timing/timescales
1) Consult with schools and other key stakeholders, then develop, publish and implement a five year plan which sets out the activities, key responsibilities, timescales, intended outcomes and funding sources which will be used to achieve the objectives set out in the SEN Policy. (PIAP 3c, 7a & 7b)	Head of Access and Inclusion	Schools Stakeholders	SEN Steering Group	Sept 2003
2) Ensure that aspects of the SEN Action Plan which relate directly to school improvement and pupil attainment are reflected explicitly in any revisions of the current EDP (PIAP 3c, 7a & 7b)	SEN Manager	Schools Stakeholders	Head of Access and Inclusion	Sept 2003

Education Development Plan 2002 – 2007: revision 2003

3) Improve the quality of annual reviews in respect of target setting and monitoring by having an LEA officer in attendance at key reviews (all transitional and others where progress is questioned) and offering training to SENCOs (PIAP 3c, 7a & 7b)	SEN Manager	Schools Head of Access and Inclusion	SEN Steering Group	On going
4) Implement programme of joint link visits between School Improvement and Access and Inclusion officers to schools in transparent priority sequence	Head of Access and Inclusion Head of School Improvement	Access and Inclusion team School Improvement team	Director of Education Services	On going
5) Use all available data to monitor individual and collective progress (PIAP 3c, 7a & 7b)	SEN Division	Schools	SEN Steering Group	Sept 2003
6) Improve the ability of schools to use data to monitor progress of pupils with special educational needs (PIAP 3c, 7a & 7b)	SEN Manager	Schools LEA	Ofsted inspection	On going

Education Development Plan 2002 – 2007: revision 2003

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Activity 4.2	Improve identification of vulnerable pupils and their families in the Foundation/Primary phases.			
Key SSRE Area(s)	1	Identification, Assessment, Teaching and Learning.		
Targets/Success Criteria		Evaluation: how/when/by whom?		
<ul style="list-style-type: none"> • Each school to have at least one member of staff trained and able to lead on identification of key vulnerabilities – SEN-related, Social Inclusion –related. • Increase in earlier identification of vulnerability, especially focused on Foundation Stage and as measured by statements, notes-in-lieu, Schools Action and Schools Action Plus processes. • As evidenced through revised Panel procedures better multiagency working in identification and support of those at multiple risk; • More accountable and responsive SEN Panel/assessment processes, with named decision makers and clear responses. • Increase in % schools satisfactory/better according to Ofsted Inspection. 		<ul style="list-style-type: none"> • Termly review by SEN Steering Group of INSET and responses; • Annual review of assessment practices and outcomes by SEN steering; summary of outcomes in report to committee updating SEN policy. 		
Actions	Responsible Person	Target audience	Monitoring How/when/by whom?	Timing/timescales
1) Specialist training in identification of and support for pupils with specific needs, especially autism, SpLD + ebd. (Refresher and top-up events as required)	Professional Hd of SEN Gloria Gray Jessica Chappell Tony Tarrant	Classroom assistants, teachers, school managers and E.Y. Providers	<ul style="list-style-type: none"> • Head of A+I – INSET evaluations; • Link Advisers – teacher awareness. 	Spring term 2004.
2) Support implementation of Behaviour Improvement Grant Plan and Behaviour Support Plan	Jessica Chappell	Participating Schools	<ul style="list-style-type: none"> • Head of A+I 	Continuous
Increase small group provision at Willowbank Pupil Referral Unit	Head of Access and Inclusion	Children at risk of exclusion	<ul style="list-style-type: none"> • SEN Steering Group 	Sept 2003

Education Development Plan 2002 – 2007: revision 2003

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Links to other plans or parts of the EDP	<ul style="list-style-type: none"> Quality Protects MAP/Inclusion CPC Neighbourhood Renewal 	<ul style="list-style-type: none"> Social Inclusion Circular 10/00 Behaviour Support Plan 	<ul style="list-style-type: none"> SEN Plan Inclusion Plan 	<ul style="list-style-type: none"> EDP Priorities 1+2 SEN/Disabilities Act 2001 COP 2001
Activity 4.3	Improve provision for vulnerable children and support for their families in Foundation/Primary Phases.			
Key SSRE Area(s)	1	The curriculum		
Targets/Success Criteria: <ul style="list-style-type: none"> Greater and improved capacity to support more vulnerable pupils in mainstream schools in Foundation/Primary Phases in particular through 50 additional focused placements; Better support, training and advice for teachers. 			Evaluation: how/when/by whom <ul style="list-style-type: none"> Termly Review by SEN Steering Group. Annual Review of effectiveness by SEN steering and summary of outcomes in report to Committee updating SEN Policy. 	
Actions	Responsible Personnel	Target audience	Monitoring how/when/by whom	Timing/timescales
1) Increase provision at Spa school to reduce dependency on out of borough residential places	Professional Head of SEN	Vulnerable children identified by SEN Team, schools and other agencies	Head of A + I	
2) Provide outreach from special schools to support specific needs of vulnerable pupils. 1fte teacher.	Professional Head of SEN	Vulnerable children identified by SEN Team, schools and other agencies	Link Advisers;	Continuous
3) Provide training for teachers on support for vulnerable pupils and facilitate improved in school provision. 50 teachers.	Professional Head of SEN	Vulnerable children identified by SEN Team, schools and other agencies	Link Advisers; Head of A + I	Autumn 2003
4) Training and Co-ordination of school/unit staff through Inclusion Team before identified child enters school.	Inclusion Team EPS		Training Evaluation and feedback re Inclusion Team	Continuous
5) Review and strengthen as appropriate, provision in 'resourced' schools and extend their brief	Professional head of SEN		Head of A&I	From September 2003
6) Support Children and Young Person's Strategic Partnership Board approach to developing services and provision for pupils with ASD				

Education Development Plan 2002 – 2007: revision 2003

Priority 4: Social and education inclusion – Improving Participation and the Quality of Education for all				
Links to other plans or parts of the EDP	<ul style="list-style-type: none"> • Southwark Attendance Support Strategy (2001/2), • Quality Protects Action Plan, • Southwark Youth Strategy, Public Service Agreement for Youth, 	<ul style="list-style-type: none"> • Children’s Services Plan, • Behaviour Support Plan, • POIP, 	<ul style="list-style-type: none"> • Southwark Teenage Pregnancy Strategy, • Inclusion Policy, • Connexions Strategy, 	Standards Fund.
Activity 4.4	Target educational support on pupils in known At Risk Groups/Key Stage 4.			
Key SSRE Area(s)				
Targets/Success Criteria:			Evaluation: how/when/by whom	
<ul style="list-style-type: none"> • Improved attendance, achievements and life chances of these pupils as measured against current individual and group recorded attendance, national tests, stay-on rates and participation in other educational activities (eg attendance 80%+); • Vulnerable pupils in KS4 at risk of social and educational exclusion remain in education, and are encouraged towards FE/employment thereafter; • Pupils identified and supported by Pathways Project show improved attendance (aiming for 80% +) and evidence of key skills suitable for employment; • Meetings with parents/carers have outcomes leading to increased attendance/performance in line with local averages for other pupils; • Reduction in exclusions and those off roll; • Pupils not on the roll of school/PRU voluntary sector provision are placed in education within 6 weeks – in the case of Children Looked After 20 days. 			STEP Steering Group (termly) CP Board (half-termly) Reports to Steering Group (termly) <ul style="list-style-type: none"> • Y.O.T + Q.P. Steering Groups • SEN Steering Group • Pathways Steering Group • Pathways Partnership Board • Pupil Placement Panel monthly • PRU Committees + Pupil Council • Independent evaluation by Goldsmiths College • 14-19 Curriculum Forum • Termly reviews from schools to measure improvements in attendance and key skills • Termly monitoring form for parents/carers and pupils 	
Actions	Responsible Personnel	Target audience	Monitoring how/when/by whom	Timing/timescales

Education Development Plan 2002 – 2007: revision 2003

<p>1) Continue to improve mechanisms to monitor and promote the education of children in public care through improved co-operation with social services and in particular:</p> <ul style="list-style-type: none"> • Education Protects Steering Group • Edn of Children in PC Steering Group • Register Inspections • Liaison with designated teachers • Contribution towards and monitoring of Personal Education Plans • Liaison with Local Strategic Planning • Ensure access to award bearing courses for all Year 11 	<p>John Guest, Jessica Chappell, Moirra Leydon, SSD</p>	<p>Schools (designated teachers), Social Services, foster carers.</p>	<p>Children’s Partnership Board – QP Action Plan review.</p> <p>Education Protects Steering Group – half-termlly.</p> <p>Annual report to Committee</p>	<p>Register Inspection feedback Autumn 2003 + Summer 2004 , Quality Protects Action Plan , Steering Groups ongoing</p>
<p>2) Improved monitoring of purchased provision</p>	<p>Head of A & I</p>		<ul style="list-style-type: none"> • Chief Officer 	<p>Monitoring plan in place and implemented from 01/11/03</p>
<p>3) Support implementation of Behaviour Improvement Grant Plan and Behaviour Support Plan; Support development of related work in EiC</p>	<p>Jessica Chappell</p>	<p>Participating Schools</p>	<ul style="list-style-type: none"> • Head of A+I 	<p>Continuous</p>
<p>4) Increase attendance monitoring and ensure that the Attendance Strategy and guidance, pupil support, SLAs, data collection and analysis and formal register inspections pay particular regard to the needs of vulnerable and disadvantaged groups.</p>	<p>John Guest, EWAS management group,</p>	<p>Schools, partner agencies</p>	<p>Team Managers and HTs review of SLA and formal Register Inspection feedback. Termly attendance reports to STEP Committee. Annual Report to Safer Southwark Partnership.</p>	<p>Termly reports to the Southwark Traveller Education Project Steering Group Annual SLA review Bi-annual register Inspection feedback reports.</p>
<p>5) Further develop the work of the Southwark Traveller Education Project to increase further the attendance and achievement of young people in and beyond statutory education, looking to exceed national expectations for this minority group.</p> <p>150 Pupils</p>	<p>David Cannon, Jessica Chappell.</p>	<p>Traveller Children and their families</p>		<p>continuous</p>


Education Development Plan 2002 – 2007: revision 2003

6) Continue to ensure that Standards Fund Teenage Pregnancy Re-integration Project contributes towards the aims and objectives of the Southwark Teenage Pregnancy Strategy	Dionne Jude, TG, JG	Schools, parents teenage parents, partner agencies		Termly
7) Maintain appropriate representation and input to the strategic groups and forums which contribute towards the Southwark Children's Services Plan, the Children's Partnership Board, Youth Crime Sub-group, neighbourhood Renewal Strategy	John Guest, Access & Inc Mgt Gp	LEA, SSD, Police, YOT, HA, Schools, Community		Ongoing
8) Contribute as appropriate to inter-agency strategies to combat racism through membership of Anti-Social Behaviour Unit's Risk Management Panel and Refugee & Asylum-Seekers forums and promoting the attendance and inclusion of minority groups.	John Guest, EWAS Mgt Team.	Schools + partner Agencies		Ongoing
9) Develop the work of the Black Mentor Scheme and its successor programme to support black ethnic minority inclusion through counselling, mentoring and advocacy	Vallin Miller	Black & ethnic pupils in Southwark schools.	Head of Mainstream Support: Termly Reports.	Ongoing
10) Contribute towards the implementation of the Assessment Framework for Children in Need and At Risk and support schools through Designated Teachers, Nominated Governors, INSET and the work plan of the Southwark Area Child Protection Committee.	John Guest, EWAS TM's	School staff, Governors, parents/carers, partner agencies	Southwark Area Child Protection Committee, Assessment Framework Implementation Board.	Half-termly meetings
11) Maintain and in Spring 2004 review the exit strategy for the Pathways Project	Pathways Project Manager	All secondary schools	Project manager to report to Pathways Partnership Board termly	Termly
12) Arrange refresher or top-up training as required for key staff in Mainstream Support to ensure development of skills in supporting pupils with literacy difficulties and other identified areas of need. 10 staff	Head of Mainstream Support Pathways Project Manager	Mainstream Support Staff		Autumn Term 2003

Education Development Plan 2002 – 2007: revision 2003

13) Delivery targeted support to pupils in KS4 at risk of social and educational exclusion through the Pathways Project 50 pupils	Pathways Project Manager and team members from Mainstream Support	14 to 16 year olds	Behaviour Support Team Manager will line manager Pathways Project Manager through weekly staff meetings and One 2 Ones Report to Head of Mainstream Support	continuous to October 2004
14) Review provision at 'resourced schools' to ensure full take up of places	SEN Manager	Schools LEA	Head of Access and Inclusion	Sept 2003
15) Review provision and funding for pupils out of school with medical	SEN Manager	Schools LEA Primary Care Trust	Head of Access and Inclusion	From July 2003
16) Liaise and consult with outside agencies and Key Partners. Introduce Service Level agreements	Senior Manager Access and Inclusion & Head of ESC	Parent/Carer students Quality Protects CLA YOT-Youth Offenders	Link Adviser/Head of A+I	continuous
17) Reintegrate permanently excluded students facilitated by EOTAS/ & PRUs Staff Target 20 pupils	Senior Manager Access and Inclusion & Head of ESC	Parent/Carer students Quality Protects CLA YOT-Youth Offenders	Link Adviser/Head of A+I	continuous
18) Review progress and evaluate success with key partners (target audience)	Senior Manager Access and Inclusion & Head of ESC	Parent/Carer students Quality Protects CLA YOT-Youth Offenders	Link Adviser/Head of A+I	Termly

Education Development Plan 2002 – 2007: revision 2003

Priority 4: Social and education inclusion – Improving Participation and the Quality of Education for all				
Links to other plans or parts of the EDP	SEN Plan, Inclusion Plan, National initiative for Parental Partnership, Mediation and Conciliation. Revised SEN Code of Practice. Neighbourhood Strategy. Southwark Behaviour Support Plan. Southwark Attendance Support Strategy.			
Activity 4.5	Provide a framework of Pupil and Family Support for Vulnerable Pupils to meet their individual needs .			
Key SSRE Area(s)	4	Pupil Support		
Targets/Success Criteria:			Evaluation: how/when/by whom	
<ul style="list-style-type: none"> Established mediation and disagreement resolution procedures in place; Parents aware of new policies and plans via Parents' Conference 2002; Reduction in fixed term and permanent exclusions; Pastoral Support Programmes used to return in mainstream pupils at risk of exclusion; Pupils receiving support from Mainstream Support show improvement in identified areas, assessed via baseline testing; Mainstream Support data collection indicates more than 80% of schools receive a range of interventions in response to need. Traded service areas show increased take-up of appropriate support to schools; Training provided by the service is well attended and evaluation is positive. 			<ul style="list-style-type: none"> SEN Steering Group - Spring 2004 Participants' evaluation and Parents' Consultative Forum Analysis of Mainstream Support data by Head of Mainstream Support Service, monthly; Half termly review by SMT and Head of Service; Analysis of User Survey results – termly; Pupil Placement Panel – exclusions, off roll register. 	
 ons	Responsible Personnel	Target audience	Monitoring how/when/by whom	Timing/timescales
1) Appoint Parent Partnership co-ordinator	Head of A&I		Head of Service	By 30/09/03
2) Further develop links with Parents' Consultative Forum with programme of events/activities/topics agreed.	SEN Manager	Parents and Carers SENCO's	PCF SEN Steering Group	Ongoing – termly reports conference 2004
3) Maintain arrangements for mediation and disagreement resolution services.	SEN Manager	Parents and Vol. Sector/ Schools/EY Centres	PCF SEN Steering Group	Ongoing – termly reports conference 2004
4) Maintain Independent Parental Supporter service.	SEN Manager	Parents/Vol. Sector / Schools/EY Centres	PCF SEN Steering Group	Ongoing – termly reports conference 2004

Education Development Plan 2002 – 2007: revision 2003

<p>5) Provide information to parents on their rights and responsibilities under the new CoP</p>	<p>SEN Manager Parent Partnership Officer</p>	<p>Parents, institutions and community groups</p>	<p>Parents' Consultative Forum</p>	<p>Ongoing + programme agreed for Summer term 2002</p>
<p>6) Continue to provide training, guidance and representation in response to requests from schools for assistance with Pastoral Support Programmes Assist teachers in identifying appropriate intervention</p>	<p>Behaviour Support Team manager and staff with Education Welfare – Inclusion team</p>	<p>Teachers, support staff in schools Pupils and parents, carers</p>	<p>Behaviour Support Plan steering group – half termly Behaviour Support Team (BST)manager to monitor through team meetings and reviews BST manager - as above Mainstream Support team managers – as above</p>	<p>From September 2003</p>
<p>7) Provide an imaginative and innovative range of behaviour support to pupils in schools that includes work with individuals, groups and classes. Provide as above to pupils with SEN and assist in assessment and identification for need</p>	<p>Behaviour Support Team manager and staff SEN Mainstream Support</p>	<p>Pupils in schools and liaison with parents/carers as appropriate</p>	<p>Mainstream Support Team managers as above</p>	<p>continuous</p>
<p>8) Provide training to school based staff in a range of areas to improve strategies to meet the needs of vulnerable pupils. This will involve training in behaviour management, speech and language difficulties, working with pupils with specific special educational needs, guidance for designated teachers of CLA and mentoring for black and ethnic minority groups.</p>	<p>Mainstream Support Service senior management team and staff qualified in relevant areas</p>	<p>School based staff</p>		<p>continuous</p>

Education Development Plan 2002 – 2007: revision 2003

Priority 4: Social and Education Inclusion – Improving Participation and the Quality of Education for all				
Links to other plans or parts of the EDP	<ul style="list-style-type: none"> EAZ, Education Business Alliance 	<ul style="list-style-type: none"> YOT 	<ul style="list-style-type: none"> Children’s Partnership Board 	<ul style="list-style-type: none"> Connexions
Activity 4.6	Developing emotional intelligence, PSHE and citizenship and improve pupils’ motivation and attitudes to learning by raising self-esteem of pupils			
Key SSRE Area(s)	4	Pupil Support		
Targets/Success Criteria:			Evaluation: how/when/by whom	
<ul style="list-style-type: none"> Improved pupil motivation, emotional intelligence, behaviour and self-esteem as evidenced through Ofsted reports on schools, exclusions, attendance and attainment of vulnerable groups, seeking to increase achievement to the level of the Borough average. 			<ul style="list-style-type: none"> Children’s Partnership Board Work Plan Evaluation School based evaluation by pilot staff 	
Actions	Responsible Personnel	Target audience	Monitoring how/when/by whom	Timing/timescales
1) Review with EOTAS staff and Headteachers the content of programmes to broaden curriculum with a focus on those most at risk in mainstream schools. 50 Staff	Senior Manager A&I Principal Adviser (sec)	Pupils most vulnerable to school/social exclusion in the secondary sector	SEN Steering Group – Termly	Autumn term 2003
2) Promote partnership working through the YOT (Youth Inclusion programme, Sec16 police powers, KAROT reward card scheme), ASBO, Children’s Fund Early Intervention Project and Standards Fund Inclusion projects.	John Guest Jessica Chappell Helen Dunlea	YOT Partners, parents/carers, community, schools HA + SSD partners	Heads’ Standards Fund group – DfES YOT Management Group /NRG	Ongoing
3) Review and implement training plan for Pastoral Support Programmes 20 Staff	Helen Dunlea, John Guest Jessica Chappell A&I Mgt Gp	School staff, parents, partner agencies	Behaviour Steering Group + SEN Steering Group	Ongoing
4) Promote improving behaviour priority within Children’s Partnership Board work plan (Inter-agency Family Support Strategy)	John Guest Head of A&I A&I Mgt Group	Partner agencies in statutory and voluntary sectors	CPBoard	Half termly meetings + Behaviour Strategy Steering Gp

Education Development Plan 2002 – 2007: revision 2003

5) Implement LEA contribution to the Connexions Strategy and local partnership	John Guest Helen Dunlea Head of A&I	Schools, Prospects, Youth Service, partner agencies	Connexions LMC + Central London Partnership + quality drivers	Monthly reviews –
6) Support the EAZ Investors in Excellence Project to improve emotional intelligence	EAZ co-ordinator	Staff Pupils Parents	EAZ plan evaluation	continuous
7) Brokering learning activities that involve business partners in the private, public and voluntary sectors who are based in the local community or vicinity	Education Business Alliance	Citizenship co-ordinators	Education Business Alliance Management group termly	Continuous

Education Development Plan 2002 – 2007: revision 2003

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Links to other plans or parts of the EDP	<ul style="list-style-type: none"> EAZ (North Southwark,), EiC 	<ul style="list-style-type: none"> A Sporting Future for All – the Government's Plan for Sport 	<ul style="list-style-type: none"> Space for Sport & the Arts, 	<ul style="list-style-type: none"> New Opportunities fund.
Activity 4.7	Broadening the curriculum through the Arts, Music Education and Active Schools			
Key SSRE Area(s)	1	The curriculum		
Targets/Success Criteria:			Evaluation: how/when/by whom	
<ul style="list-style-type: none"> Primary pupils' knowledge, understanding and skills in PE and sport are extended through a broad and balanced PE curriculum; all primary pupils have the opportunity to be involved in out of hours sports activities Inspection Link Advisor visits show primary link teachers to be effective in developing their subject areas; 100% of primary schools provide instrumental teaching 15% of secondary pupils learn an instrument all children at the Saturday Music Centres learn an instrument, 10% of whom enter grade examinations; 8-10 successful projects with professional musicians annually. 			<ul style="list-style-type: none"> Steering Group to evaluate effectiveness of the programme – termly Youth Sport Trust – to evaluate work of the programme to ensure the aims and objectives of the programme are met in Southwark schools – 6 monthly 	
Actions	Responsible Personnel	Target audience	Monitoring how/when/by whom	Timing/timescales
1) School Sport Co-ordinators(SSC) to work with nominated primary schools weekly to: <ul style="list-style-type: none"> to model and teach alongside teachers to support the development of policy, curriculum framework and schemes of work to support the subject leader in the development of their role to extend opportunities for pupils involvement in out of school hours sport 	SSC	Primary and secondary schools within the programme	PDM – to monitor each SSC primary practice & development of out of hours activities - half termly PDM – monitor activities in schools to ensure they match the development plan - half termly SA – to monitor organisation and effectiveness of the programme – half termly	Continuing to December 2005
2) The SSC to work in secondary schools to develop pupils' leadership skills and extend the curriculum with additional activities	SSC	Primary and secondary schools within the programme	HOD in secondary school base to monitor day to day work overview monitor – PDM – half termly	
3) To develop further links with & between: <ul style="list-style-type: none"> Primary and secondary schools sports development team sports clubs 	Programme Development Manager PDM	Primary and secondary schools within the programme	Steering Group – monitor progress half termly	

Education Development Plan 2002 – 2007: revision 2003

<p>4) The Music Services Co-ordinator will:</p> <ul style="list-style-type: none"> • Devolve Standards Fund to primary and secondary schools according to the agreed formula to promote instrumental teaching; • Support the development of policy and schemes of work through central and school based INSET; • Model and teach alongside teachers; • Support the subject leader in the development of his/he role; • Engage with a range of professional musicians to draw projects into Southwark schools 	<p>Music Services Co-ordinator</p>	<p>primary, special and secondary schools</p>	<p>MSC – will monitor through application forms, & visits to schools to ensure that the money devolved is being appropriately used for instrumental teaching</p> <p>Effectiveness of INSET will be monitored through evaluation forms</p> <p>Effectiveness of projects will be monitored through school evaluations and feedback to the professional musicians</p>	<p>Continuing to March 2004</p>
<p>5) The Saturday Music Centre Managers will:</p> <ul style="list-style-type: none"> • Ensure parents and pupils are fully informed with respect to opportunities at the SMC; • Ensure instrumental teaching is effective and leads to children improving their musicianship skills individually and in ensembles; • Enter children for grade examinations as appropriate; • Ensure that the Centre remains within budget. 	<p>Saturday Music Centre Managers</p>	<p>primary pupils electing to attend the Music Centres</p>	<p>SMC managers will monitor teaching and learning and pupils' progress termly</p> <p>Bi-annual concerts – success measured by parental evaluation</p>	

Education Development Plan 2002 – 2007: revision 2003

Priority 4: Social and Education Inclusion – Improving Participation and the Quality of Education for all				
Links to other Plans or parts Of the EDP	Healthy Schools Standard, Priority 1, 2.			
Activity 4.8	Improve the Health and Health Awareness of Pupils in Southwark Schools			
Key SSRE Area(s)	1 The Curriculum			
Targets/Success Criteria: <ul style="list-style-type: none"> • Additional 25 schools have action plans for working towards achieving the Healthy Schools Standard (HSS) by March 2004 • 25 schools meet the criteria for the Standard by March 2004 • All schools monitored by the national assessors meet the required standards satisfactorily • Pupils are more confident, more motivated and have the skills and information to make important life and health choices • Schools develop stronger external partnerships including sharing good practice with other schools 			Evaluation: how/when/by whom <ul style="list-style-type: none"> • Senior Adviser – meeting with co-ordinator to review progress of schools – half termly • Senior Adviser member of the HSS steering group meeting termly to review over all progress • National Assessors – evaluating quality of schools' processes and actions to gain HSS 	
Actions	Responsible Person	Target audience	Monitoring how/when/by whom	Timing/timescales
1) The Healthy Schools Co-ordinator will: <ul style="list-style-type: none"> • Promote the HSS to all Southwark schools • Provide INSET on themes – to meet the needs of schools and local priorities e.g. S&RE to support targets to reduce teenage pregnancy • Support schools to involve the whole school community in action planning • Advise schools on SMART targets • Support schools by the provision of INSET • Ensure the school sets up ways of monitoring and evaluating how well the school programme is meeting the action plan • Support schools in the provision of evidence for achieving the HSS 	Healthy schools co-ordinator	All schools	<ul style="list-style-type: none"> • Senior HSS co-ordinator – monitoring INSET provision by co-ordinator – half termly • Senior HSS co-ordinator – monitoring progress of action planning and schools progress through stages of development with the achievement of HSS – half termly 	April 2003 – March 2004

Education Development Plan 2002 – 2007: revision 2003

Priority 4: (c) Social and Education Inclusion – Improving Participation and the Quality of Education for all.				
Links to other plans or parts of the EDP	<ul style="list-style-type: none"> • EDP Priorities 1+2; • EiC + EAZ Plans; 		<ul style="list-style-type: none"> • QP MAP; • Children’s Services Plan 	
Activity 4.9	Improve analysis of the outcomes of the full range of interventions, publish best practice guidance and re-shape provision accordingly.			
Key SSRE Area(s)	1	The curriculum		
Targets/Success criteria			Evaluation: how/when/by whom?	
<ul style="list-style-type: none"> • Clear data and information on “what works” in respect of support for vulnerable pupils; • Clear best practice guidelines; • Resources targeted on programmes most likely to raise achievement/access and to the greatest extent. 			<ul style="list-style-type: none"> • SEN Steering Group – Annual report • Education Sub committee annual report. 	
Actions	Responsible Person	Target audience	Monitoring How/when/by whom?	Timing/timescales
1) Visit key projects targeted at the most vulnerable in Southwark and analyse outcomes/data available	Senior Manager Access and Inclusion	All Southwark providers for vulnerable pupils	<ul style="list-style-type: none"> • Head of SEN; • Head of A+I 	2002-03 summary report available 01/10/03
2) Analyse data information from comparable/alternative models in other LEAs/other environments	Senior Manager Access and Inclusion	Other national and international providers.	<ul style="list-style-type: none"> • Head of SEN; • Head of A+I 	2002-03 summary report available 01/10/03
3) Visit schools + PRUs and analyse data Re interventions in/by schools in relation to SEN/vulnerable pupils	Senior Manager Access and Inclusion	All Southwark Schools + PRUs	<ul style="list-style-type: none"> • Head of SEN; • Head of A+I 	2002-03 summary report available 01/10/03
4) Analyse such data/information as is available from other LEAs ie work in schools + PRUs for this cohort.	Senior Manager Access and Inclusion	All Southwark Schools + PRUs	<ul style="list-style-type: none"> • Head of SEN; • Head of A+I 	2002-03 summary report available 01/10/03
5) Report on effectiveness and write best practice guidance	Senior Manager Access and Inclusion	All schools, PRUs + WSAtkins officers in this sector.	<ul style="list-style-type: none"> • Head of SEN; • Head of A+I 	2002-03 summary report available 01/10/03
6) Advise LEA on proposals for reshaping	Head of A + I	Southwark LEA	Director of Education Services, WSA	2002-03 summary

Education Development Plan 2002 – 2007: revision 2003

support – financial staffing and curricular.				report available 01/10/03
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Education Development Plan 2002 – 2007: revision 2003

Priority 4: Social and education inclusion – Improving Participation and the Quality of Education for all				
Links to other plans or parts of the EDP	EDP Priorities 1, 2 and 5; Southwark Council Equalities Objectives; Southwark Council Stephen Lawrence Action Plan; draft Policy for Racial Equality in Schools; CRE ‘Learning for All’			
Activity 4.10	Promote effective approaches to managing diversity and promoting racial harmony.			
Key SSRE Area(s)				
Targets/Success criteria			Evaluation: how/when/by whom?	
<ul style="list-style-type: none"> • Develop and implement a Borough wide strategy for managing Diversity and Equalities in learning, employment and service delivery 			<ul style="list-style-type: none"> • Commission for Racial Equality evaluation in March 2003 • Report to Council Scrutiny Committee April 2003 	
Actions	Responsible Person	Target audience	Monitoring How/when/by whom?	Timing/timescales
1) Existing employee groups maintain review of existing practice in: a) Recruitment, retention and training b) Communications and Marketing c) Learning d) Strategy and Resources e) Partnership	Strategy Support and Communications Officer	All Southwark LEA and WS Atkins staff	Head of Education Services	continuous
2) Implement Action Plan to address outstanding areas of concern arising from the review	Strategy Support and Communications Officer	Customers, parents, schools, Council and WSA staff, adult learners	Head of Education Services	From March 2003
3) Invite Commission for Racial Equality to evaluate the review and action plan work	Strategy Support and Communications Officer	All Southwark LEA and WS Atkins staff	Head of Education Services	March 2004