# Education and Learning Reset Plan

*Compendium*

2024-2027

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## Executive Summary

Luton Council and its community came together in 2020 to set an ambition for the future of the town. The ambition, captured in the Luton 2040 Vision, aims for Luton to be a town where everyone thrives and where strategies are in place and work together in building an inclusive economy and enhancing the wellbeing of residents of all ages. It aspires to develop a town and community where fairness and equity works to ensure that every person can thrive, and no-one has to live in poverty.

This ambition is aspirational and will not be achieved without step by step action in tackling the barriers, and building the confidence that change can happen and our goals can be achieved.

The 2040 Vision has clear education and learning outcomes for our chldren and young people for which we need to plan. Some of these outcomes are not simple, with many having co-dependencies and requiring a change in how we tackle these and break through the barriers that currently exist. It needs us to consider how we work together as partners to make the step change we need in order that our children and young people reach the goals we all aspire to achieve. Specifically across the Luton 2040 Vision, the Council's Education and Learning Service; Children's Social Care and Youth Partnership Service; our Community, Social Justice, and Adult Learning and Skills teams need to work hand in hand alongside schools, colleges and early years settings, our Multi-academy Trust partners, health partners and our parents and carers, to meet the goals and ambitions outlined below. Achieving these goals and outcomes cross the boundaries of individual services or schools. We have collective responsibility to ensure that, by 2040, we achieve:

- good educational attainment from birth and higher educational attainment for all
- greater support for the mental wellbeing of all our young people
- more Good and Outstanding schools that recognise effective education and learning provision for all our children
- strong SEND provision and effective measures to tackle educational inequalities
- increased access to adult education and lifelong learning for those who seek it
- a child friendly town where children and young people grow up feeling safe and secure
- the position where all children access their basic needs and essential services
- reduced education and health inequalities for children and young people
- children and young people expressing their collective voice and that this is heard, matters and is acted upon
- children and young people with SEND having the same access to opportunities, activities and the quality of life as other young people

- a community that is cohesive and inclusive

To make the step change we need requires more than strategies and ideas. It needs a plan. It needs measurable outcomes and milestone targets to which we can assess our progress towards the goals we aim to achieve.

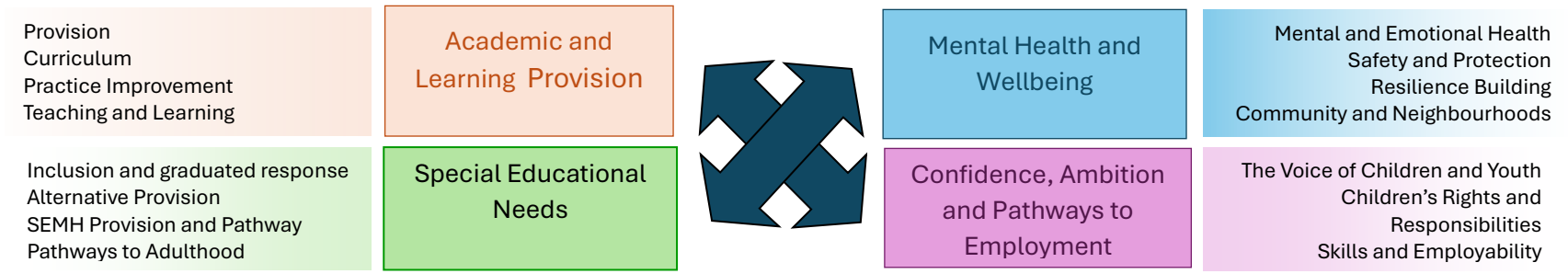
The intention of the Education and Learning Reset is to break down our aspirations into measurable steps with tangible outcomes and impact measures that we can quantify and qualify as we make the journey towards 2040. We have purposely focused our plans to run for the period of three years from 2024 to 2027. This will allow us to review, recalibrate, and reset the three-year plans for 2027-2030 and subsequently those for 2030-2033, building on what has been achieved. We recognise that there are many things we need to do and do not under-estimate the challenge. Whilst maintaining momentum towards our 2040 goals, we also recognise that national developments and new ideas which will help further support our plans, have yet to be determined and which are currently unsighted or have been considered. By reviewing progress at regular points, this will help us in building the flexibility to respond to national policy changes.

In coming to the plans for 2027-2030 we have collectively considered current performance measures and the distance of travel in order to reach our 2040 end goals. We have engaged with representative stakeholders and partners through 2023-24 to explore emerging themes, to identify what currently is not working as effectively as it could, and also to develop key ideas and connections that bring cohesion through the greater co-ordination of initiatives and resources.

Due to the significance of the themes we are planning to address, we have phased developing the detail of plans into two distinct phases with the first five Education and Learning Reset Plans being introduced during the autumn 2024, and with the second set of five plans being co-created during the latter part of this calendar year and for implementation in 2025.

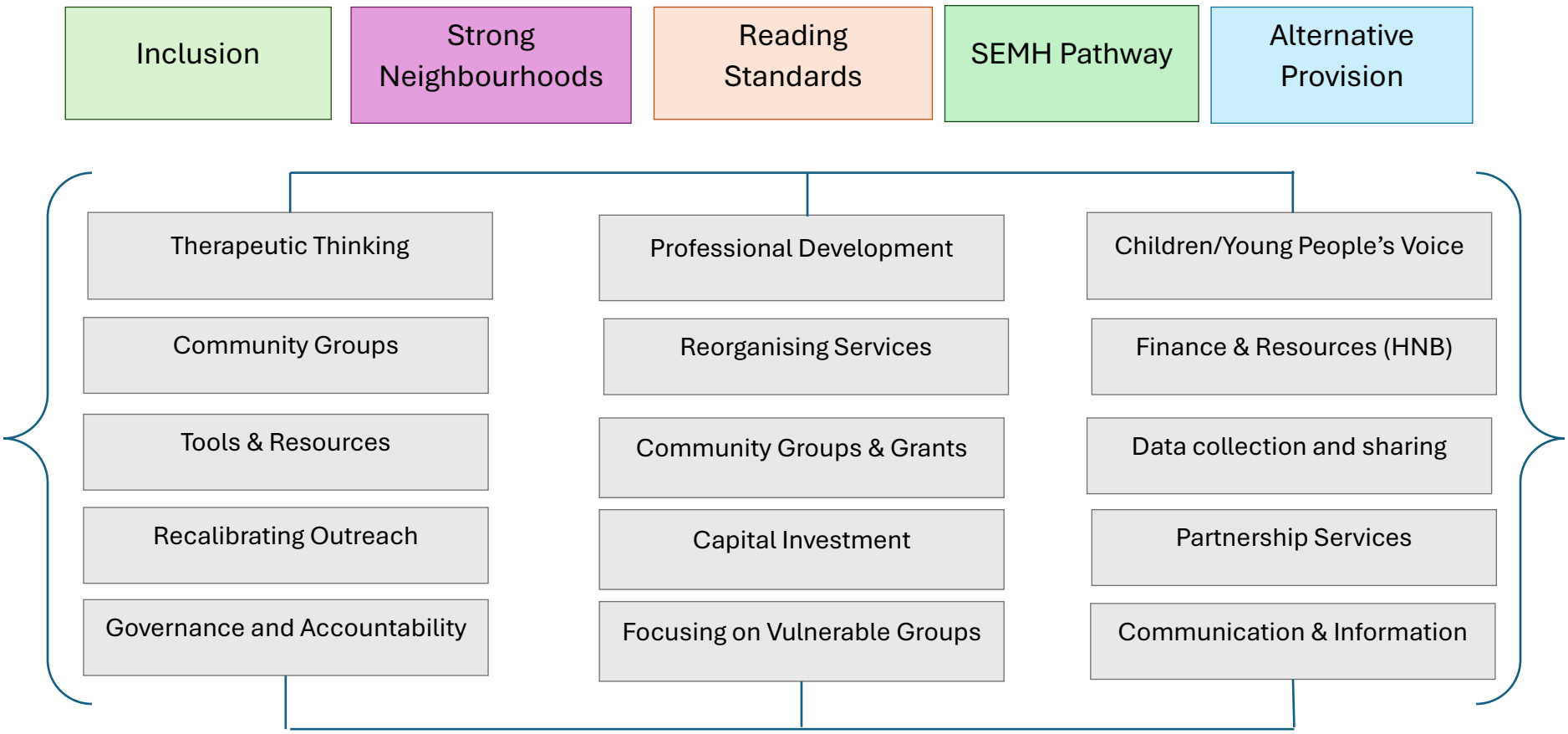
In working to meet the collective ambitions in Education and Learning for our children and young people, it is important to recognise that we are entering that journey not from a point of weakness but of strength. Across many measures, our outcomes and provisions compare well with the national average and our statistical neighbours. However, the plans for 2024-27 show no complacency and set a high bar for us to achieve. The plans will require changes in the way we all work in order to achieve the tangible goals that will form the thresholds against which we are measured by 2027.

In identifying priorities for the next three years, we have taken the Luton 2040 Vision and both reviewed and analysed the range of strategies that are currently in place and provide strategic ambition and direction. We have drawn together the elements of these strategies where there is common ground and have drawn them into Four Key Themes, these themes being interconnected.




## Phase 1 Plans for 2024-27

The Five Key Plans as part of the first phase are interconnected and mutually dependent. They are built around the goals of establishing a Child Friendly Town and ensuring that all children are included and gain from the planned actions. Inclusion is at the heart of the journey to achieving the Luton 2040 Vision and our Luton Plan views inclusion around the concept that every child matters and every child belongs. This reaches out to all children irrespective of their background and irrespective of whether they attend a school or are electively home educated. Our plans aim to reach all. All five plans interconnect through the combined work of groups and services and co-ordinated actions and collectively work to secure an inclusive culture where those facing the most challenging of circumstances are supported and provided with the opportunities to thrive, thereby reducing inequalities. Our five Key Plans are summarised below:




*The five plans are interconnected and build collectively on the broad range of Connected services, partnerships and resources that are essential in making our plans work.*

Each of the plans has a clear rationale underpinning its importance in the Reset and how it contributes towards the Luton 2040 goals. The detail of each plan is outlined below. There are a number of innovative projects within the Five Plans which not only introduce new ideas and approaches in Luton but also provide trailblazer initiatives nationally.

## Summary of the Plans

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| Inclusion | Inclusion is at the heart of the 2040 Vision in removing inequalities and ensuring that every child and young person is able to access excellent education provision. Excellent education provision meets the needs of all children irrespective of their need or starting point. Luton has many schools that have strongly inclusive cultures. The plan aims to build on the good practice and ensure that wherever a child lives, and whichever school or early years setting they attend, there is common agreement on the rudimentary principles of a universally inclusive provision and support. |
| Strong Neighbourhoods | Strengthening the way our five neighbourhoods work will involve drawing together schools within the neighbourhoods into communities of practice where sharing ideas, building consensus and ensuring strong joint working is the core. The voice of children and our young people from across the neighbourhoods will aim to engage greater youth involvement in developing facilities and safe spaces within local communities which are accessible for all. By networking the collective voice of our young people across local communities and working with community groups to enhance out of school sport and leisure activities, our plans aim to increase the number of safe spaces where young people can come together in activity beyond the school day. |
| Reading Standards | Improving reading outcomes for all is an important step in reducing drop out rates and exclusions. It is recognised nationally that the proportion of children and young people who are excluded or who become exploited have low literacy levels. Working to address weaknesses in reading and a failure to reach the expected level of competency by the age of 11 requires all teachers in secondary schools to be teachers of reading to ensure that the reading demands in lessons across subjects do not leave some falling further behind. Digital literacy is an important skill required as young people progress into employment. Being able to read, analyse and recognise fake or misleading information on-line is essential in keeping children and young people safe. |
| SEMH Pathway | Securing a common pathway of support for children and young people with SEMH leading to access of equality of support, guidance and provision wherever they live within the town is key to achieving the equality ambitions in Luton 2040. Establishing common ground for outreach and early support, building the capacity of schools and the workforce to be able to meet need, along with opening up new specialist SEMH Provision is key. Co-ordinating a mental health support and early intervention programme with our Public Health and NHS partners is essential in improving access and support at the right time for young people in crisis. The SEMH Pathway also includes the opening of a learning centre and the use of robot technology for those too anxious |

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| | to attend school, with a potential route for rebuilding confidence and overcoming fears to re-enter education and schools in a planned and supported way. |

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| Alternative Provision | Creating a Three Tier model for alternative provision through strengthening outreach and turn around provision is an important element of the National SEND Change Programme. Ensuring that early intervention and support in reducing the risk of exclusion is essential, as is building capacity around Therapeutic Thinking as a trauma informed approach to de-escalating the risk of persistent disruptive behaviour, the most common reason for exclusion from school. Co-ordinating the Three Tier approach to Alternative Provision alongside greater engagement with Youth Partnership Services and Children's Social Care, with the development of a Specialist Team working with young people at risk of exclusion and their families, is central to providing the wrap around and co-ordinated approach early and at the right time. Working with our Alternative and Post 16 training providers will be a key drive to reduce the proportion of our most vulnerable and exploited young adults being out of education, employment or training. |

## The Five Action Plans in detail

### **Education and Learning Strategy Reset:** Academic & Learning Provision

| Excellence for Everyone: Detailed Local Inclusion Framework, Commitment and Plan |
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| **Luton 2040 Vision**<br>• Every child has an excellent education that raises aspiration and achievement and reduces educational inequalities;<br>• A town built on fairness and equitable outcomes for all residents;<br>• Greater and more equitable opportunities for children and young people with SEND; |
| **By 2027 we aim that:**<br>• *All schools and providers meet Luton's agreed Inclusion Framework expectations;*<br>• *All children have full-time appropriate learning according to need;*<br>• *The different outcomes and needs of all children are understood with data being used well to target the right support and provision at the right time to overcome inequality and need.*<br>• *Co-ordinated support services and schools working together reduce permanent exclusion and the risk of exclusion* |
| Overview: What should this look like in 2027? |
| A Local Area Inclusion Plan, based on data and local knowledge, guides a clear pathway to ensuring that all children are supported and belong, and that they achieve both academically and socially. An agreed Universal approach to Inclusion is applied consistently across all schools and learning providers, supported with a co-ordinated multi-agency offer and a knowledgeable workforce with the tools and knowledge to meet children's needs. This is based on data and local knowledge and incorporates a broad understanding of what we are trying to achieve both for those children with SEND, those from different cultural and ethnic groups, and those with different challenges and from different starting points, and that their voices are heard and acted upon. A strong understanding and approach to meeting the diverse needs of children, along with a graduated support offer for children, schools and families, ensures that all children feel that they belong, are able to achieve success both academically and socially from their respective starting points. All children feel supported and valued and that our schools, learning providers and support services are well co-ordinated to achieve this. Pupil exclusion and suspensions are low due to the right support and right curriculum provision and pathways that meet their needs, along with consistency in the application of tools and training, including Therapeutic Thinking, to respond effectively when children and young people's SEMH needs that impact on their ability to learn. All schools and learning providers are openly recognised as inclusive organisations with the appropriate support pathways to meet children and young people's respective needs within their care. Where children's needs require more specialist support, good pathways, access to support and transition processes are in place to ensure continuity of learning. A locally shared ambition for inclusive practice is guided through a locally created Framework and evaluation framework managed and implemented through a peer support and evaluative approach. |

| Actions | | | | |
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| Action | | Timescale | Responsibility | Success Criteria |
| 1 | Implement training for Therapeutic Thinking and a programme of continued support for schools and early years settings implementing this approach with clear success criteria to measure impact of the approach in reducing suspensions and exclusions and improving continuity of provision for children in crisis | July 24- July 26 | N Jones & P Wagstaff | All schools have attended the 3 day Train the Trainer sessions and network support is available and structured.<br>An Early Years network for Therapeutic Thinking is in place and well attended by early years settings<br>Therapeutic Thinking recognised as a core tool for reducing dysregulation and leading to reduced suspensions and exclusions |
| 2 | Identify impact measures on improved inclusive practice by 2027 and also milestones to measure progress | September 24 | P Wagstaff and Sector representatives | Agreed objective measures in place with milestones to support monitoring and evaluation of impact |
| 3 | Identify and agree output measures and milestones of activities and deliverables to be achieved through the plan | September 24 | P Wagstaff and Sector representatives | Output measures are agreed with milestones and a process for reporting these |
| 4 | Ensure coherence between the Inclusion Framework and plan with plans for SEMH, Alternative Provision and Strengthening Neighbourhood Communities | September 24 | P Wagstaff; J Summers; N Jones; R Saggu; | Plans are coherent and consistent with dependencies identified across all 5 plans |
| 5 | Review national best practice in Inclusion Frameworks including NASEN accredited 'Whole School SEND' and co-create a Luton Inclusion Framework that captures inclusion as defined locally; and agrees a baseline of non-negotiables of all providers and an ambitious set of principles of best practice | Sept 24-Feb 25 | P Wagstaff and Sector Representatives | A co-created Inclusion Framework is adopted by all schools with clear baseline of expectation and aspirational principles to which education settings can self-evaluate and evidence. |
| 6 | Create an Ordinarily Available Inclusive Practice Guide and tools to support providers in achieving the principles of best practice for all children on roll | Sept 24- Feb 25 | J Summers | A toolkit and associated tools and resources are available to all education settings to support inclusion and work towards achieving the principles within the local Inclusion Framework |

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| 7 | Co-create pathways and support for schools for those children and young people who are at risk of exclusion, of not belonging | Sept 24-April 25 | BISS Manager, J Dodd and sector representatives | Clear flowchart and pathways, including access to support is clearly accessible to education providers with mechanism to access advice and support |
| 8 | Review and provide professional development to ensure a consistent approach to inclusion, communication and expectation from the broader local authority services | Oct 24-Feb25 | T Spence & P Wagstaff | Internal teams across the Council's Department of Children, Families and Education have a clear understanding of the Framework and expectation and offer a co-ordinated and consistent approach to supporting settings with common language and knowledge of the tools available |
| 9 | Explore attainment differences by group across the town and identify a targeted group of schools where outcomes among Luton's ethic and socio-economic groups goes against the Luton average trend to identify strategies and school cultural issues that contribute to high performance amongst pupils from disadvantaged and traditionally underperforming groups. | Oct 24-Feb 25 | C Dawes & C Wylde | An analysis and summary case studies are drawn together to inform the Reset Plan for Improving Outcomes of Vulnerable Groups |
| 10 | Create a directory of expertise and support available to support and enhance capacity and both skills and knowledge | Dec 24-Feb 25 | T Spence & P Wagstaff | Directory is available and well communicated and used by education settings and Support Services and linked to the Local Offer |
| 11 | Define and communicate easily the accessible support for providers to implement and sustain inclusive practice at universal and tailored levels of access and to support capacity building. | Dec 24-April 25 | T Spence & P Wagstaff | Information is clear and accessible. Support and tools are used widely and feedback indicates these are used and effective |
| 12 | Develop and co-ordinate the tools and resources to support those children and young people on the edge of exclusion or those with Protected Characteristics, agreeing a common expectation on what is expected to meet their needs. | Dec 24- April 25 | N Jones; J Dodd & BISS | A clear and accessible pathway to securing the appropriate tools, resources and support in line with the AP Specialist Team and Change Programme with early intervention leading to reduced exclusion |

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| 13 | Establish a register of Electively Home Educated children and young people and ensure a co-ordinated access to support and engagement | Jan 25 | T Gentle | A register is in place and all EHE providers and individual home educated pupils are known to the local authority. In addition to guidance for EHE, a mechanism for engaging with EHE children and families provides greater access to support and to voluntary activity within neighbourhoods organised by education and community partners. |
| 14 | Work with the Teaching School Hub to create an evidence based professional development programme in line with the Luton Inclusion Framework and raising awareness and skills in inclusion practice and in leading inclusion practice | Jan – March 25 | J Summers & C Dawes | An agreed professional development programme and timelines is agreed with the local authority and teaching school working together in jointly contributing to the programme at all levels |
| 15 | Establish a common approach and process for managed moves and thresholds surrounding suspensions and exclusions of children with SEND or protected characteristics. | Feb-May 25 | D Craig | A clear and agreed policy and process in place and agreed by all and applied consistently |
| 16 | Devise transition arrangements that provide both for early identification and supported transition at key transition points for those children and families who need additional support to reduce risk of interruption in the child's continuity of educational experience. | March -April 25 | C Dawes & N Jones | Existing transition procedures are enhanced to provide a town wide approach for those children and young people at risk on transfer from July 2025 |
| 17 | Explore and provide guidance and support in best practice in both curriculum and pastoral support for children who are in crisis or who have protected characteristics and for whom additional support is required to ensure they are included and feel they belong and that their needs and circumstances are being met. | April -Dec 25 | C Dawes & J Summers | A series of regularly established network sessions on 'What works well'; the sharing of best practice and ideas locally but also with visiting external contributors; case studies and guides provided to all providers |
| 18 | Co-create an accountability process for reviewing providers against the Inclusion Framework and as part of a broader annual performance scorecard for schools and education providers. | April-July 25 | P Wagstaff & C Dawes | A co-created and agreed accountability framework with agreed structure of an annual scorecard along with a methodology for corroborating self-evaluation and |

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| | | | | process for implementing and training of Peer Reviewers |
| 19 | Create a system where parent/carers and young people's views on inclusive practice across the local authority and by provider can be collated and used to continue to inform improvements in practice. | April -July 25 | C Dawes & N Hodge | An process is in place to regularly survey the views of students and pupils on school's approaches to inclusion to help inform next steps and developments<br>An online process is in place for capturing the views of parent/carers to help inform next steps and developments |
| 20 | Co-create an annual scorecard of school performance including data, inspection outcomes, the views of the schools' parents and students on how well they feel which has inclusion at the heart. A scorecard for early years providers builds inclusion as part of its core | Sept-Dec 25 | C Dawes & C Wylde | An annual scorecard covers inclusion as part of a broader scorecard on data and information for each provider. A mechanism is in place for this to be shared and explored with schools. |
| 21 | Co-create an annual Early Years scorecard of performance including data, inspection outcomes and the views of parents on how well they feel which has inclusion at the heart | Sept-Dec 25 | C Wylde & B Ravelic | An annual scorecard covers inclusion as part of a broader Early Years scorecard and a mechanism is in place for this to be shared and explored with providers |
| 22 | Develop a peer review mechanism with professional development for teacher and leader reviewers to self-evaluate and both triangulate and moderate self-evaluations against the key principles of inclusion outlined in the Framework. | Sept – April 26 | C Dawes | A clear and structured programme of training is in place to ensure trainees are appropriately skilled and trained in using the accountability framework, undertaking Peer Review and corroboration visits. |
| 23 | Establish a means of showcasing and sharing best practice in inclusive provision across Neighbourhood Learning Communities but also across phase and for engaging external research and exemplars to support achieving inclusive provision as a central culture within providers. | Sept 25-Jan 26 | C Wylde & P Wagstaff | Neighbourhood Professional Learning Communities regularly meet to share best practice and to discuss and engage with external research |
| 24 | Co-ordinate efforts across services to ensure that children not in school or education engage and feel they belong. | Sept 25-April 26 | P Wagstaff | Co-ordinated services across local authority children's Social Care and |

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| | | | | Education ensure events and opportunities for those not in school are able to engage and come together |
| 25 | Implement Training of Peer Evaluators and piloting of the Framework Evaluation. | Jan -July 26 | C Dawes | A cadre of well-trained individuals are in place and are used to quality assure self-evaluations |
| 26 | Implement Peer Review of Inclusion Framework evaluation. | Sept 26-July27 | C Dawes | Peer Reviews and corroboration visits successfully engage all schools to establish a consistency of understanding and Inclusion Development Plans are linked to the Inclusion Framework and the outcomes of agreed self and peer reviews |
| 27 | Review Inclusion Framework, tools and evaluation methods. | July 27 | P Wagstaff | A full review is undertaken and any suggestions and changes or refinements in the Inclusion Framework and process are agreed by partners in advance of any further roll out |

## Links to Key Strategies, Research and Current Plans

In working towards achieving the goal for 2027, the following links underpin this work and actions:

- Luton's Behaviour, Inclusion and Wellbeing Strategy 2019 (revised in 2021)
- The Luton 2040 Vision and Strategy
- The National SEND & Alternative Provision Improvement Plan
- Luton's Joint Special Educational Needs and Disabilities Strategy 2020
- The development of a Luton wide pathway for Social, Emotional and Mental Health (SEMH)
- The Local Area Inclusion Plan

## Partner Buy-in and Contribution

| Council | Department | Partners | Providers |
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| 2040 Corporate Performance Measures | Children's Operations | ICB | Schools |

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| | Communications and IT/web development (parent and child view survey work)<br>Social Justice team<br>Children Scrutiny and Review Group –<br>Council buy in to the Inclusion Framework and Scorecard | Public Health<br>Social Justice and communities | DfE – inclusion framework<br>Ofsted<br>Multi-academy Trust Partners<br>The Teaching School Hub<br>EPIC Parent Carers | Early years settings<br>AP Providers<br>Independent Schools |
| Draft Outcomes and Impact Measures for further discussion and definition are included in Annex A | | | | |

## **Education and Learning Strategy Reset:** SEND & Alternative Provision

| Creating an Alternative Provision Strategy and Approach for Early Intervention |
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| **Luton 2040 Vision**<br>• Lower crime and re-offending rates and serious youth violence<br>• SEND provision and measures are in place to tackle educational inequalities<br>• Reduced educational inequalities for children and young people<br>• Achieving equitable outcomes for those who are disadvantaged or at risk of disadvantage |
| **By 2027 we aim that:**<br>• *Early and co-ordinated intervention leads to a reduction of exclusions and suspensions*<br>• *Alternative Provision is time limited for most children and young people due to effective re-integration into full-time education and learning*<br>• *The exclusion of children and young people with SEND or those in care is rare and reducing*<br>• *Most children and young people access a full curriculum and secure the skills required to continue into education, employment or training at the age of 16* |
| Overview: What should this look like in 2027? |
| There is a comprehensive structure for Alternative Provision which includes an effective early intervention programme with support for schools, young people and their families. The Alternative Provision approach is successful in de-escalating risk and ensures that children and young people requiring an adapted or alternative curriculum pathway have an appropriate quality of education and learning to enable them to achieve and access pathways into education, employment or training (EET). Alternative Provision is time-limited for the vast majority of children and young people allowing them to access mainstream or specialist education based on their need and to achieve the skills, knowledge and understanding they need to secure future learning and employment. For those vulnerable young people who are at risk of criminal exploitation and crime, the Alternative Provision pathway engages them and contributes to a reduction in the risk of exploitation or re-offending. The Alternative Provision structure follows a Three Tier Model in line with the national SEND & Alternative Provision Improvement Plan and is supported through the |

effective use of information to intervene early where children and young people at risk of exclusion. The effective use of a Specialist Support Team and co-ordinated activity with schools and the range of services supporting those children and young people is effective in reducing the number of suspensions and exclusions due to early support and the co-ordinated engagement to intervene early and also strengthen the support to school staff and use of tools including Therapeutic Thinking, to meet the needs of those young people at risk of exclusion. As a result, permanent exclusions are low and the need to use suspension reduces. Children and young people with SEND or with care experience is minimal due to their needs being understood and the specialist support being provided at the right time. Children and young people who have been permanently excluded have appropriate full-time education and training enabling them to secure the skills and competencies they need to successfully secure employment or training beyond the age of 16. The cost of commissioning expensive alternative provision is reduced through greater re-integration into mainstream provision.

Actions

| Action | | Timescale | Responsibility | Success Criteria |
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| 1. | Develop an SEMH Service offer across Area Partnerships for primary SEMH provision | April 24 – Sept 24 | P Wagstaff; J Summers; N Jones | Agreed model of SEMH provision across primary<br>Funding arrangements agreed at Schools forum (Autumn 1)<br>All 5 Area partnerships to have service offer in place shared with LA (April 25)<br>Governance toolkit to be reviewed and updated (April 2024) |
| 2. | Implement training for Therapeutic Thinking and a programme of continued support for schools and early years settings implementing this approach with clear success criteria to measure impact of the approach in reducing suspensions and exclusions and improving continuity of provision for children in crisis . | July 24- July 26 | N Jones & P Wagstaff | All schools have attended the 3 day Train the Trainer sessions and network support is available and structured.<br>An Early Years network for Therapeutic Thinking is in place and well attended by early years settings<br>Therapeutic Thinking recognised as a core tool for reducing dysregulation and leading to reduced suspensions and exclusions |
| 3. | Identify impact measures on improved AP provision and reduced need for AP due to stronger earlier intervention by 2027 and also milestones to measure progress | September 24 | N Jones and Sector representatives | Agreed objective measures in place with milestones to support monitoring and evaluation of impact |

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| 4. | Identify and agree output measures and milestones of activities and deliverables to be achieved through the plan | September 24 | N Jones and Sector representatives | Output measures are agreed with milestones and a process for reporting these |
| 5. | Ensure coherence between the Alternative Provision Strategy and plan with plans for SEMH, Inclusion and Strengthening Neighbourhood Communities | September 24 | P Wagstaff; J Summers; N Jones; R Saggu; | Plans are coherent and consistent with dependencies identified across all 5 plans |
| 6. | Agree a shared definition of Alternative Provision - within education system and in line with DFE 3 tier model | Sept 24 – Oct 24 | P Wagstaff; N Jones; J Summers; D Craig | Published definition agreed and communicated via education newsletter and shared on the Local Offer |
| 7. | Develop Outreach offer for Tier 1 with The Avenue Centre - as secondary SEMH provision | Sept 24-Oct 24 | N Jones; J Summers; J Dodd | Details of the outreach offer to be finalised<br>Outreach offer presented to secondary schools<br>Schools Forum to agree funding arrangements<br>Recruitment of Outreach officers<br>Outreach offer to be live from Autumn Term 2 |
| 8. | Agree systems of identifying and communicating across appropriate services pupils and students at risk of exclusion including early awareness raising on repeat suspensions, MAGPan referrals, to ensure those at risk are captured | Sept 24-Nov 24 | N Jones, E Sealy, Secondary Inclusion Officer & D Collins | Children and young people at risk of exclusion or with YPS oversight due to criminal activity or exploitation are known across the support service team<br>Early support ensures that needs are known and understood with appropriate action to reduce risk of inappropriate provision or support |
| 9. | Establish agreed thresholds and processes to ensure a consistency of approach in outreach support across schools at both primary and secondary phase and aligned with the Local Framework of Inclusive Practice and expectations of provision at a universal level. | Sept 24- Dec 24 | N Jones, Inclusion Service Lead, & J Summers | Thresholds and processes are clear and applied consistently across schools and services ensuring appropriate action according to risk |
| 10. | Develop a specification for an in-reach Additional Resource Provision for primary 5-9yrs | Sept 24-Jan 25 | Jo Summers, N Jones & Tracy Spence | Specification is agreed and circulated for expressions of interest. |

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| | and criteria for placement in line with the SEMH Plan | | | Interested parties are explored and a decision made by April 2025 |
| 11. | Agree a shared position on reducing exclusion of children with protected characteristics based on SEND and care experience in line with the development of the Luton Inclusion Framework | Sept 24-Feb 25 | N Jones, D Fattorusso, & J Summers | Agreed stance is agreed and appropriate structure of support in place for early support and intervention<br>Exclusion of children and young people with identified SEND or Care Experience is reduced and only occurs in exceptional circumstances |
| 12. | Develop an AP Specialist Team and establish clear lines of communication and processes for engagement across services including YPS and schools, and including processes for referrals, approvals, case triaging and appropriate action planning | Oct 24-Dec 24 | J Summers | Deployment of relevant professionals from within the Education service<br>AP Specialist Team offer to schools finalised<br>AP Specialist Team offer to commence Autumn term 2 |
| 13. | Strengthen engagement and communication at pupil placement panels through the Inclusion Service to ensure those students are risk of exclusion, youth crime and exploitation are understood and have appropriate plans in place to manage education provision | Oct 24 – Feb 25 | N Jones & C Day | PPPs make informed decisions based on clear protocols<br>Pupils at risk are well known with appropriate plans in place to reduce risk of exclusion<br>Plans and implemented well and all services involved understand and fulfil their respective roles |
| 14. | Develop an EBSNA Pathway for pupils whose attendance is severe and which secures appropriate fulltime access to education and learning and re-integration into schools or education provision where appropriate | Oct 24-Mar 25 | J Summers; N Jones | EBSNA Service offer to be finalised<br>Service Level Agreement to be finalised between LBC and Lealands Secondary school<br>Pupil identification and transition arrangements in place (Autumn Term 1)<br>EBSNA provision pathway live from Autumn 2 |
| 15. | Co-ordinate EBSNA pathway with appropriate service teams and support including the Medical Absence team | Oct 24-Mar 25 | J Summers, Inclusion Service Lead and N Jones | Teams and support are appropriately deployed with effective intervention and support, thereby reducing isolation and leading to EBSNA young people receiving an effective and broad curriculum that also meetings their |

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| | | | | social, emotional and mental health needs |
| 16. | Establish a process for securing information and approvals for school led commissioning of AP for children and young people with SEND, and for reporting on impact against the EHCP or support plans | Jan 25-March 25 | N Jones and L Ellis | Processes for monitoring impact and quality of provision against children and young people's EHCPs and SEND needs are effective and used to better match and plan provision according to their needs |
| 17. | Develop a capacity building professional development programme for Pastoral and Behaviour Leads in Schools to reduce escalation to exclusion | Jan 25-April 25 | N Jones, ACE & Inclusion Service Lead | Network sessions are run regularly with pastoral and behaviour leads and ensure that they are appropriately informed and knowledgeable on strategies, approaches and support available<br>There is an increased use of early support and intervention with the effective use of tools and strategies available |
| 18. | Develop a Tier 2 turnaround programme via The Avenue Centre - as secondary SEMH provision and for those young people | Jan 25-Mar 25 | N Jones; J Summers; J Dodd | Turnaround programme offer presented to secondary schools<br>Secondary schools to submit expressions of interest<br>Schools Forum to agree funding arrangements – (match funded 50% by LBC, schools to commission funded places as per offer) |
| 19. | Co-ordinate provision and pathway planning with schools, the Youth Advice Service, LDD and the Virtual School for those young people in Alternative Provision or on the edge of becoming NEET to secure Post 16 Placements | Jan 25-May 25 | N Jones, D Collins & D Fattorusso | Clear plans with appropriate post 16 placements or training/employment in place and implemented<br>Few NEET post 16<br>Joined up post 16 service support through the transition |
| 20. | Devise and implement transition arrangements and both plans and support for pupils entering into and out of Alternative Provision (Tier 1 and Tier 2) | Jan 25-Feb 25 | N Jones; T Spence | Review of The Avenue Centre reintegration rates and processes over the last 2 years<br>Develop a revised transition/reintegration process for |

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| | | | | pupils in Pathway A and C of The Avenue Centre<br>Appropriate plans agreed and implemented for those at risk<br>Provide best practice guidance for schools |
| 21. | Develop and implement managed move expectations guidance via PPP and guidance on targeted transition support for PRU to PRU placements | Jan 25-Feb 25 | N Jones; D Craig | Pupil Placement Panel to develop a managed move guidance for schools outlining expectations in relation to transition and reintegration |
| 22. | Review curriculum pathways from Ks4 to post-16 for pupils attending LA PRU or an Alternative Provision. | Mar 25-Nov 25 | N Jones; D Craig | Link meeting with Barnfield and Central Beds college to explore pathway options for KS4 pupils<br>A range of employers/training providers able to meet the needs of those for whom post 16 colleges are inappropriate<br>Review current pathways delivered by The Avenue Centre<br>Proposal for commissioned places at FE college where opportunity arises<br>Review the 3 year AP procurement process – consider timescales for the next procurement window |
| 23. | Create an easily accessible information page on the Local Offer for families re accessing support - for all age phases | April 2025 | N Jones; J Summers | Finalised information page for publication<br>Local offer web page updated with additional publication |
| 24. | Develop a communication strategy to ensure information on AP and processes and thresholds are well known and understood across schools, service providers and partners including parent/carers | April 25- July 25 | | Information is well known and used to provide confidence and ensure that children and young people secure the appropriate support and attention |
| 25. | Work with independent AP providers and schools to develop and implement a template and process for turn-around and exit strategies | May 25-July 25 | Inclusion Service Manager and N Jones | An agreed process is in place and agreed<br>AP placements have appropriate exit strategies which are implemented with |

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| | for children where schools or the local authority has externally commissioned AP | | | AP provision being time limited and pupils returning into school or to more specialist appropriate fulltime placements |
| 26. | Establish and implement a process of quality assuring provision and curriculum pathways provided by Alternative Provision Providers on Luton's approved list (annual) with cognoscense of cultural competencies and reducing cultural stereotyping | July 25 and annual thereon after | N Jones | A finalised quality assurance framework and protocol<br>AP provision is culturally sensitive and avoids reinforcing stereotypes<br>Completed QA visits and reports for Alternative Provision Providers on LBC's approved list<br>An executive summary of findings for Senior Leaders within Education Service (August 2025) |
| 27. | Quality assurance of provision and curriculum within SEN Units and Additionally Resourced Provisions (ARPs) - annual | July 25 and annual cycle | T Spence; N Jones | Review and revise the quality assurance framework for ARPs and SEN units<br>Completed QA visits and reports by end of each year's summer term 2<br>An executive summary of findings for Senior Leaders within Education Service (August 2025) |
| 28. | Quality assurance of provision and service/ outreach outcomes delivered by the SEMH Services in each neighbourhood (annual) | Sept 2025 and annual thereon after | N Jones | Review and revise the quality assurance framework for SEMH provision updated governance toolkit<br>Completed QA visits by end of each year's summer term 2<br>Area partnerships annual impact report reviewed by governors and shared with LC (by end of summer term 2) |
| 29. | Quality assurance of outcomes and curriculum pathways for post-16 pupils attending AP via the LA PRU (Pathway C) | September 2025 and annual thereon after | N Jones; N Vaughn; J Dodd | Create an "expected outcomes" framework for Pathway A and C pupils whom attend The Avenue Centre<br>Post-16 destinations to be secured(places offered) by Summer Term 1<br>The Avenue Centre to produce an annual impact report |

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| 30. | Review AP and early intervention and the outreach offer in line with feedback on impact | Apr 26-July 26 | N Jones | The outreach and early intervention offer is appropriately meeting changing need and patterns |

## Links to Key Strategies, Research and Current Plans

In working towards achieving the goal for 2027, the following links underpin this work and actions:

- Luton's Behaviour, Inclusion and Wellbeing Strategy 2019 (revised in 2021)
- The Luton 2040 Vision and Strategy
- The National SEND & Alternative Provision Improvement Plan
- Luton's Joint Special Educational Needs and Disabilities Strategy 2020
- The development of a Luton wide pathway for Social, Emotional and Mental Health (SEMH)
- The Youth Partnership Service Plan
- The Local Area Inclusion Plan

## Partner Buy-in and Contribution

| Council | Department | Partners | Providers |
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| 2040 Corporate Performance Measures<br>Social Justice team<br>Children Scrutiny and Review Group –<br>Council buy in to the Inclusion Framework and Strategy | Children's Operations<br>Public Health<br>Social Justice and communities<br>Youth Partnership Service<br>Family Partnership Service | ICB<br>DfE – inclusion framework<br>Ofsted<br>Multi-academy Trust Partners<br>The Teaching School Hub<br>EPIC Parent Carers<br>Youth Justice Board<br>Skills Partnership<br>Police | Schools<br>Early years settings<br>AP Providers<br>Independent Schools |

Draft Outcomes and Impact Measures for further discussion and definition are included in Annex A

## **Education and Learning Strategy Reset:** Academic and Learning Provision

### Strengthening Neighbourhood Structures

**Luton 2040 Vision**

- Lower crime and re-offending rates and serious youth violence
- SEND provision and measures are in place to tackle educational inequalities
- Reduced educational inequalities for children and young people
- Achieving equitable outcomes for those who are disadvantaged or at risk of disadvantage

**By 2027 we aim that:**

- *Early and co-ordinated intervention leads to a reduction of exclusions and suspensions*
- *Alternative Provision is time limited for most children and young people due to effective re-integration into full-time education and learning*
- *The exclusion of children and young people with SEND or those in care is rare and reducing*
- *Most children and young people access a full curriculum and secure the skills required to continue into education, employment or training at the age of 16*

### Overview: What should this look like in 2027?

The neighbourhood structures established around schools includes neighbourhood-based support from across the council's services including Early Help, Mental Health, Family Hubs and both libraries and youth partnership. Neighbourhoods of schools provide a strong forum for consultation and the sharing of best practice to improve provision around local priorities. Strong cross phase representation in neighbourhoods ensures effective continuity through transition. Neighbourhoods of schools and providers offer effective collaboration with agreed consistency in key initiatives across the neighbourhood, e.g. in inclusion, early intervention, implementation of Therapeutic Thinking and similar tools, and in raising attainment and capacity in meeting the needs of the diverse range of children and young people's needs. There is a strong local network across the neighbourhood with regard to the voice of children and young people with school councils being networked together and working on neighbourhood programmes and community initiatives to improve young people's involvement in shaping and improving community provision for children. Neighbourhoods offer a range of safe spaces and out of school opportunities for children and young people to learn, engage and take part on sporting activity. There is clear access to information on support services, opportunities for children and young people and this is also accessible for families. Young people work together in taking pride in their community and work to improve the opportunities available for them, showing both rights and responsibilities. The most vulnerable and isolated feel listened to and opportunities and safe spaces within the communities are accessible for all. Neighbourhoods of schools work together on key developments in collaboration rather than competition. The understanding of UNICEF Children's Rights and Responsibilities is strengthened with support provided by an increasing number of UNICEF accredited schools. All neighbourhoods work towards consistency in expectations for inclusive practice and in testing out trailblazer projects and initiatives for the benefit of all children within the neighbourhood.

| Actions | | | | |
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| Action | | Timescale | Responsibility | Success Criteria |
| 1. | Establish a mechanism for using the neighbourhood partnerships as the key vehicle for consultation and discussion of strategic policy and local authority decisions, and for neighbourhood meetings that provide for effective cross phase discussion and sharing of best practice | July-Sept 24 | P Wagstaff; | A TOR is agreed on the role of neighbourhood partnerships as a mechanism for cross phase consultation on local authority policy and strategy and for feeding neighbourhood partnership issues back into the local authority;<br>A programme of neighbourhood meetings is timed within an annual cycle of meetings, consultation and Education Leaders workshops |
| 2. | Develop a co-ordinated approach to local authority services meeting the needs of neighbourhood structures with closer engagement between teams and schools and a joined up approach with effective data sharing and timely response and support | July 24-May 25 | P Wagstaff; N Jones; J Summers; D Craig | Teams are focused in working together around a neighbourhood structure with familiarity of the local issues<br>Work from services is co-ordinated and leads to a joined up and timely response due to information and data being better shared and used |
| 3. | Identify and agree output measures and milestones of activities and deliverables to be achieved through the plan | September 24 | P Wagstaff | Output measures are agreed with milestones and a process for reporting these |
| 4. | Establish a shared agreement within the neighbourhood partnerships for creating a Professional Learning Network and a Partnership Plan based on neighbourhood priorities for sharing effective practice, professional development and strengthening provision across the Neighbourhood Partnership Schools. | Sept-Nov 24 | C Dawes | Each Neighbourhood Partnership has a plan for strengthening provision and sharing best practice against a neighbourhood priority for improving consistency of effective practice<br>The plan's implementation leads to better sharing of best practice, neighbourhood professional development opportunities and consistency in the quality of provision against the priority areas |
| 5. | Restructure the information and communication strategy to ensure that council information is accessible, clear, | Sept-Dec 24 | C Wylde & L Levy | Information and opportunities across the council are accessible through a |

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| | up to date, and is in a format that enables all providers and neighbourhoods to have appropriate information and contacts in a single place. | | | single point of access with updates and newsletters signposting schools and providers to a common web presence<br>Structures and contact details for local authority and council teams are clear and up to date |
| 6. | Ensure that the Outreach offer for Tier 1 secondary SEMH provision and the Primary SEMH Neighbourhood services provide a consistency across the neighbourhoods in supporting early intervention and capacity building in each neighbourhood to reduce the prevalence of dysregulated behaviour | Sept 24-Oct 24 | N Jones; J Summers; J Dodd | Neighbourhoods of schools successfully access the additional services and outreach support leading to increased capacity and early intervention, thereby reducing the risk of suspension and exclusion<br>The number of exclusions and suspensions for dysregulated behaviour and physical assaults is reduced |
| 7. | Review and provide professional development within neighbourhoods to ensure a consistent approach to inclusion, communication and expectation from the broader local authority services | Oct 24-Feb25 | T Spence & P Wagstaff | Internal teams across the Council's Department of Children, Families and Education have a clear understanding of the Framework and expectation and offer a co-ordinated and consistent approach to supporting settings with common language and knowledge of the tools available |
| 8. | Implement effective process of communicating and informing schools and providers on pupils and students at risk, involved those in YPS oversight and known to MAGPan to ensure communities are aware of young people at risk of exploitation and youth violence within communities and potential flash points | Oct 24-Feb 25 | E Seally | Schools and neighbourhoods are aware of incidents, gangs and risks to young people within the neighbourhood<br>Services and schools work well together in managing young people at risk |
| 9. | Airport and Community Grants are secured to seed fund neighbourhood children and young people's action projects to improve community facilities for children and to fund local neighbour youth leadership | Oct 24-Sept 25 | P Wagstaff & S Eastwood | Grants are successfully secured and neighbourhood projects involving young people from across schools are implemented and achieve |

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| | | | | demonstrable outcomes and increased co-operation between schools and young people<br>Projects show youth leadership and responsibility across neighbourhoods |
| 10. | Strengthen knowledge and co-ordination of voluntary groups and community activity groups across neighbourhoods with up to date information and contact details | Oct 24-March 25 | P Wagstaff | Voluntary groups and community support groups providing additional activities for children and young people within neighbourhoods are listed and included on the common web presence with contact details for schools to engage with and signpost pupils and students<br>The information is accessible and up to date<br>Schools are knowledgeable on what is available and they signpost children, young people and families to the provision available and appropriate |
| 11. | Provide a Neighbourhood analysis of accessible out of school facilities and activities available for children and young people including Holiday Activity Programmes for different groups | Nov 24-Feb 25 | D Craig & L Kay | A clear baseline of current provision identifies gaps in provision in neighbourhoods<br>A neighbourhood plan is agreed by all partners and young people to address gaps in accessible provision |
| 12. | Define and communicate easily the accessible support across neighbourhood partnerships to implement and sustain inclusive practice at universal and tailored levels of access and to support capacity building | Dec 24-April 25 | T Spence & P Wagstaff | Information is clear and accessible.<br>Support and tools are used widely and feedback indicates these are used and effective |
| 13. | Agree Neighbourhood Plans and partnership support for achieving the ambitions set out in the plans | Dec 24-March 25 | P Wagstaff & C Wylde | Plans are supported with links to appropriate local authority, MAT and partner organisations to ensure that they are delivered successfully |
| 14. | Implement a mechanism for gathering the views of all children and young people across the town to identify | Dec 24-March 25 | L Hudson & P Wagstaff | An annual Schools Council Conference captures the collective |

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| | strategic priorities for children as part of Child Friendly Luton including those who are EHE or missing education | | | voice of children and young people and is used to inform council action<br>The annual SHEU Survey captures the voice of children and young people and is used by neighbourhood partnerships to explore children's priorities for their locality<br>The voice of all children and groups are represented in feedback |
| 15. | Create a parent/carer and young people facing information portal by neighbourhood appropriately translated and accessible to families and young people to provide contacts and signpost opportunities and activity groups available. | Jan-April 25 | N Hodge & C Wylde | Parents and carers are able to access information on services and activities available for their children and this information is written and presented in ways that ensure that all families can access the information |
| 16. | Ensure a neighbourhood approach with local authority support to strengthening the use of Therapeutic Thinking and other tools to support reductions in persistent disruptive behaviour and the number of suspensions and exclusions. | Jan 25-April 25 | N Jones, ACE & Inclusion Service Lead | Network sessions are run regularly with pastoral and behaviour leads and ensure that they are appropriately informed and knowledgeable on strategies, approaches and support available<br>All schools use Therapeutic Thinking as a core tool and there is a consistency across Luton in the expectations and approaches used to reduce dysregulation amongst those children and young people with SEND and trauma informed behaviour patterns.<br>There is an increased use of early support and intervention with the effective use of tools and strategies available. |
| 17. | Neighbourhood Partnerships develop local school council connections and a forum to build upon the feedback through the Annual Schools Council Conference and SHEU Survey and agree local priorities | Jan 25-July 27 | P Wagstaff & L Hudson | Schools Councils and the voices of young people in schools across a neighbourhood are connected and engage in shared activity to maintain communication and secure a shared |

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| | for children and young people to engage with within their neighbourhood and community | | | commitment and practical steps to improve their local community for the benefit of children |
| 18. | Secure a number of Ambassador Lead Schools in each neighbourhood working towards accreditation of UNICEF Right Respecting Schools Status and providing leadership and support to schools within the neighbourhood on embedding UNICEF Rights and Responsibilities amongst pupils and students | Jan 25-Dec 25 | C Dawes | Each neighbourhood partnership has a core number of schools working towards and being accredited by UNICEF<br>The schools share ideas, tools and professional development to ensure UNICEF Rights and Responsibilities are increasingly known and understand by children and young people |
| 19. | Create a mechanism for strengthening the voice of young people across neighbourhoods and finding ways to ensure diversity in the voices heard and a mechanism to ensuring that this is regular, meaningful and leads to action and impact on change | Feb 25-Feb 26 | P Wagstaff & L Hudson | Systems ensure that children's voice and increased participation is sustainable and that the diversity of engagement across neighbourhoods secures the voices of the most vulnerable and those who feel marginalised |
| 20. | Local authority resource is committed to facilitating engagement with children and young people within the neighbourhood; supporting schools in connecting the voice of children and young people; and promoting children and young people's leadership within their communities | Feb 25-July 27 | P Wagstaff & L Hudson | Neighbourhood newsletters are produced termly by children and Young People to connect children across the neighbourhood and to engage young people in |
| 21. | Ensure the common single web presence has links to the local offer, family hubs, mental health and SEMH. | Feb 25 | C Wylde & L Levy | Information is easily accessible with easy links to services and support<br>Schools are knowledgeable and access the appropriate support at the right time |
| 22. | Implement a plan for broadening accessibility to education and sport facilities in each neighbourhood to broaden access and reach for appropriately resourced and maintained facilities for supervised use | April 25-Dec 25 | P Wagstaff | The range and accessibility of opportunities increases and expansion is managed and kept under review to ensure sustainability of provision<br>Each neighbourhood has a broad range of opportunities for children |

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| | | | | and young people to engage safely outside of the school day |
| 23. | Strengthen connections between schools, young people and community groups to increase availability and take up of safe 'out of school' activities across neighbourhoods that are also accessible to the range of children and young people's needs | April 25-Mar 26 | C Wylde | Schools, voluntary groups, businesses and council partners work productively to improve the quality and availability of activities that are accessible to young people with different needs, interests and aspirations |
| 24. | Work to secure access to education and sport activities outside of the school day to create additional safe environments in each neighbourhood for children and young people in supervised activities | April 25-Jan 26 | P Wagstaff & J Horsley | There are sufficient facilities across each neighbourhood to provide safe spaces for children and young people to engage in activity together beyond the school day |
| 25. | Connect the voice of young people through school councils and neighbourhood leadership with pathways and opportunities to contribute towards the Youth Council ensuring a clear line of engagement to local wards and communities, ensuring the voice of young people is heard and contributes towards council decision making | May 25-Oct 25 | S Dean & C Wylde | Democratic processes ensure that local voices of children and young people are escalated with increased engagement of grass roots leadership and the views of young people feeding into decision making of the Youth Council |
| 26. | Establish a twice yearly 'What works Well' newsletter taking a particular theme and showcasing effective practice, case studies and practical ideas from across the neighbourhoods of schools | Sept 25-July 27 | C Dawes | Key themes are covered with case studies and links to practice and research and the newsletter is circulated widely and leads to increased use of ideas and work successfully undertaken to strengthen provision |
| 27. | Work towards a Luton Wide event in 2027 that showcases young people led initiatives in each neighbourhood creating child friendly, culturally inclusive, and climate aware environments and services to the community | April 26-July 27 | L Hudson | A town wide event successfully showcases the work of children and young people working together across communities of schools to add value to the community<br>The event successfully showcases youth leadership and responsibility |
| 28. | Implement a phased plan to increase the number of UNICEF Rights Respecting Schools across the | April 26-July 27 | C Dawes | Increasing numbers of schools are signed up and supported towards |

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| | Neighbourhoods to extend the engagement and understanding of Children's Rights and Responsibilities as part of a Child Friendly Town plan | | | achieving the UNICEF Rights Respecting Schools Award<br>Increasing numbers of children practice the UNICEF Rights and Responsibilities and promote these amongst peers and family groups |
| 29. | Establish a council wide youth volunteering programme to engage young people in contributing positively to community pride and cohesion. | Sept 26-July 27 | P Wagstaff and senior colleagues | Volunteering opportunities are widely available and a significant growth in interest and take up is seen amongst the youth of the town |

## Links to Key Strategies, Research and Current Plans

In working towards achieving the goal for 2027, the following links underpin this work and actions:

- Luton's Behaviour, Inclusion and Wellbeing Strategy 2019 (revised in 2021)
- The Luton 2040 Vision and Strategy
- The National SEND & Alternative Provision Improvement Plan
- Luton Child Friendly Town
- Community and Social Justice Plan
- Sport & Physical Activity Strategy
- Luton's Joint Special Educational Needs and Disabilities Strategy 2020
- The development of a Luton wide pathway for Social, Emotional and Mental Health (SEMH)
- The Youth Partnership Service Plan
- The Local Area Inclusion Plan

## Partner Buy-in and Contribution

| Council | Department | Partners | Providers |
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| 2040 Corporate Performance Measures<br>Social Justice team<br>Children Scrutiny and Review Group –<br>Council buy in to the Inclusion Framework and Strategy | Children's Operations<br>Public Health<br>Social Justice and communities<br>Youth Partnership Service<br>Family Partnership Service | ICB<br>Ofsted<br>Multi-academy Trust Partners<br>UNICEF<br>Voluntary Groups<br>Active Luton<br>EPIC Parent Carers<br>Youth Justice Board<br>Skills Partnership | Schools<br>Early years settings<br>AP Providers<br>Independent Schools |

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| Draft Outcomes and Impact Measures for further discussion and definition are included in Annex A | | | | |

## **Education and Learning Strategy Reset:** Academic & Learning Provision

| **Excellence for Everyone: Focus on Improving Reading** |
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| **Luton 2040 Vision**<br>• Every child has an excellent education that raises aspiration and achievement and reduces educational inequalities;<br>• A town built on fairness and equitable outcomes for all residents;<br>• All of our children and young people will have a meaningful voice that is heard and that matters. |
| **By 2027 we aim that:**<br>• All schools and providers adopt Luton's agreed reading strategy and are actively using the tools and resources to improve the reading skills of those who lack the confidence and skills to read fluently and accurately<br>• All teachers in Key Stage 3 recognise their role in teaching reading and have the tools and resources to be successful in their role<br>• The profile and priority for learning to read and for ensuring all children and young people can access the reading demands to achieve well is embedded in the community culture<br>• Children and young people have the reading skills to recognise false narrative and also risk to their own safety on line |
| Overview: What should this look like in 2027? |
| Reading and engagement in reading is given priority status in school improvement and reading and its promotion is high profile across the town with active support from the Council, schools, and also parents and voluntary support groups. Supporting and promoting reading is embedded in schools and showcased with an annual Council wide event which is well prepared and promoted, and where the purpose of reading is showcased and where books, and reading for purpose and pleasure are outwardly promoted. The community libraries, schools and voluntary groups work together to ensure that reading is promoted and supported both in and outside school. All teachers through carefully focused professional development are skilled as teachers of reading and have the support and guidance they need to promote and teach reading appropriate to the age range they teach. A well-defined and structured professional development programme for secondary school teachers is supported through networks to promote and support the teaching of reading with access to tools and resources. Reading standards in schools are given high priority and measurable improvements are seen in the proportion of children and young people reaching age-related reading competencies. Those children and young people without the core reading competencies are supported in ways which motivate and inspire a desire to read and achieve |

the skills they need in order to read with confidence. Digital reading skills are well developed with young people recognising where on-line information may be false or harmful. The proportion of children reaching or exceeding the national expectation in reading by the end of Key Stage 2 continues to increase. Reading intervention across secondary schools along with increased confidence in teaching reading in secondary schools ensures students successfully access the Key Stage 3 curriculum demands. Few children who are excluded have poor reading and literacy skills.

## Key Actions

**A: Establishing an agreed approach**
**B: Engagement and Participation**
**C: Continuous Professional Development and Training**

| Action | | Timescale | Responsibility | Success Criteria |
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| 1 | Identify impact measures and reading outcomes and milestones to measure progress in achieving the plan (A) | Sept 24 | P Wagstaff and Sector representatives | Agreed objective measures in place with milestones to support monitoring and evaluation of impact |
| 2 | Identify current reading assessments used in secondary schools and agree a common reading test for key stage 3 to use in identifying gaps, baselining, and for measuring impact (A) | Sept 24 | Caroline Dawes and sector representatives | A common reading test is agreed and confirmed with completion dates agreed with all secondary schools with an appropriate resource |
| 3 | Identify and agree output measures and milestones of activities and deliverables to be achieved through the plan (A) | Sept 24 | P Wagstaff and Sector representatives | Output measures are agreed with milestones and a process for reporting these |
| 4 | Establish a clear and town wide agreement and scaffold for promoting reading for purpose, protection and pleasure from EYFS to Year 10 which embeds learning from best practice and research, and integrates an approach to digital literacy (A) | Sept 24 – Nov 24 | P Wagstaff with Rena Saggu and Clare Hodgson | A common agreement across all schools for the principles and structure within which to develop the Luton 7 Strand Toolkit for reading including the development of digital literacy |
| 5 | Continue to build, grow and support the network of Voice 21 schools in Luton and promote the Roade English Hub reading training for schools (B) | Sept 24 – March 25 | Rena Saggu | The focus on improving children's oracy ensures that those children with limited confidence and restricted vocabulary make gains and both speak and communicate effectively |
| 6 | Identify key delivery partners including Active Luton, local libraries, Roade English Hub, Voice 21, Bell Foundation, Oxford University RfP | Oct 24 – Dec 24 | Rena Saggu and Clare Hodgson | Key partners are identified and committed and with clear TOR and |

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| | (Reading for Pleasure), The Teaching School Hub and Luton Airport and establish clear roles for each partner within the programme (B) | | | roles within the programme and are aligned with Luton's key principles on the Reading Framework |
| 7 | Co-create an agreed Luton 7-strand toolkit with schools and settings which covers the following key theme (A)s:<br>1. Oracy – vocabulary<br>2. Phonics – decoding<br>3. Fluency – bridge to comprehension (digital literacy)<br>4. Assessment – diagnostic<br>5. Reading for Purpose, pleasure and protection (digital literacy)<br>6. Reading diet – exposure<br>7. Reading miles – frequency | Oct 24 – May 25 | Clare Hodgson and School representatives | An agreed toolkit is in place covering all seven elements and is trialled/piloted and both refined and developed in response to feedback |
| 8 | Use of the existing networks for EYFS, Primary English and SEND to provide training and strengthen the sharing of best practice in reading development across schools and the sharing of interventions that have demonstrable impact. (C) | Oct 24 – July 27 | Caroline Dawes, Carol Wylde and Jo Summers | Networks work effectively to disseminate effective practice and tools to support the teaching or reading., Networks are well attended, and participants value the content and value provided by these events |
| 9 | Explore and strengthen the use of neighbourhood wide reading and literature hubs already in place to engage and maximise awareness and the use of these | Nov 24-May 25 | Clare Hodgson and Community Services | Established networks of hubs are promoted and used with greater awareness of the opportunities they provide |
| 10 | Co-create a three-year plan for promoting reading and securing shared ownership across schools and settings on key approaches and guidance, and creating a dynamic and regularly updated range of reading material through books, online and multi-media to inspire, motivate and consolidate reading skills and understanding (A) | Nov 24- May 25 | Caroline Dawes and Rena Saggu | A clear and co-constructed high profile three-year plan provides tangible actions and leads to broad recognition and support for reading and accessibility of reading material |
| 11 | Develop a programme of professional development for teachers and leaders involving the Teaching School Hub in working alongside the local authority in delivering professional development at Key Stage 3 and engaging The Bell Foundation and Oxford University Press ensuring appropriately targeted professional development (C) | Dec 24 – March 25 | Rena Saggu and Clare Hodgson | A co-ordinated suite of professional development is accessible and used to target training and support, and leads to increasing quality and capacity in the teaching of reading |
| 12 | Phased strengthening and developing the existing Spotlight on Reading Secondary Programme to reinforce training and the implementation of tools (C) | Jan 25- March 26 | Clare Hodgson | The secondary programme secures productive engagement for all secondary schools and is used effectively for dissemination of good |

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| | | | | practice in the teaching of reading. The network is well attended and participants value the content and value provided by these events |
| 13 | Commission a competition for the development of a town-wide reading app to promote reading amongst classes/parents/schools (B) | Jan 25 – July 25 | Rena Saggu and Julie Lockwood | A reading app is successfully created that meets the specification sought and is promoted and used effectively. Diagnostics show increased reach and use against targets agreed. |
| 14 | Develop an adult learning programme in conjunction with the Council's Adult Learning team for parents and volunteer reading mentors to strengthen knowledge and skills in promoting and consolidating reading development with children and young people (C) | Jan 25 - May 25 | Caroline Dawes and adult learning team | A programme of support is widely publicised and used well by parents or carers to consolidate and reinforce reading, particularly where children are struggling readers |
| 15 | Work with the apprenticeship and adult learning team to strengthen reading development skills within the teaching assistant development programme (C) | Jan 25 – May 25 | Caroline Dawes and adult learning team | Teaching Assistant apprenticeship programmes include a focus on the skills of teaching and supporting reading development |
| 16 | Draw together a stakeholder and partner group to plan an annual Reading and Literature Festival in the town to showcase reading in the community which is fully inclusive and to provide leadership in the planning and organisation of this event based on research of similar initiatives elsewhere (B) | April 25 – Sept 25 | Rena Saggu & Clare Hodgson | A broad representation from the town provides a realistic plan and follow up action to run and organise the annual Festival with the first running in 2025-26 and linked with the broader Arts and Culture plans |
| 17 | Create a 'Reading for Purpose, Protection and Pleasure' webpage to provide access to information, tools and resources for use by schools and settings, and also access to appropriate tools and guidance for parents, carers and volunteer reading mentors (A) | April 25 – Sept 25 | Rena Saggu & Clare Hodgson | Web presence ensures easy access to guidance, tools and resources. Broad use is made of the web page to support reading development |
| 18 | Provide accessible information and both tools and resources that parents and volunteer reading mentors and coaches can use to support reading and consolidate reading skills and confidence outside of the school day (A) | April 25-July 25 | Carol Wylde and Adult Learning | A broad range of tools and resources are well promoted and used by parents with confidence in supporting their child's reading development |
| 19 | Promote and communicate the Luton 7 Strand Toolkit with practitioners and implement the Toolkit and tools (A) | May 25 – Nov 25 | Rena Saggu and Clare Hodgson | The toolkit is widely and successfully used to guide and support teachers and teaching assistants in improving reading attainment |

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| 20 | Complete a baseline of reading competence in Year 9 using a standardised reading assessment to identify gaps and against which to measure progress (A) | May 25-July 25 | Caroline Dawes | A town wide view on reading skills and competencies for Year 9 students provides a clear focus for planning in meeting gaps |
| 21 | Implement an annual event and evaluate attendance and reach across different demographics including SEND, and use this to inform the planning of future events (B) | July 26, July 27 | Rena Saggu & Clare Hodgson | The annual Festival is promoted well across all schools and the community partnerships with significant collaboration and engagement in the event.<br>The event contributes to the raised profile of reading across the town and community |
| 22 | Pilot and begin phasing in the use of baseline tools of current reading behaviours and stakeholders perceptions of strengths and weaknesses in current provision and practice through questionnaires pupils, teachers and parents (A) | Sept 25- April 26 | Caroline Dawes and Clare Hodgson | Adapted our RfP surveys completed by staff in schools, pupils and parents. Collated findings inform next steps. |
| 23 | Build on established neighbourhood wide reading and literature hubs with libraries, and extend engagement with local retail outlets, the Council and community groups with a clear and jointly agreed plan to engage stakeholders, children and families in promoting reading to include (B):<br>• Reading ambassadors within Luton<br>• Free book swaps/book boxes in local cafes and community hubs/groups<br>• Promote 'Take one book' across schools<br>Promote the Active Luton Community Libraries Summer | Sept 25 – May 26 | Clare Hodgson and Community Services | Networks of literature hubs, libraries, community centres and outlets are established and promoted well. Their use is monitored and leads to expansion of outlets and hubs where there is insufficient to meet demand.<br>The summer challenge is well supported across all neighbourhoods.<br>Use of hubs and activities provided are embedded into the community and increase access to books particularly for disadvantaged children. |
| 24 | Develop and promote a reading programme in conjunction with community safety partnerships and both the police and safeguarding teams to raise awareness and understanding of false information on social media and to be able to make informed choices and to identify risk (A) | Sept 25 – Feb 27 | Clare Hodgson, Carol Wylde and partners | A well-structured programme leads children and young people being discerning and recognising risks in social media posts, articles and communications they access |

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| 25 | Broaden the use of digital communication and the use of the Reading App to connect and share reading interest and both pose questions and challenges which encourage dialogue, further research and access to a breadth of opportunities to apply reading skills and interests (B) | Sept 25-Feb 26 | Paul Wagstaff | Digital communication is used well to enhance the breadth of children's reading experience and skills required when reading and researching on-line |
| 26 | Co-develop with partners a programme of professional development to support implementation of the Reading and digital safety programme (C) | Jan 26-July 26 | Clare Hodgson, Carol Wylde and partners | Teachers and support assistants are confident in teaching and using the programme and engaging children and young people in recognising and rationalising fake news and comment and also risk to personal safety in the material they read |
| 27 | Implement a retest in Year 9 using a standardised reading assessment to quantify impact (A) | June 26 & June 27 | Caroline Dawes | The annual assessment is used to measure progress and to review plans |
| 28 | Organise a Reading Conference for Luton schools which includes sharing best practice based on EEF research for secondary school teachers to strengthen the concept of every teacher being a teacher of reading and based on the EEF Disciplinary Literacy phenomenon (C) | Oct 26 | School Improvement Team | A Reading conference for Luton schools which includes sharing best practice based on EEF research for secondary school teachers to strengthen the concept of every teacher being a teacher of reading and based on the EEF Disciplinary Literacy phenomenon |
| 29 | Review of three-year plan: Monitoring and evaluation through:<br>• Outcomes at all phases<br>• Stakeholder Audits | Annually – Sept 25, Sept 26 & Sept 27 | School Improvement Team (facilitator)<br>Business intelligence<br>Area partnerships | Progress and impact evaluation is used effectively to review and reset future priorities for improving reading outcomes |
| | Links to Key Strategies, Research and Current Plans | | | |
| | In working towards achieving the goal for 2027, the following links underpin this work and actions:<br><br>• The Luton 2040 Vision and Strategy<br>• Luton's Joint Special Educational Needs and Disabilities Strategy 2020<br>• Education Strategy | | | |

| | Partner Buy-in and Contribution | | | |
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| | Council | Department | Partners | Providers |
| | 2040 Corporate Performance Measures<br>Communications and IT/web development (parent and child view survey work)<br>Social Justice team<br>Children Scrutiny and Review Group<br>Community organisations | Children, Families and Education<br>Social Justice and communities<br>Inclusive economy | Active Luton<br>Education Endowment Foundation<br>Multi-academy Trust Partners<br>The Teaching School Hub<br>EPIC Parent Carers<br>National Literacy Trust | Schools<br>Early years settings<br>AP Providers<br>Independent Schools |
| Draft Outcomes and Impact Measures for further discussion and definition are included in Annex A | | | | |

## **Education and Learning Strategy Reset:** Academic & Learning Provision

| Excellence for Everyone: Social Emotional Mental Health |
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| **Luton 2040 Vision**<br>• Lower crime and re-offending rates and serious youth violence<br>• SEND provision and measures are in place to tackle educational inequalities<br>• Reduced educational inequalities for children and young people<br>• Achieving equitable outcomes for those who are disadvantaged or at risk of disadvantage |
| **By 2027 we aim that:**<br>• *Early and co-ordinated intervention leads to a reduction of exclusions and suspensions*<br>• *Alternative Provision is time limited for most children and young people due to effective re-integration into full-time education and learning*<br>• *The exclusion of children and young people with SEND or those in care is rare and reducing*<br>• *Most children and young people access a full curriculum and secure the skills required to continue into education, employment or training at the age of 16* |
| Overview: What should this look like in 2027? |
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A Luton Pathway for children and young people with Social, Emotional and Mental Health (SEMH) is based on common understanding that **all** schools and providers are inclusive and work to adapt their curriculum and approaches to meet the needs of all children and young people at a universal support level. A broad range of services and tools are readily available to support schools in fulfilling a universal provision. The pathway offers a tiered approach of support as part of a graduated response which encompasses the existing Primary SEMH behaviour provisions within a town wide and consistent approach and an equivalent secondary offer. The provisions along with ACE, AP and Inclusion Team and our other inclusion teams provide a tailored approach to building capacity through outreach and is providing short term targeted interventions either through out or in-reach where this is needed. There is a consistency across the neighbourhoods in how SEMH is supported and a close link between our SEMH pathway and the approach to Alternative Provision. Therapeutic thinking is the foundation of a behaviour curriculum across all schools and is successful in reducing escalating behaviour concerns and potential exclusions due to unmet need. A clear and well-structured mental health support programme is successful in providing early support and preventative strategies for those working with children and young people. Therapeutic thinking is the foundation of a behaviour curriculum across all schools and is successful in reducing escalating behaviour concerns and potential exclusions due to unmet need. Services providing mental health support to children and young people are co-ordinated and work together well to ensure that provision is comprehensive. SEND and health partners work collaboratively with schools and education providers to secure a joined up approach which reduces exclusion based on unmet need. A successfully planned pathway is in place to support those young people with SEMH who struggle with anxiety and medical absence from school. A co-ordinated and supported pathway including the provision of a centre that meets social and emotional needs alongside academic learning also provides a route back into education and school. The pathways for SEMH ensure a smooth progression and support for children and young people over transition points with clear pathways for young people post 16.

Actions

| Action | | Timescale | Responsibility | Success Criteria |
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| 1. | Embed Therapeutic Thinking as the common approach to managing trauma based and SEMH linked dysregulation across support services | April 24 – April 25 | P Wagstaff & N Jones | Support Officers are trained and feel confident in using therapeutic approaches.<br>Therapeutic thinking becomes a common promoted approach for early intervention and support for SEMH needs<br>There is a noticeable reduction in behavioural incidents related to SEMH. |
| 2. | Work to achieve a joined-up approach with all health partners around mental health and wellbeing with common vocabulary, and clear thresholds for a tailored offer beyond the universal across the neighbourhoods | April 24 – March 25 | P Wagstaff | Strong partnerships are established with health services.<br>Shared goals are developed and regularly reviewed between schools and health partners. |

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| | | | | Students have easier and faster access to mental health support. |
| 3. | Design and agree plans for the SEMH Specialist School and Learning Centre along with a clear role in the support pathway including outreach. | May 24 – July 24 | P Wagstaff | The specialist school's design is completed on schedule and meets the required needs.<br>The role of the school in the broader SEMH support system is clear and agreed upon.<br>The school operates smoothly and effectively within its first year. |
| 4. | Develop a secondary AP outreach offer which is cognoscente of SEMH need and embeds the approaches and tools to strengthen and reinforce capacity in schools to meet need | June 24- March 25 | N Jones & J Dodd | Outreach offer in place and providing effective support<br>Reduced escalation to permanent exclusion |
| 5. | Implement training for Therapeutic Thinking and a programme of continued support for schools and early years settings implementing this approach with clear success criteria to measure impact of the approach in reducing suspensions and exclusions and improving continuity of provision for children in crisis | July 24- July 26 | N Jones & P Wagstaff | All schools have attended the 3 day Train the Trainer sessions and network support is available and structured.<br>Therapeutic Thinking recognised as a core tool for reducing dysregulation and leading to reduced suspensions and exclusions<br>All LBC Inclusion Services are trained to support and embed the approach in schools |
| 6. | Redesign the Primary SEMH provisions into a neighbourhood outreach service with common tools and processes for supporting at Tier 1/2 Tailored support and targeted intervention | July 24 -Dec 24 | P Wagstaff & J Summers | SEMH needs are managed well at Tier 1 and 2 in primary across all neighbourhoods<br>Pupils' needs are managed well and staff are skilled in managing need locally |
| 7. | Identify impact measures for SEMH provision by 2027 and also milestones to measure progress | September 24 | P Wagstaff and Sector representatives | Agreed objective measures in place with milestones to support monitoring and evaluation of impact |

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| 8. | Identify and agree output measures and milestones of activities and deliverables to be achieved through the plan | September 24 | P Wagstaff and Sector representatives | Output measures are agreed with milestones and a process for reporting these |
| 9. | Ensure coherence between plans for SEMH and the Inclusion Framework and both the Alternative Provision and Strengthening Neighbourhood Communities plans | Sept 24 | P Wagstaff; J Summers; N Jones; R Saggu; | Plans are coherent and consistent with dependencies identified across all 5 plans |
| 10. | Set clear parameters of expectation for supporting SEMH need within a universal approach to inclusion through the development of an Ordinarily Available Inclusive Practice (OAIP) toolkit and guidance | Sep 24 – Dec 24 | J Summers | Expectations are clearly documented and understood by all relevant stakeholders.<br>Schools apply these expectations consistently in their daily practices.<br>Staff and leadership are aligned and committed to these expectations. |
| 11. | Address the resource needs to provide an appropriate graduated approach to supporting need and building a capacity through the system. | Sept 24-July 25 | J Summers & P Wagstaff | The necessary resources are secured and allocated effectively.<br>Resources are provided where they are most needed.<br>The system is flexible enough to adapt resources as situations change. |
| 12. | Develop a co-ordinated Inclusion Support Service to reinforce support and strategies for meeting the needs of children and young people with SEMH needs | Sept 24 – Jan 25 | J Summers | The support service is fully in place and provides effective enhanced support for schools and individuals in need |
| 13. | Develop a Tier 2 turnaround programme via The Avenue Centre - as secondary SEMH provision and for those young people | Sept 24 – March 25 | N Jones & J Dodd | Turnaround programme offer presented to secondary schools<br>Secondary schools to submit expressions of interest<br>Schools Forum to agree funding arrangements – (match funded 50% by LBC, schools to commission funded places as per offer) |
| 14. | Provide and support the effective implementation of guidance for schools and professionals on Emotionally Based School Avoidance (EBSA) | Sept 24 – Nov 24 | J Summers/ Rheanne Jalali | EBSA guidance and tools are used effectively in managing and supporting those with medical anxiety<br>EBSA students remain supported well by their schools |

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| 15. | Introduce the use of AV1 robots to support those children and young people who are medically or emotionally unable to attend school | Oct 24 – March 25 | J Mills | Robots are used effectively to support a full learning curriculum for those where they provide successful alternative or interim solution<br>Pupils have not lost educational ground on their re-integration into school |
| 16. | Engage AP providers in implementing therapeutic thinking and engaging in the use of tools and the local authority networks of support and reinforcement | Oct 24-March 25 | N Jones<br>AP and Inclusion Team | AP providers embed Therapeutic Thinking into their behaviour management<br>AP provision supports improved self-management of behaviour and preparation for reintegration |
| 17. | Establish a programme of early support and prevention of mental health with access to tools, training and support for practitioners in identifying and implementing preventative measures | Nov 24-May 25 | T Lewis | A co-ordinated Public Health approach is embedded with a comprehensive set of tools and expertise used effectively within schools |
| 18. | Strengthen multiple access routes for mental health support for children and young people needing more specialist support with clear pathways to assessment and support | Nov 24 – May 25 | T Lewis | Clear and accessible routes into mental health support are well defined and used effectively with children in need accessing timely support |
| 19. | Develop and implement an Early Years appropriate Therapeutic Thinking programme for Early Years Settings | Nov 24- April 25 | A Hayes & N Jones and C Wylde | An Early Years network for Therapeutic Thinking is in place and well attended by early years settings<br>Early Dysregulated behaviour is managed effectively |
| 20. | Structure and provide clarity and access to a graduated response in supporting SEMH through Universal, Tailored Support, Targeted intervention and Intensive provision. | Nov 24 – Nov 25 | J Summers | All schools adopt and follow a structured approach to SEMH support.<br>Resources are appropriately provided for each level of need.<br>Regular assessments show that the structured response is improving student outcomes. |
| 21. | Establish a Tier 3 Specialist Additional Resourced Provision for children up to Year 4 requiring specialist SEMH in-reach provision | Jan 25- Sept 25 | J Summers & T Spence | A specialist Primary ARP provides effective provision for those with intensive SEMH needs<br>The need for fulltime AP provision for SEMH need is reduced |

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| 22. | Develop a series of tools for schools to support children's SEMH curriculum and pedagogical needs through the pathway; | Jan 25-Dec 25 | J Summers & N Jones | Schools regularly use the tools provided to support SEMH needs.<br>The tools are easy to use and considered helpful by school staff.<br>There is a visible improvement in how schools handle SEMH challenges. |
| 23. | Create a parent guidance and support programme for EBSA students and for supporting parents' own resilience and wellbeing including development of Therapeutic Thinking offer for parents/ carers | Jan 25-March 25 | J Summers & J Mills Rheanne Jalali | Parents have an appropriate knowledge and ability to support their children<br>Parents feel supported |
| 24. | Establish clear and distinctive roles for the support provisions including the Primary Provisions, ACE and secondary provisions, and the new SEMH Specialist facility within the specification for the new SEMH Special School. | Jan 25-march 25 | P Wagstaff, D Craig & J Summers | Roles and responsibilities are clearly defined and communicated.<br>Different provisions work together smoothly without overlaps.<br>Staff feel adequately trained and confident in their roles. |
| 25. | Open a specialist Secondary EBSA Centre for young people to receive tuition and social and emotional support | Jan 25 -Mar 25 | D Craig & J Summers | The centre provides effective academic provision and social and emotional support<br>There is an increase in re-entry into mainstream schooling |
| 26. | Develop an approach and structure for EBSA children and young people which includes a pathway to re-integration within school or other settings. | Jan 25 – Nov 25 | J Summers | Each EBSA child has a personalized reintegration plan.<br>Most EBSA students successfully return to school or alternative settings.<br>Reintegration plans are regularly reviewed and adjusted as needed. |
| 27. | Create a parent focused programme and information portal on SEMH needs and support | Feb 25-July 25 | N Hodge & R Choosey<br>Sarah Maffre Local offer coordinator | Information is easily accessible on the Local offer<br>and used well be parents |
| 28. | Provide a training programme for Family Workers aimed at providing support to parents/carers of children and young people with SEMH | March 25-Nov 25 | N Jones & T Spence | Parents feel supported and family workers confident in providing support in response to parent need |
| 29. | Create and implement a professional development programme to build teacher and school leader capacity in meeting the curriculum and pedagogical needs of SEMH children. | Mar 25- Nov 25 | C Dawes, J Summers, T Spence & N Jones | Staff actively participate in the professional development programme. |

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| | | | | Teachers and leaders feel more capable of meeting SEMH needs after training.<br>Student outcomes related to SEMH show improvement following staff training. |
| 30. | Establish a co-ordinated transition bridging programme for SEMH pupils from Year 5-8 to improve the continuity of provision and support | April 25- Nov 25 | J Summers & T Spence | Pupils with SEMH transition effectively from one phase to the next without disruption to learning or attendance |
| 31. | Secure an Academy Trust Specialist Provider to run the new SEMH Special School and Specialist Services | Sept 25 – March 26 | D Craig & J Summers | A MAT is successfully appointed, and effective plans are in place for the opening of the facility and managing the service |
| 32. | Review the SEMH provisions and the outreach offer in line with feedback on impact | Jan 27-July 27 | P Wagstaff & J Summers | The outreach and early intervention offer is appropriately meeting changing need and patterns |

## Links to Key Strategies, Research and Current Plans

In working towards achieving the goal for 2027, the following links underpin this work and actions:

- Luton's Behaviour, Inclusion and Wellbeing Strategy 2019 (revised in 2021)
- The Luton 2040 Vision and Strategy
- The National SEND & Alternative Provision Improvement Plan
- Luton's Joint Special Educational Needs and Disabilities Strategy 2020
- The development of a Luton wide pathway for Social, Emotional and Mental Health (SEMH)
- The Local Area Inclusion Plan
- The Luton Mental Health Strategy

## Partner Buy-in and Contribution

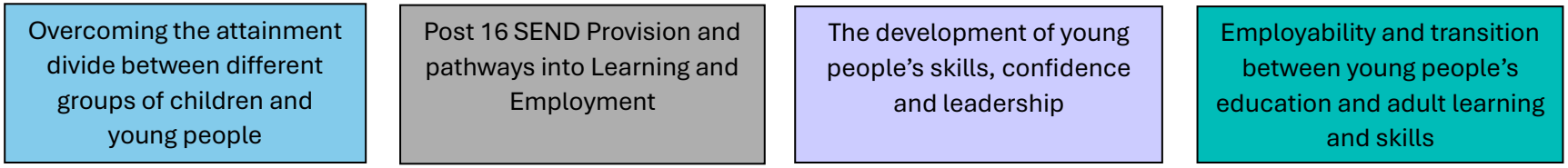
| Council | Department | Partners | Providers |
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| 2040 Corporate Performance Measures<br>Communications and IT/web development (parent and child view survey work) | Children's Operations<br>Public Health | ICB<br>DfE<br>Multi-academy Trust Partners | Schools<br>Early years settings<br>AP Providers |

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| | Social Justice team<br>Children Scrutiny and Review Group | Social Justice and communities | The Teaching School Hub<br>EPIC Parent Carers | Independent Schools |
| Draft Outcomes and Impact Measures for further discussion and definition are included in Annex A | | | | |

## Phase 2 Plans: outline of the next set of Four Plans

Whilst the first five Reset Plans have focused on provision and structures for securing high quality inclusive provision, support, and capacity building around pre and statutory age education and learning, the second set of four plans has a key focus on preparing and supporting young people into their next stage of education, learning or employment. Raising standards generally is core to this in ensuring that all children and young people have the skills, knowledge and understanding they need to access Post 16 opportunities and become successful and independent adults. This has to include tackling differences in the academic outcomes across the social and ethnic divide within the community. It has to focus on strengthening young peoples' skill competencies in line with the employers' needs, and providing high quality careers advice at the right time. Ensuring a smooth transition between schools, adult skills and learning opportunities Post 16, and employment routes including apprenticeships is crucial for those young people who traditionally have struggled to find their path beyond school. Young people with special educational needs, those who are care leavers, and those who have had challenging and disrupted education pre-16, need additional help.

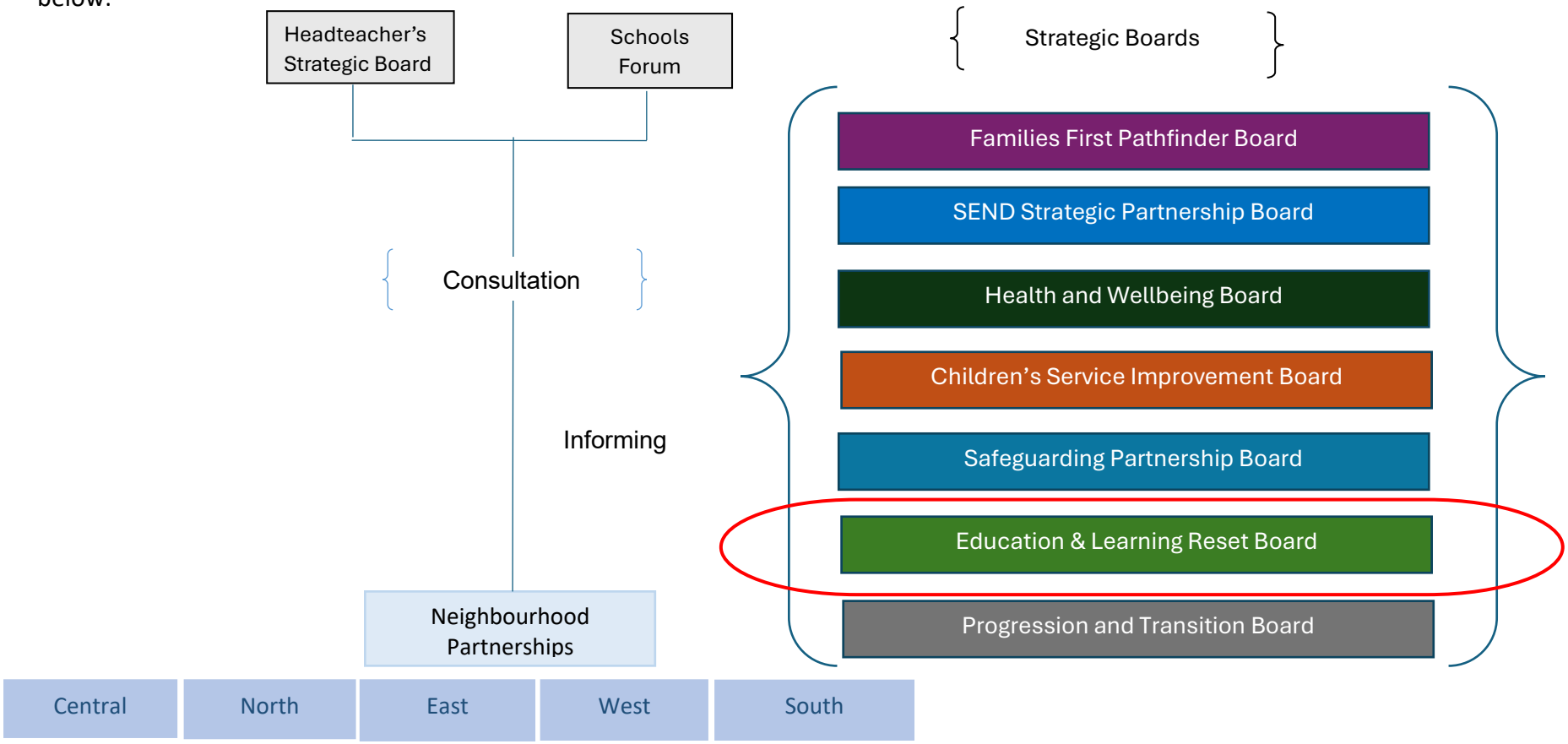
The four plans in Stage 2 of the Reset will be constructed with partners during the autumn and refined in the early Spring 2025. Once developed, work will begin on implementing these later in the current academic year. The four plans will include:




Detailed plans in each of these themes will be shared in Spring 2025

## Governance Structures and measuring impact

A restructuring of internal governance and consultation arrangements between the local authority, schools and Multi-Academy Trusts took place during the summer 2024. Within this restructure, several key areas of the local authority's partnership working arrangements were tested, including the specific roles of the Headteachers Strategic Group, Schools Forum, and the Neighbourhood Partnerships. Within the restructuring, it was agreed to slim down school leader representation on specific boards and to clarify the terms of reference and representational need. A number of Key Strategic Boards were identified where education representation was critical and how communication and consultation with the broader partnership with schools and partners could best be managed. The structure agreed in July is identified below:



Whilst the above structure helps provide an overview of consultation and representation with schools, wider governance and feedback arrangements into the Council and internal Department structures are separate. The structures for feeding back into the Early Years and Post 16 Sector still to be determined

Detailed representation on the Education and Learning Reset Board including Terms of Reference, frequency of meetings is to be discussed with sector representatives using the established consultation processes. It is aimed that the Board will be inaugurated in November 2024.

## Annex A: Statutory responsibilities of local authorities

The local authority has statutory responsibilities for which it is accountable and these, in the main, underpin the 'business as usual' activities performed by the Education Service within the Department of Children, Families and Education. In working to provide strategic plans and direction towards achieving the Luton 2040 Vision for education and learning provision and outcomes for our children and young people, these plans are reliant on collaboration across many partners and through pooling resources and facilitating the influence of change through council and partner services and the goodwill of all those engaged in working towards the achievement of the Luton 2040 ambitions.

The following responsibilities remain key areas of work and, across a number of these that sit outside of the Education and Learning Reset Plan, there will be planned changes and developments taking place alongside the action plans that form the core of the Reset Plan.

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| **School place planning duties (s13–14 Education Act 1996)**<br>The council as an education authority has a duty to promote and champion high standards of education and fair access to education. The council also has a general duty to secure sufficient schools in their area, and to consider the need to secure provision for children with SEN. This includes a duty to respond to parents' representations about school provision. These are referred to as the school place planning duties.<br>The LA has a duty to follow statutory processes when establishing, closing or making alterations to a school (s6A, 7,9, 10,11, 15 and 19 The to follow statutory processes when establishing, closing, or making alterations to a school (s6A, 6, 9, 10, 11, 15 and 19 Education and Inspections Act 2006 and school organisation regulations).<br>The class size duty requires the LA to restrict class sizes for children aged 4–7 years to 30 pupils per class (s1 School Standards and Framework Act 1998). | In the Autumn 2024, the Local Authority aims to publish a Three Year Place Planning Strategy which will outline future need and with Recommendations on how it aims to meet future need. This Strategic Plan will then be updated annually continually providing A clear view of changing patterns and plans to address these |
| **Education otherwise than at school** | |

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| The council as an education authority has a duty to make arrangements for the provision of suitable education at school or otherwise for each child of school age who for reasons of illness, exclusion or otherwise would not receive it unless such arrangements were made. This does not include for those children whose parents/ carers choose to educate their children at home, known as Elective Home Education (EHE). For such children, the local authority has the duty to provide information for families opting to educate their children at home. Where there are safeguarding concerns regarding a child being educated at home, the local authority has the duty to act under safeguarding procedures to ensure that the child is safe. Local authorities *may* establish pupil referral units but do not have a duty to do so (s19 Education Act 1996). However:<br>• where a PRU is established, the LA has duties to set up a management committee and to delegate its duties to the management committee<br>• the LA has a duty to provide education for a permanently excluded child from the sixth day *after* the exclusion | Creating a register of EHE is already being signposted by the Westminster government as a planned development. Creating this is part of the Education and Learning Reset Plan.<br><br>Alternative Provision Plans are already a part of the Education and Learning reset |
| **Welfare/inclusion**<br>The local authority has a duty:<br>• to make arrangements to establish the identities of children residing in the area who are not receiving suitable education (s436A Education Act 1996);<br>• to begin procedures for issuing a School Attendance Order if it appears to the local authority that a child of compulsory school age is not receiving a suitable education, either by regular attendance at school or otherwise (s437 Education Act 1996);<br>• to consider serving an education supervision order before prosecuting for truancy (s447 Education Act 1996);<br>• in relation to pupils excluded from school to receive information from schools and pass it to the Secretary of State and to establish review panels (s51A Education Act 2002); and<br>• to develop accessibility strategies to facilitate better access to education for disabled pupils. Schools also have to develop access plans which build upon | The School Attendance and Children Missing Education Teams have bene through a restructure during 2023-24 and new processes are being introduced. |

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| the local authority access strategy. (s88 Equality Act 2010). | |
| **Special Educational Needs**<br>The council as education authority has specific duties in relation to provision of education for children with special educational needs (SEN). The main duties are (Part 3 Education Act 1996):<br>• to publish information about SEND provision available in and outside the area;<br>• to identify whether a child for whom they are responsible has SEN;<br>• to assess a child who in their opinion has SEN. If the assessment shows that it is necessary, to make an EHC Plan determining the child's needs and the educational provision required;<br>• to ensure the specific provision set out in the plan is made;<br>• to keep the plan under review;<br>• to educate children with SEN in mainstream schools where possible;<br>• to inform parents when SEN provision is made;<br>• to arrange for and participate in mediation where required;<br>• to make all decisions with regard to:<br>– the views, wishes and feelings of the child and his/her parent or the young person<br>– the importance of involving them in decisions and providing the right information and support to allow them to do so<br>– the need to support the child or young person and help them achieve the best possible educational and other outcomes<br>• to promote integration of education and training provision with health and social care;<br>• to make joint commissioning arrangements about education, health and care provision; and | The local authority is part of the national SEND & Alternative Provision Change Programme and this is leading to significant developments taking place alongside the local authority's own programme of change and improvement including implementing Early Language Support for Every Child (ELSEC) |

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| • to make arrangements for an advice and information service and a dispute resolution service for parents of children with SEN. | |
| **School transport duties**<br>The local authority has a duty:<br>• to make provision for suitable home to school travel arrangements for eligible children of compulsory school age (5–16) to facilitate attendance at a relevant educational establishment. Travel arrangements are provided free of charge. (s508B Education Act 1996);<br>• to promote sustainable modes of travel to assess general school travel needs. The local authority must publish each academic year a document containing their strategy to promote the use of sustainable school travel. (s508A Education Act 1996);<br>• to have regard to religion and belief in exercise of travel functions (s509 AD Education Act 1996);<br>• to specify to what extent the arrangements they include in their annual transport policy statement facilitate the attendance of disabled persons and persons with learning difficulties; and to publish annual Post-16 Transport Policy Statement which must set out the arrangements for the provision of transport, and for financial assistance towards transports costs it considers necessary to facilitate attendance of students of 6th form age. | The local authority is undertaking a major transformation of its home to school transport arrangements including the introduction of independent travel training and use of more flexible ways to support families in being more independent of organised transport. Major reviews of transport policy are planned in 2024-25. |
| **Admissions duties**<br>The council has duties in relation to school admissions both as local authority and as the admission authority for all community and voluntary controlled schools. These duties are:<br>• to provide advice and assistance to parents when deciding on a school place and allow parents to express a preference (s86(1A) School Standards and Framework | |

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| Act 1998);<br>• for each school year, the local authority must publish the prescribed information about the admission arrangements for each of the maintained schools in their area, and if regulations so provide, such maintained schools outside their area (s92 SSFA);<br>• to publish each year a composite prospectus for all publicly funded schools in the area;<br>• to formulate, publish and adopt a scheme to co-ordinate admission arrangements for all publicly funded schools in the area, which allows parents to apply to schools in other local authority areas, and to provide information to the Secretary of State on secondary school admissions on national offer day;<br>• to make arrangements for parents to appeal against admissions decisions;<br>• to establish and manage a Fair Access protocol for in year admissions;<br>• to annually write to parents of prospective schools in their locality with information about schools with atypical admission ages within the local authority or within reasonable travelling distance; and<br>• to include details of schools with atypical admission ages in the local authority or within reasonable travelling distance in their composite prospectus. | |
| **Curriculum and assessment**<br>The local authority, and governing bodies have a duty to exercise their functions with a view to securing, and a head teacher has a duty to ensure, that the curriculum provided is:<br>• broad and balanced;<br>• comprises the National Curriculum, including implementing key stage test arrangements (SATs);<br>• including provision for religious education and for pupils in secondary school, sex education; and<br>• they have regard to statutory guidance issued by the Secretary of State (Education Act 2002, s79,85(9) and 88 1(A)<br>In relation to key stage 1 assessment, the local authority must: | |

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| • make provision for moderating teacher assessments in respect of 25% of relevant schools;<br>• collect teacher assessment information from relevant schools and quality assure it, and submit it to the DfE; and<br>• ensure school shave training and advice in all aspects of key stage 1 assessment and electronic systems to submit data<br><br>In relation to key stage 2 assessment, local authorities must visit 10% of schools administering tests for monitoring purposes.<br>From summer 2012, local authorities must monitor at least 10% of relevant schools to ensure Year 1 phonics screening check is being administered correctly. They must visit at least 10% of relevant schools before, during and after the check and submit information to the DfE. (Key Stage 1 assessment Order and statutory guidance) | |
| **Religious Education**<br><br>The local authority must establish a body called a standing advisory council on religious education. (s390–391 Education Act 1996).<br><br>The local authority must ensure that head teachers comply with their duties to secure due provision of religious education, and that all pupils take part in a daily act of collective worship. (ss 69-70 School Standards and Framework Act 1998). | SACRE has recently agreed an innovative locally agreed syllabus and a key priority for 2024-25 will be to support schools in its implementation. |
| **School Meals**<br><br>The authority has a duty to provide school lunches for those eligible for free school meals, and to ensure that the food provide is nutritious. In practice, this duty is delegated to schools. | |
| **School Finance**<br><br>The local authority has a duty to (s45 etc. School Standards and Framework Act 1998, | A major development of training and the focus on budget planning is planned along with early intervention where schools are |

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| School Finance Regulations 2008 and 2011):<br>• determine school and PRU budget shares in accordance with the school finance regulations;<br>• establish a schools' forum for the area;<br>• maintain a scheme for financing schools; and<br>• provide accounting information to the DfE under the Consistent Financial Reporting Regulations.<br>The local authority has a duty to:<br>• appoint parent governor representatives to local authority committees dealing with education (s499 Education Act 1996);<br>• appoint local authority governors to all maintained school governing bodies (s19 School Standards and Framework Act 1998);<br>• provide training and information for school governors (s22 Education Act 2002); and<br>• set up temporary governing bodies for new maintained schools (s34 Education Act 2002). | moving into deficit or unable to secure effective plans to balance their budgets |
| **School sites and buildings**<br>The local authority has a duty to:<br>• ensure that school buildings meet minimum standards (s543 Education Act 1996 and School Premises Regulations 1999);<br>• maintain school premises (s22 School Standards and Framework Act 1998);<br>• comply with legislation governing disposal of land on school sites (s77 School Standards and Framework Act 1998); and<br>• transfer land when school changes category or becomes an Academy (Education and Inspections Act 2006) . | |
| **Inspection/intervention** | |

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| The local authority has a duty to:<br>• provide information, distribute report and to produce and distribute a post-inspection action plan for Joint Area Reviews and OFSTED inspections;<br>• produce an action plan if a school goes into special measures following an OFSTED inspection;<br>• comply with statutory requirements if the authority decides to use its powers to intervene (s64-66 of the Education and Inspections Act 2006);<br>• to comply with a direction of the Secretary of state to give a school a warning notice (s60A and 69B of the Education & Inspections Act 2006) . | |
| **Teachers and staff**<br>The local authority is the employer of all staff in community, voluntary- controlled and special schools. In foundation, voluntary-aided and foundation special schools, the governing body is the employer.<br>Under the school staffing regulations, the governing body and head teacher in all schools are responsible for the day-to-day management of staff. The following duties are therefore largely delegated to schools, although the local authority will have supervisory or residual role, particularly where they are the employer. The local authority has:<br>• duties in relation to teachers pay (s122 Education Act 2002 and School Teachers Pay and Conditions Document);<br>• a duty to check that teachers have Qualified Teacher Status (School Teachers Qualifications Regulations);<br>• a duty to ensure that staff have the necessary health and physical capacity (Education Health Standards Regulations 2003);<br>• duties in relation to the appointment, management and dismissal of staff (School Staffing Regulations);<br>• a duty to keep a register of vetting checks carried out on staff (School Staffing Regulations); | |

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| • to establish a performance management policy for teachers (s21 Education Act 2002); and<br>• duties as employer for pension purposes of all teachers in maintained schools relating to service and contribution remittance (Teachers' Pension Regulations 2010). | |
| **The Prevent duty**<br>This duty arises from the Counter Terrorism and Security Act 2015 and relates to a range of organisations including schools and LAs. They must take steps to prevent people from being drawn into terrorism.<br>Local authorities must work with local partners to protect public, prevent crime and promote strong integrated communities. Some local authorities do this through Community Safety Partnerships. | |
| **LADO (Local Area Designated Officer)**<br>The LADO has responsibility under Working Together to Safeguard Children 2013 to manage allegations against individuals who work with children. | |
| **Academy conversions**<br>The local authority has a duty to, where the Secretary of State has made an academy order, to arrange to transfer the land and buildings to the academy trust on a 125 year lease and assist with the preparation of the lease and CTA within reasonable timescales. | |
| **Delegated grants**<br>The local authority has the responsibility for ensuring that grants delegated to it for supporting education and learning are used effectively and provide value for money in the delivery of its functions. | The rigorous oversight of projects financed through DSG HNB grants Will continue and with changes to the use of such funds where they either do not represent the most appropriate impact or value for |

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| | money. |
| **Early Education and Childcare**<br>The local authority has a duty to (s6,7,9 Childcare Act 2006):<br>• secure sufficient childcare places, so far as is reasonably practicable, for working parents or parents who are studying or training for employment, for children aged 0–14 (or up to 18 for disabled children); and<br>• take into account what is 'reasonably practicable' when assessing what sufficient childcare means in their area and:<br>– the state of the local childcare market, including the demand for specific types of providers in a particular locality and the amount and type of supply that currently exists<br>– the state of the labour market<br>– the quality and capacity of childcare providers and childminders registered with a childminder agency, including their funding, staff, premises, experience and expertise<br>– encourage schools in their area to offer out-of-hours childcare from 8.00am and 6.00pm<br>– encourage existing providers to expand their provision and new providers to enter the local childcare market | The government's major expansion of early childcare remains a Significant priority along with government plans for breakfast clubs and wrap around care for working parents. |