

# Education Strategic Priorities

In Southampton we are committed to delivering against these five priorities to ensure our children get the best start in life and our families get the support they need.



## Inclusion and Attendance:

- Creation of educational pathways in all settings to match the curriculum to the needs and interests of children and young people.
- Development of resource bases in mainstream schools creating a continuum of provision for children with special educational needs and disabilities.
- Prevent patterns of absence from developing by promoting good attendance. Target support and safeguard persistent (< 90%) and severe (< 50%) absentees. Work with families to remove barriers to attendance in all educational settings.



## Raising standards:

- Improving the progress and attainment of children and young people at the end of Key Stages.
- Intervene early by using data to spot patterns of absence before they become persistent and/or severe
- All education settings inspected by Ofsted to be graded Good or better.



## Early Years and School Place Planning:

- Providing a sufficiency of high quality early years and school places across all phases of education.
- Promote good attendance, early help and support to safeguard and prevent barriers to school attendance in the future



## Post 16 Education:

- Encouraging the delivery of high quality education across all post-16 providers and a curriculum that meets the needs of students and is aligned to the economic needs of Southampton.
- Participation (NEET prevention, raising participation age and increasing positive destinations).
- Development of coordinated transition from school to further education, employment or training.



## Mental Health and Wellbeing:

- Providing support to improve the mental, emotional health and wellbeing of children, young people and staff across all educational settings.
- Building Covid-19 resilience, given the scale of the impact this has had on the education sector.
- Recognising absences are highly individualistic, target and intervene early to safeguard and support children and young people

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