

Southampton's Children and Young People's **Strategic Plan for Education 2022/27**

Join us and make a difference
to children and their families



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CANDIDATE
CHILD FRIENDLY
CITY



Children
& Learning
Making a difference





Our vision

We want all children and young people in Southampton to get a good start in life, live safely, be healthy and happy and go on to have successful opportunities in adulthood.

1. Our focus and approach:

Child Friendly Southampton

Southampton's vision is to become a Child Friendly City starting in 2021 and working towards the goal of accreditation with UNICEF UK by 2024/25. Our values as a Child Friendly City are to:

Be inclusive – by becoming a participative city in which children experience meaningful engagement in the design, delivery and place shaping of Southampton;

Listen – by implementing a participation framework for children within Southampton City Council's democratic processes within which consultation with children takes place;

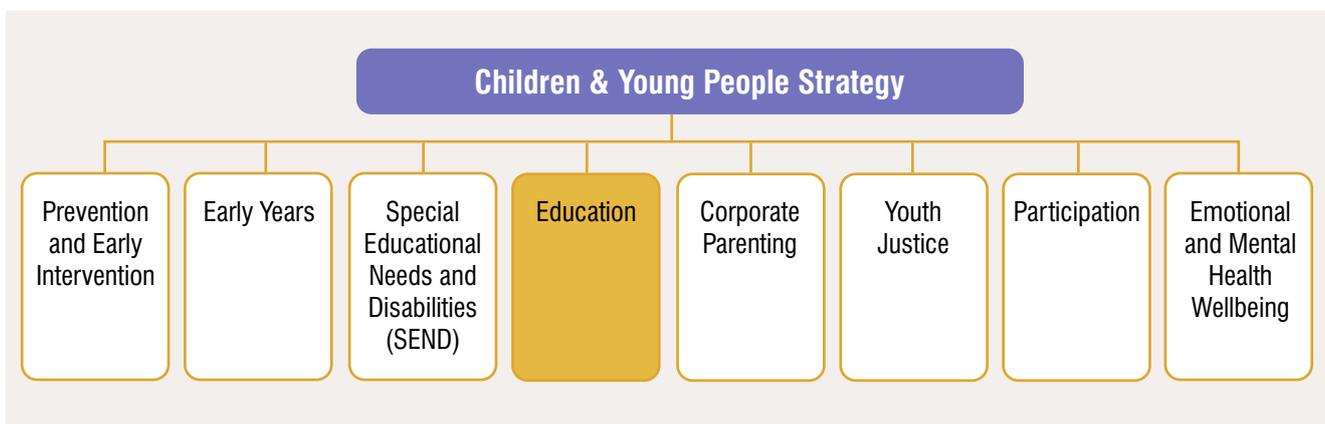
Learn - by ensuring all strategy and policy is informed by the active engagement of children, with new strategic commitments expressed in child friendly terms to support children's inclusion and participation in civic policy creation.

Raising living standards and confronting deprivation

Southampton is a relatively deprived city, with children and young people disproportionately affected. About one in five children are in low-income families and will experience poor housing, family debt and financial anxiety, and food insecurity. The COVID-19 pandemic has led to an exacerbation of deprivation and inequalities. This plan contributes to a robust strategy which will steer local services in their work to raise living standards and confront deprivation.

Southampton Children and Young People's Strategy 2022 – 27

Southampton's overarching Children and Young People's Strategy is underpinned by eight strategic plans, alongside a range of service delivery and improvement plans.



FOUR KEY PRIORITIES

This Children and Young People Strategy has four key priorities:-



Each underpinning strategy or action plan supports the achievement of these priorities either directly or indirectly through service specific goals and actions.

HOW WE WILL ACHIEVE THIS

The overarching principles that we are working to and which you will see in this plan are:

Early intervention, prevention, and inclusion

We will invest in prevention, working with schools and communities to identify needs and deliver services as early as possible, to meet needs at the right time, in the right place and in the right way. We will promote educational inclusion and focus on preparing children for transitions and independence.

Relationship based work

We will build and sustain relationships of trust to build on successes, strengthen the quality of practice and make change together with: All children, young people, families and carers; Each other; Schools and colleges; Partners (health, police, voluntary and cultural sectors) and local communities.

Locality working

We will bring our services closer to the communities they serve by changing how and where we work. We will use local knowledge and intelligence (e.g. data and feedback) to ensure communities can access the services they need from us and partners, closer to home.

A skilled and stable workforce

We will build and develop confident, multi-skilled teams and future leaders through a strong learning and development offer and “high support, high challenge” culture, enabling more consistent relationships with children, families, schools and partners.

Strategic Education Plan

MISSION: Children and young people have the knowledge and skills they need to succeed and are fully prepared to move into adulthood.

VALUES: Selflessness. Integrity. Objectivity. Accountability. Openness. Honesty. Leadership.

Our five priorities are:



Inclusion



Raising standards
(all phases)



Early years and
school place
planning



Post 16
education



Mental health
and emotional
wellbeing



INCLUSION

What do we want to achieve?	How will we achieve this?	How will we know we are successful?	Who is responsible?
<p>Drive and celebrate equality of opportunity through a proactive approach to promoting social mobility and inclusion</p> <p>Continue to support improvements to the choices, learning experience, and outcomes for pupils impacted by disadvantage</p> <p>Ensure that the health, safety, and welfare of all our children are of paramount importance to all the adults who work in our schools</p> <p>Provide a safe environment for children to learn in</p> <p>Work in partnership with parents/carers to build a commitment to the principles of safeguarding all our children</p> <p>Promote healthy, active lifestyles in education settings including healthy eating, participation in sport and social activities to enable pupils to live healthily and develop resilience</p> <p>Develop resource provisions in mainstream schools to build upon the sense of a continuum of provision and ensure that needs are met locally</p> <p>Protect the rights of children regardless of age, gender, race, culture, background or disability</p> <p>Create education settings where children and young people do not experience exploitative behaviour, racism, sexual abuse, or other forms of prejudice</p> <p>Ensure children and young people have a range of opportunities to participate and are enabled to do so</p> <p>Children and their families are aware and supported to know their entitlements</p>	<p>Delivery of support including supervision, training and group support to education settings</p> <p>Continued training, oversight and development of the established Southampton ELSA (Emotional Literacy Support Assistant) initiative within Southampton settings</p> <p>Appointment of a link governor in all schools for inclusion to drive forward innovative approaches</p> <p>Embed the principles of the Southampton Inclusion Charter in all education settings</p> <p>Adverse childhood experience training for all front-line staff</p> <p>The offer available to CYP and their families is publicised to ensure awareness and take up</p> <p>Development and implementation of ordinarily available provision tool in mainstream settings for children and young people with additional needs</p> <p>Ensure that we support, guide and challenge schools and school leaders to encourage inclusive practice where required</p> <p>Campaign strongly for pupils to have access to full time provision</p> <p>Ensure families have access to quality assured alternative provision</p>	<p>Annual monitoring and reporting of school exclusions, attendance, PRU placements, out of county SEND placements</p> <p>Increased number of children whose needs are being met in mainstream resourced provisions</p> <p>More children with SEND are educated in Southampton schools – reducing out of county independent placements</p> <p>Half termly update from virtual school headteacher on care experienced children and young people</p> <p>Improved outcomes for care experienced, CIN and CP children and young people</p> <p>Reduced tribunal activity</p> <p>Improved outcomes for children with SEND and care experienced children and young people.</p> <p>Increased diversity in schools</p> <p>Increased number of schools of sanctuary</p> <p>Reduction in permanent exclusions</p> <p>Reduction in school suspensions</p> <p>Reduction in absence</p> <p>Reduction of pupils on reduced timetables</p> <p>Increased schools take up of ACE's and trauma informed practice</p> <p>Increase take up of entitled services such as FSM and funded early years provision for eligible two year olds</p>	<p>Staff in all education settings</p> <p>SCC education team</p> <p>External providers and partners</p>

RAISING STANDARDS

What do we want to achieve?	How will we achieve this?	How will we know we are successful?	Who is responsible?
<p>Work together with a shared ethos and commitment to excellence</p> <p>Break down the barriers between different phases of education and create seamless transition</p> <p>Encourage education settings to provide a rich curriculum in ensuring accessibility and progress for all children</p> <p>Encourage ambitious curricula that meets the needs and interests of learners</p> <p>Continue to improve the learning experience and the success of pupils</p> <p>Encourage innovative approaches to teaching and learning for all children and young people</p> <p>Ensure that our children and their families are partners in learning</p> <p>Encourage bespoke needs-led educational pathways within education settings enhancing inclusive practice</p> <p>Provide children and young people with the support they need to enable strong progress and higher attainment</p> <p>To close the gap between disadvantaged learners and their peers</p> <p>Effectively discharge the statutory obligations of the council</p>	<p>Establish strong 'families of schools' to collaborate to enhance the educational experience of all learners</p> <p>The school improvement team will provide targeted support to schools who have been identified as 'causing concern'</p> <p>Developing a clear framework for schools monitoring group</p> <p>We will deliver continuous development opportunities for all settings which reflect national initiatives, legislation, and locally identified needs</p> <p>Encourage education providers to equip children and young people with the knowledge, confidence, and cultural capital they need to succeed in life</p> <p>Embed a high-quality school improvement service that makes the best of school-led and council expertise, with a range of specialists working through a multi-disciplinary approach</p> <p>Facilitate effective peer support to ensure the best leaders and teachers across the city support others</p>	<p>Evidence that dynamic learning environments exist across all education settings – measured through pupil voice, SIO reports, Ofsted inspections</p> <p>Evidence that lessons inspire and challenge pupils, measured through pupil voice, SIO reports, Ofsted inspections</p> <p>Standards are reported to the education performance board and schools monitoring group</p> <p>The schools monitoring group framework is applied consistently and effectively</p> <p>Annual performance reports</p> <p>More educational settings are judged to be Ofsted Good or better by end of academic year 2025</p> <p>Statutory assessment data is used to evidence exceptional progress and attainment for all pupils</p> <p>Reduction in NEET</p> <p>Reduction in absence</p> <p>Reduction in suspensions and exclusions</p>	<p>All education settings</p> <p>SCC education team</p>

EARLY YEARS AND SCHOOL PLACE PLANNING

What do we want to achieve?	How will we achieve this?	How will we know we are successful?	Who is responsible?
<p>To ensure sufficiency of early years and school places across all sectors of education (early years, primary, secondary and SEND sectors)</p>	<p>To ensure the admissions policy and associated systems are legally compliant and in place</p> <p>Annual monitoring of local authority place planning to ensure that school places are being provided in areas of need</p> <p>Reduce Year R places in response to falling demand in the sector. Through public consultation, reduction of PANs and in-year variations</p> <p>Reconfigure the SEND landscape to enable sufficiency of special school places to meet the needs of children and young people</p> <p>Implementation of place planning forecasting recommendations</p> <p>Timely completion of necessary building works</p>	<p>The LA is operating within the 5% DfE recommend surplus of places in the mainstream sector</p> <p>Reduction in the number of schools operating a deficit budget</p> <p>Annual monitoring of local authority place planning to ensure that school places are being provided in areas of need</p>	<p>SCC education team</p> <p>SCC property team</p> <p>Headteachers and business managers in all education settings</p>



POST 16 EDUCATION

What do we want to achieve?	How will we achieve this?	How will we know we are successful?	Who is responsible?
<p>Increase Year 11 and Year 12 progression</p> <p>Ensure that all young people have access to the information, advice and experiences that will help them progress into fulfilling careers (including those who are electively home educated)</p> <p>Improve the transition of learners at critical stages in the education and training system, and from education to employment</p> <p>Ensure that technical and employability skills, are integral to school's curriculum offers</p> <p>Influence a strengthened post 16 provision offer in the city through engagement with the DfE, ESFA and RSC on the 'city-wide solution'</p> <p>Create meaningful work experiences for young people in years 9, 10 and 11</p>	<p>Provision of high quality CEIAG in all settings</p> <p>All pupils in Southampton schools can hear from, and be inspired by, employers and apprentices</p> <p>Clear progression routes are mapped through technical and professional education and into skilled employment, including apprenticeships</p> <p>Clear progression routes for young people in vulnerable groups - SEND, CP, CIN, care experienced, care leavers, EHE, are mapped</p> <p>Appoint a link governor for skills and employability in all our schools</p> <p>Schools promote apprenticeship opportunities and can give well informed and impartial advice about apprenticeship options</p> <p>Continue to develop collaborative relationships with headteachers, principles and SCC</p> <p>Development of a coordinated city-wide transition programme between schools and post 16 destinations</p> <p>Develop and enhance the work experience offer by brokering placements in the council and with other employers</p>	<p>Attainment at level 2 (including maths and english) and level 3 is above national average</p> <p>The number of young people not in education, employment or training is below the national average</p> <p>All young people with EHCPs post 16 are on pathways that prepare them for adulthood, community involvement and, as appropriate, employment</p> <p>All young people with EHCPs have formal transition planning as part of the Annual review process from year nine</p> <p>Improved year 11 and 12 progression</p> <p>Reduction in Risk of NEET and NEET young people</p> <p>Improved retention rates</p> <p>Increase numbers of young people undertaking work experience</p>	<p>College principles</p> <p>School leaders</p> <p>Careers advisors</p> <p>Employers</p> <p>SCC education team</p>



MENTAL HEALTH AND WELLBEING

What do we want to achieve?	How will we achieve this?	How will we know we are successful?	Who is responsible?
<p>To support emotional wellbeing at multiple levels including school staff, council staff and children and young people</p> <p>Improve transition processes to support smooth transfer from children's services to adult services</p> <p>Contribute to the childhood obesity strategy</p> <p>Develop inclusive practice for pupils returning to mainstream school from hospital and tier four placement</p>	<p>Delivery of support including supervision, training, and group support to education settings</p> <p>Continued training, oversight and development of the established Southampton ELSA (Emotional Literacy Support Assistant) initiative within Southampton settings</p> <p>Mental health support teams in schools</p> <p>Continued and enhanced delivery of supervision of staff by educational psychology service</p> <p>Provision of training from virtual school</p> <p>Establish operational groups to lead on 'healthy schools' initiatives</p> <p>Support the development of effective Tier 4 and schools medical policies supporting vulnerable pupils returning to school</p>	<p>Reduced numbers of staff signed off due to stress</p> <p>Staff surveys report wellbeing is good</p> <p>SEMH needs of children and young people are being met locally</p> <p>Reduction in emotionally based school avoidance</p>	<p>SCC education team</p> <p>Health</p> <p>Leaders and staff in all education settings</p>

N.B. Benchmark on data as we receive this against national, statistical neighbour's and core cities (as available).



