

INCLUSION PLAN

2003 – 2006

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INCLUSION PLAN 2003 - 2006

KEY OBJECTIVES AND TASKS	KEY DATES	RESOURCES AND BUDGETS	LEAD PERSONNEL	KEY PERSONNEL	LINKS	SUCCESS CRITERIA	PROGRESS MONITORING/ACTION OUTSTANDING
1. DEVELOPMENT OF PROVISION							
Vulnerable Children / Pupils at Risk							
Excluded Pupils - Establish Working group to review Provision for KS3/4 excluded pupils, pupils at risk of exclusion and pupils out of school	Ongoing	Departmental	ADE (ISI)	Head of Inclusion Adviser (INC) EO (ASI)	PRS, INCLUDE	Support arrangements in place	Working group established.
Excluded Pupils - Develop alternative education provision for 'hard to place' pupils at KS3/4 (EDP.3.1)	Ongoing			Head of Inclusion Adviser (INC) EO (ASI)	PRS, INCLUDE	Expansion of Alternative Education Provision	8-place alternative education project to start Jan 04
Redesignation and expansion of PRS to meet new requirement. Establish procedures to monitor and review.	Summer 2003	PRS Resources	ADE (ISI)	EO (ASI) PRS Head			Medical PRU, Excluded Pupils PRU & EOTAS PRU established Summer 2003
Bridge Management Committee established and working effectively	Autumn 2003		EO (ASI)	Head of TSS Teacher in Charge of Bridge		Committee formed and operational	First meeting took place November 2003
Review of roles and staffing for LAC Education across LiL,L&CS and SSD	Spring 2004	Jointly with SSD	Head of Inclusion Service Manager, SSD	Joint Development Manager		New posts established and working arrangements across departments secure	
Special Educational Needs							
Review Provision in Special Schools to: (a) enable re-designation of schools to address changes in pupil needs	2003 - 2006	Departmental Joint funding with Health (and SSD)	Head of Inclusion	EO (SEN) EO (FIN) Adviser (INC) Heads of Special	Social Services Health	(a) designation of MKS changed. (b) adaptations to MKS, Lindon Bennett and Oaklands Completed.	(b)Structural adaptations in progress at 2 schools, plans agreed for 3 rd .

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1. DEVELOPMENT OF PROVISION							
(b) provide early years provision for pupils with severe and complex needs (c) establish Early Years Assessment Nursery at Bath Road				Schools		(c) Early Years assessment nursery established. (d) New funding formula agreed	(c) Detailed plans at development stage.
Implement outcome of Centres Review	On-going	Departmental	Head of Inclusion	Adviser (INC) EO (SEN)		Centres in operation September 2004	All changes agreed by Council. Planning discussions to take place Spring 2004.
Ethnic Minority Pupils							
To develop Initial Language & Assessment Unit for Out of School Refugee Pupils	On-going	Standards Fund	Head HLS	Head EWO EPS	Cranford CC	Unit staffed Courses fully attended	Unit established
To increase attainment of Black African-Caribbean pupils at all Key Stages to meet borough averages	2003-04	Standards fund EiC/EMAG	General Adviser for Race Equality	ASETS	EDP Corporate Strategy Department Business Plan RR (A) Act 2000	Borough averages achieved at all Key Stages	Analysis % Performance data
To train Somali graduates/students to become mentors for Somali pupils.	2003-04	EiC/EMAG HEBP	General Advisers, Race Equality and HEBP	Steering group for Somali Enrichment Project; Gen Advisers Targeted Schools Lead Learning Mentors. Somali Lead	EDP Corporate Strategy	Targeted Somali pupils receiving appropriate support	Monitoring meeting with Somali Mentors

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1. DEVELOPMENT OF PROVISION							
				Learning Mentor			

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2. IMPROVING PARTNERSHIP BETWEEN AUTHORITY - PARENT - SCHOOL & VOLUNTARY AGENCIES							
Special Educational Needs							
Develop further links with the voluntary sector (EDP D.5) and encourage partnerships between parents, the Authority, schools, voluntary organisations and other agencies.	Ongoing	Standards Fund	PPO	EO (Ops) EO (SEN)			
Establish a team of independent Parental supporters.	Ongoing	Standards Fund	PPO	EO (Ops)		Team established	
Establish effective working of SEN Parents' Network.	Ongoing	Standards Fund	PPO	EO (Ops)		Parents Network meets regularly and is well used	
To improve communication with parents of children with SEN.			EO (SEN)			Parents Handbook distributed and valued by parent. "Surgeries"/consultation meetings for parents newly involved with SEN systems established and running satisfactorily.	Revised handbook produced and will be disseminated January 2004. First 'surgery' planned for March 2004. Monitor via questionnaire to parents.

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2. IMPROVING PARTNERSHIP BETWEEN AUTHORITY - PARENT - SCHOOL & VOLUNTARY AGENCIES							
Travellers							
Improve Parent/School relationships for Travellers	Ongoing	Standards Fund	Head of Service	Schools Travellers Team		Case study examples demonstrating improved relationships.	Monitoring parents' attendance at open evenings.
Ethnic Minority Pupils							
To provide Bilingual Advisory Network for EAL/Refugee pupils and parents	On-going	Standards Fund/ Departmental /Buyback	HLS Bilingual Co-ordinators	Bilingual EAL advisory Staff and Language Assistants	TSS EP Partnership with Schools	Parent-School partnership meetings and visits	(Head of HLS HT Steering Group OFSTED, etc)

KEY OBJECTIVES AND TASKS	KEY DATES	RESOURCES AND BUDGETS	LEAD PERSONNEL	KEY PERSONNEL	LINKS	SUCCESS CRITERIA	PROGRESS MONITORING/ACTION OUTSTANDING
3. PARTNERSHIP WORKING							
Establish a multi-agency panel for consideration of pupils at risk of social exclusion/physical or emotional harm	Autumn 2003	SSD LiL,L&CS Health	Head of Inclusion	EOs SSD		Panel is operational	Consultation with health & SSD in progress
Develop & Improve joint working with Partner organisations such as Health & SSD.	Ongoing	SSD LiL,L&CS Health	EO (SEN)	PEP Head TSS		Criteria for joint funding agreed. Placements agreed quickly.	Regular meetings of relevant personnel established.
Agree the core functions of service areas (EPS, EIC, EWOs, HLS, Trav., TSS, NST, ADV), including areas of expertise, in relation to Inclusion by: <ul style="list-style-type: none"> Mapping involvement of schools setting up ½ half termly briefings sessions ensuring SMF used to disseminate project/initiatives in schools 	Framework by April 04		Head of Inclusion	EiC Advisers EPS TSS Nat. Strategy		Core functions documented	
Agree core functions of the different services in relation to Early Years	May 2004			Head of Early Years Head of TSS Adviser (EY) Portage (EP)	EYDCP AD (P&C)	Core functions documented and disseminated.	
Vulnerable Children / Pupils at Risk							
Consider and respond to the implications of the Green Paper 'Every Child Matters'.	Autumn 2003		ADE (ISI)	Head of Inclusion	DMT	Response to the proposals in the Green Paper submitted to Members	

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3. PARTNERSHIP WORKING							
Establish multi-agency steering group for LAC Education	Spring 2004		Head of Inclusion Service Manager SSD	Joint Development Manager CLAC LAC EP LAC EWO	SSD Health CAMHS	Steering group work programme established	
Special Educational Needs							
Explore possibility developing integrated services for children with disabilities in conjunction with Health & SSD	Autumn 2003 and ongoing	SSD, LiL,L&CS , Health	ADE (ISI)	Head of Inclusion	Social Services, Health	Proposals for integrated services drawn up for consultation	Steering Group has been established.
Traveller Pupils							
Support for newly arrived Traveller families within 10 days.	Ongoing from April 2003	Standards Fund	Head of Service	Team members Departments within LiL,L&CS .	Partnership working	Visiting mobile Traveller groups on site. Securing school places for new Traveller pupils.	Recording response times through home and school visits.
Somali information Day on Careers and Subject choices	February 2004	EiC/EMAG HEBP	General Adviser (Race Equality and HEBP)	Steering Group for Somali enrichment Project	EDP	Parental feedback	Evaluation
Youth Crime and Anti-Social Behaviour							
Contribute to the development of Council initiatives to reduce crime Ensuring we develop relevant	Ongoing from April 2003	Youth Justice Board	EO (ASI) HoS, EWS & Attendance	EWS EO (ASI) Education	Partnership working	Education outcomes improved (NEET, qualifications),	Reduction in NEET population Youth crime statistics reducing

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3. PARTNERSHIP WORKING							
strategies to promote the engagement of pupils at risk in appropriate education provision		Standards Fund Central resources	YOS management	worker YOT YOS Police PRS	Housing estate	Reduction in offending Increase in attendance at provision by students known to YOT.	Improving attendance in line with PSA targets.
Be responsive to the various strategies and requirements upon the council to reduce anti-social behaviour Implement initiatives to reduce Anti-Social Behaviour, Anti-Social Behaviour Action Group , Acceptable Behaviour Contracts, Parental Control Agreements, Anti-Social Behaviour Orders	On going from April 03	Central EWS Standards Fund Government funding	Chief Exec Dept HoS, EWS EWS	EWS EO (ASI) Schools	Police Housing Social Services	20+ ABCs Evidence available for ASBOs when appropriate. Reduction in reported incidents of ASB in Hounslow	Success of ABC as preventative measure less ASB
Through the EWS implement the relevant requirements of the Anti-Social Behaviour Act e.g. new powers Parenting Orders, Fixed penalties	April 04	Central EWS	HoS, EWS & Attendance	EWS EO (ASI) Coordinator of Pupil Support & Exclusions Schools Borough Solicitor	LLL&CS colleagues Partnership working including Courts	Agreed protocol for Parenting Orders with schools Parenting programmes available for POs Confidence increase of staff following training Reduction in fixed and permanent exclusions Fixed Penalty system established for non-attendance	Increase in Parenting Orders Staff trained Improved attendance Reduction in exclusions

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3. PARTNERSHIP WORKING							
Respond to pupils out of school Contribute to the development of the pupils out of school protocol Ensuring vulnerable pupils are fully engaged in education provision	On going	Central funds	EO, Schools EO (ASI) HoS, EWS & Attendance EO (SEN) Head HLS	Admissions EWS SEN LAC Asylum Travellers DMT PRS	EDP, Dept objectives	Reduce the number of pupils out of school Establish ICT list of pupils without a school place	EMS, School places, raising achievement

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4. PROMOTION AND DISSEMINATION OF POLICY AND GOOD PRACTICE							
Consultation and dissemination of Inclusion Action Plan to all stakeholders.	Consultation publication by end summer	Departmental	Head of Inclusion	ISG		Inclusion Action Plan accepted	
Develop an information sharing protocol based on expert advice in response to the proposals in the Green Paper and the requirements IRT.			EO (ASI)	DMT	Health, Social Services	Protocol developed, accepted and implemented such that arrangements for information exchange within LiLLACs support and dovetail with the broader multi-agency protocol.	Working Group to be established.
Build on outcomes of BiP audits to improve good practice and reduce exclusions	Ongoing		BIP Adviser	BIP Project Manager	BST EPS	Good Practice developed via BiP, BEST and Project Achieve and disseminated	
Provide written guidance to schools on the implications of the DDA.	Ongoing		Adviser Inclusion	Area HT meetings EO (SEN) GB Training Attached Adviser		School/Governors understands the implications of DDA. Develop a bank of good practice.	

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4. PROMOTION AND DISSEMINATION OF POLICY AND GOOD PRACTICE							
To implement the Behaviour & Attendance strand of the strategy	1 st Year 03 - 04	Standards Fund	Behaviour & Attendance Consultant	Other strategy team members/ Members of SMT initially in 6 priority schools	BIP BST EPS EWO EIC Social Inclusion Travellers HLS	Fewer school exclusions Improved attendance to meet PSA targets More pupils reaching their full potential- especially pupils in inclusion groupings	
To carry out the initial review of the KS3 audit in at least the six intensive support schools	Dec 03	Standards Fund	Behaviour & Attendance Consultant	Adviser (INC) BIP Project Manager Members of SMT initially in 6 priority schools	BIP BST EPS	Specific targets highlighted in each of the 6 schools to focus intervention	
Promote and disseminate school self evaluation of Management of Educational Inclusion	2003-2004	Standards Fund	General Advisers Inclusion	Advisers Headteachers	Outside providers	Schools improved provision and attainment for all pupils	
Vulnerable Children / Pupils at Risk							
LAC Education Action Plan disseminated to all stakeholders.	Summer 2004	LiLLACS, SSD, Standards Fund	Development Manager (Education/Social Services)	ADE ISI, Head of Inclusion EO (ASI) CLAC PEP	Social Services Executive Elected members	Joint Training plan in place	

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4. PROMOTION AND DISSEMINATION OF POLICY AND GOOD PRACTICE							
Draft Action Plan and Strategy to ensure that Asylum Seekers and Refugees have full access to all available educational opportunities and sufficient support to make use of them. (EDP 3.1)	Spring Term 2004	Departmental	EO (ASI)	EWS PEP HLS		Draft policy for consultation	
Travellers - Draft Strategy for improving educational attainments of Travellers (EDP 3.1)	Spring Term 2004	Departmental	Head of Service	EWS PEP TST		Draft policy for consultation	
Child Protection - Produce Guidance for Schools on handling Child Protection allegations and ensure schools comply with regulations.	Autumn 2003	Time budgets	EO (ASI)	JCa G Hopkins	IRSC – DfES	Guidance document completed by October 2003	Training for schools arranged for Autumn and Spring Terms.
Child Protection – Ensure that schools and settings are briefed on referral documentation.	Spring 2004	Time budgets	Head of TSS	ACPC Trainer	TSG Training Plan	All schools understand and use referral documentation appropriately	Target schools who have not attended previous sessions.
Traveller Pupils							
Raise the Traveller team profile to ensure the educational needs of Traveller pupils are recognised. (Info pack /Inset/HVEC)	September 2003- March 2004	Standards Fund	Head of Service	Admin Officer	Training	Sample information pack circulated	Comments on pack collated. Full circulation of pack to all schools/agencies.

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4. PROMOTION AND DISSEMINATION OF POLICY AND GOOD PRACTICE							
EiC Inclusion (LSU & G&T)							
Draft guidelines on how Learning Mentors will work with Connexions PA's and PAYP workers	To be confirmed	None	Adviser (EiC)	Lesley Hunter Liz Hassock James Nwaogwugwu	Youth Service, Connexions Learning Mentors	A model of working practice will be distributed and used amongst all EiC schools with PA's.	The guidelines will be reviewed periodically and changed when necessary
Develop a new joint handbook for LM/LSU inductions written by strand co-coordinators and school LM/LSU managers.	Jan 2004-onwards	Some central EiC budget implications across both strands	Adviser (EiC)	Link Learning Mentor and LSU Co-ordinator	Learning Mentor and LSU provisions across all schools	All EiC Social Inclusion teams (LM/LSU/SEN) contributing to the Booklet	Will begin 2004
Provide training and guidance to schools, including governors on the (RR (A) Act 2000 and CRE Code of Practice on promoting race equality	Autumn Term 2003 and April 2004 onwards	Standards Fund, including Buy-Back Governor training programme	General Adviser Race Equality	General Adviser Race Equality Governor training	RR (A) Act 2000 Ofsted requirements	All schools have race equality policy with evidence of impact assessment	Repeat programme for schools which not attended training
School self-review on assessing the impact of race equality policy on pupils, staff and parents	Autumn 2003	None	General Adviser Race Equality	Attached Advisers Headteachers	RR(A) Act 2000 CRE and Ofsted requirement	Completion of self-review document	Summer 2004

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5. MONITORING & REVIEW OF POLICY, PROCEDURES AND DOCUMENTATION							
Monitor and evaluate schools' recording of pupils at School Action/Action plus to ensure consistency of practice across the LA.	Ongoing	Departmental	Head of Inclusion	TSS EPS Advisers (INC)		Schools referring pupils appropriately for Assessments.	
Clarify & develop role of Research and Statistics Section in collecting and monitoring information re: SEN/Inclusion via PLASC. Review Guidance to Schools.	Ongoing	Department	EO (SEN)	SEN section Research & Statistics		Information available to inform targeted support	Basic systems in place – further developments at planning in response to identified need.
Moderation of school based stages of support through SEN monitoring and SENCO conferences	Ongoing	Departmental		EO (SEN) TSS SENCO's	SEN Panel	Consistent practice across schools in LEA.	
Continue to review the Behaviour Support Plan and its Key Priorities.	Ongoing		Head of Inclusion	ISG BST (TSS)	TSS EPS BIP CAMHS KS3 Strategy BS Plan	Revised Behaviour Support Plan is available to inform schools of LA practice	Draft report to be circulated for consultation Summer 2004
Review current guidance and develop new LA Anti-Bullying Policy	June 2004	Departmental	Head of Inclusion	BST (TSS) Sonia Jacks	Behaviour & Attendance Consultant	Policy is adopted and circulated to schools and settings.	Draft Policy circulated for consultation Summer 2004
Vulnerable Children / Pupils at Risk							
Review provision in mainstream schools for pupils with BESD	July 2004		Advisers (INC)	BiP EPS TSS Coordinator of Pupil Support & Exclusions		All schools have well focussed Behaviour Policies and can use a range of strategies to manage challenging behaviour	

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5. MONITORING & REVIEW OF POLICY, PROCEDURES AND DOCUMENTATION							
Track LAC to monitor, evaluate levels of support and effectiveness or provision.	July 2004		EO (ASI)	LAC Co-ordinator Information Management (ASI)		LA holds information regarding progress of all LAC children. Schools input information as appropriate. Guidance to schools re: useful strategies.	LAC Steering Group to be established with effect from Spring 2004.
Review format and use of Pastoral Support Plans (EDP E1) and other documents such as ABC, PEP's etc.	Termly	Departmental	Coordinator of Pupil Support & Exclusions	TSS EPS	BS Plan		
Review and update guidance on Restraint & Physical Intervention to take account of new DfES Guidance	Spring/ Summer 2004	Departmental & TSS Base Budget	Head of Inclusion	Policy Working Group	BS Plan	Guidance rewritten and disseminated	Working Group set up January 2004 to revise guidance.
Review guidance to schools on children with medical needs	Autumn 2003	Departmental	Head of Inclusion	PD Team (TSS) H&S Officer	Health	Guidance agreed and disseminated Relevant training offered	Working Group set up Spring 2004 to draft guidance.
Special Educational Needs							
To develop procedures for identifying and disseminating information on schools, Special Needs performance in preparation for the joint schools review.			EO (SEN)	SEN Panel SEN Staff	Advisers	Systems in place and information provided to relevant people.	Relevant data to be identified and ICT systems devised.

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5. MONITORING & REVIEW OF POLICY, PROCEDURES AND DOCUMENTATION							
Monitor and evaluate schools use of funding allocated for SEN and Inclusion	Ongoing → May 2004		Head of Inclusion EO (SEN)	Advisers (INC)		Rolling programme of data collection/ sampling established so that schools use of LSB can be monitored and evaluated and methods of allocation verified.	
More effective use of statutory documentation to enable LA to monitor and evaluate schools' use of statement funding and assess pupils progress.	By April 2004		EO (SEN)	HOS SEN Finance Officer (SEN) TSS/EPS SEN Man of.		<ul style="list-style-type: none"> • Records of Annual Review provide good information which clearly links provision to funding • Schools' training/advice and support needs analysed and guidance available. • Analysis of referrals at SAP shows good use of funding for Non-Statemented SWN • Reports to schools on overall practice in place. • 	Record of Annual Review scrutinised by SEN Panel. Referrals at SAP scrutinised by EPS/TSS.

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5. MONITORING & REVIEW OF POLICY, PROCEDURES AND DOCUMENTATION							
Review methods of allocating funding for non-statemented SEN (& Inclusion) to meet greatest need	Ongoing		Head of Inclusion	LMS Section EO (SEN) HTS General Advisers (INC)		<ul style="list-style-type: none"> • More effective method of devolving SEN funding for Infant & Nursery schools identified and established • Confirmation that methods used for KS2+3 are adequate. • Dates set for an ongoing review 	
<ul style="list-style-type: none"> • Review access arrangements in mainstream schools for pupils with disabilities (include pupils SEBD, Sensory Loss, Learning Disabilities and Physical disabilities) and develop policy for improving accessibility in all educational placements. • Develop Accessibility Audit Document 	Ongoing	Departmental	Advisers (INC) Head TSS	TSS Principal Buildings Officer (Education)	LiL,L&CS Accessibility Strategy	(a) LiL,L&CS Accessibility Plan in place. (b) All schools have an access plan (c) Audit document in use.	(a) Draft policy in progress (b) Plans collected from majority of schools (c) Evaluate Acces initiative bids in relation to Access plans.
Review and implement SEN Transport Policy	April 2004	Departmental	EO (SEN)	Transport Officer (SEN) Head of Section		New policy in place and followed.	Consultation to Start Autumn 03

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5. MONITORING & REVIEW OF POLICY, PROCEDURES AND DOCUMENTATION							
Review Statutory Assessment Practice <ul style="list-style-type: none"> To revisit the current strategy in the light of recent legislation and guidance etc. To consider ways of limiting the numbers of statutory assessments by meeting needs through alternative approaches To draft proposals for further consultation To pilot agreed trial solutions and monitor their impact 		Departmental	PEP EO (SEN)	ISG		Draft proposals for revised way of working for consultation	Research and planning in progress.
Review joint service level agreement with: <ol style="list-style-type: none"> Speech and Language Therapy Services Physio and Occupational Therapy services West London Partnership Mediation Service 	Ongoing	Departmental Budget	EO (SEN)	Head of Therapy Services	TSS	New SLAs in place.	SLAs reviewed when they are concluded.
EIC Inclusion (LSU & G&T)							
To amalgamate databases with borough database, - -simplify data collection.	Ongoing	Central EIC budget implications	Link Learning Mentor G&T strand coordinator LSU Strand Manager	All EIC schools/ LM/LSU leaders. Other EIC LM teams in the country	Plans to expand the three-strand database to incorporate Aim Higher, Primary EIC, BiP, BEST.	A common database for all aforementioned SI initiatives, linked to the borough research and stats dept.	Work in progress.

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5. MONITORING & REVIEW OF POLICY, PROCEDURES AND DOCUMENTATION							
Review/develop provision for gifted and talented pupils			General Adviser Primary Inclusion	G&T Coordinator			
Traveller Pupils							
Monitor attendance/attainment data for Traveller pupils	Ongoing from April 2003	Standards Fund	Head of Service	Team members LA Statistics section		Evaluation of data and correlation with PLASC data	Termly analysis of attendance data. Analysis of attainment data when published
Update 'Education for Equality' Police document to meet new legislation	Spring 2004	Departmental	General Adviser – Race Equality	Advisers Inclusion Group	Legislation Corporate Equalities standard	All Equalities Section updated	Input by Key personnel on different equalities areas

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6. TEACHING AND LEARNING							
Promote an inclusive approach via 1. Curriculum differentiation 2. Target setting for all vulnerable Pupils 3. Knowledge and use of QCA P scales (EDP D.3)	Ongoing	Departmental	Advisers (INC)	Head of TSS PEP Traveller team HLS team Advisers	Nat strategy teams – Primary and KS3	Improved value added for all inclusion groups of pupils	
KS3 strategy to work with colleagues on Strategy team to implement Pedagogy into Practice messages	Beginning Nov 03	Standards Fund	Strategy Team	School staff in 6 intensive support schools	Other strategy team	Improved pupil progress, outcomes.	
To use expertise in special schools and settings as outreach support for mainstream		Standards Fund	Advisers Inclusion	Special Schools Centres			
Ethnic Minority Pupils							
To raise the achievement of EAL and Refugee Asylum seeker pupils	On-Going	Standards Fund Departmental/ Buyback	Head HLS	HLS SMT	R & S Lead Adviser Partnership with HTs	EAL Pupil Progress	
Development of Cool Kits reading clubs in schools	On going	National Strategy			EDP Primary Strategy	Improve boys' attitude and achievement in reading	

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Traveller Pupils							
Curriculum opportunities for Traveller pupils at KS3 and KS4	Ongoing from April 03	Standards Fund	Head of Service	LA and school based staff. Team members		Increased pupil retention at KS3 and KS4.	Monitoring termly attendance data.
Use monitoring information to ensure that all LAC are in appropriate education provision.	Ongoing		LAC Coordinator/New post	Schools Advisers Management Information officers		Improved attainment against performance indicators	

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7. TRAINING FOR SCHOOL STAFF (Linked to Commissioning Strategy)							
Offer specific training to staff who have pupils with medical care needs	Ongoing	Addition to Departmental Budget	Head of TSS	PD Team	Health	Staff trained to provide appropriate support.	
Offer training to SENCOs in order to meet a wider range of SEN in mainstream schools	Ongoing	Addition to Departmental Budget	Adviser Primary Inclusion	TSS EPS	PNS	Schools able to address needs of broader range of SEN.	
Offer training to teachers of pupils with low incidence SEN (EDP D.3))	Ongoing	Standards Fund	Adviser Inclusion	TSS specialist EPS specialist		Pupils in mainstream schools receive enhanced support.	
Offer specialist training in Autism to teachers in a variety of educational settings (EDP D.3)	Ongoing	Departmental Budget	Principal EP	TSS specialist EPS Advisers		Pupils with ASD appropriately supported in mainstream schools.	
Offer training in meeting SEN to NQTs (EDP D.3)	Ongoing	Departmental Budget	Advisers	TSS EPS Advisers			
Offer training in a variety of SEN to TAs (EDP D.3)	Ongoing	Standards Fund	Advisers	TSS EPS			
Extension of training for staff on management of behaviour –through BIP.	On going	Standards Fund	Adviser Primary Inclusion	EPS EIC Behaviour & Attendance Consultant			
Training, advice and support for school staff in behaviour management to maintain selected EBSD pupils in mainstream provision (EDP D1 & EDP 3).	Consultation April 2003 – publication by end summer 2003	Departmental	Head BST	PEP Adviser (INC)	Behaviour Support Plan KT3 Strategy BIP		

KEY OBJECTIVES AND TASKS	KEY DATES	RESOURCES AND BUDGETS	LEAD PERSONNEL	KEY PERSONNEL	LINKS	SUCCESS CRITERIA	PROGRESS MONITORING/ACTION OUTSTANDING
7. TRAINING FOR SCHOOL STAFF (Linked to Commissioning Strategy)							
Child Protection - Plan and Implement Training for Headteachers, Senior Staff, Central staff to support guidance on management of allegations against staff.	Autumn 2003 Spring 2004	Time budgets	Head of TSS	EO (ASI) Personnel Manager responsible for CP	ACPC - TSG	Training provided for all identified stakeholders	
Child Protection -Training and dissemination on All London Procedures	Spring/ Summer 2004	Time budgets	Head of TSS	ACPC Trainer EO (ASI)	APCC – TSG IRSC – DfES	Procedures operational in all schools	
Training for HTs and SMTs in evaluation of Educational Inclusion	04/05	Standards Fund	Advisers (INC)			Schools use OFSTED training materials to support evaluation of inclusion in schools. Increased % of schools get high score in OFSTED for inclusive practices.	
To provide training on range of Teaching and Learning styles to meet all pupils needs	04/05/06	EDP	General Adviser Primary / Inclusion	TSS Advisers External Trainers	Primary Strategy		
Training on 'Inclusion' for attached advisers	Easter 2004		General Adviser	ISG		Advisers able to give clearer guidance to schools re: inclusion	
Training for advisers re SEN aspects of J.S.R. Guidance re information to be provided by schools as preparation.	By July 2004		General Adviser	Head of Inclusion EO (SEN) Advisers		JSR becomes an effective tool for evaluating SEN and inclusion	

KEY OBJECTIVES AND TASKS	KEY DATES	RESOURCES AND BUDGETS	LEAD PERSONNEL	KEY PERSONNEL	LINKS	SUCCESS CRITERIA	PROGRESS MONITORING/ACTION OUTSTANDING
7. TRAINING FOR SCHOOL STAFF (Linked to Commissioning Strategy)							
All key personnel are aware of legal responsibilities in relation to DDA.	April 2004		General Adviser	TSS	Accessibility Plans and audits	Written guidance procedure with case study examples. All schools trained.	
KS 3 Strategy Core training modules as directed by DFES for B/A strand. Tackling Bullying – DFES materials.	FEB 03 March 03	Standards Fund	Behaviour & Attendance Consultant	ISG BST (TSS) EPS AH	Other strands core training materials	Increased staff confidence in relation to behaviour management. Improved monitoring of bullying incidents.	
Ethnic Minority Pupils							
Bilingual Learners: Raising Achievement Long Courses	KS3/4 KS1/2	Standards Fund /Departmental	DHoS HLS HLS Advisory Teacher	HLS Course tutors	Kings College/ St Mary's	Course Evaluations Certificates	
Inclusion and Access for Refugee Pupils	1 Day Courses June 04 Jan 05	Standards Fund. Departmental	HLS Refugee Co-ordinators	Refugee Teacher/s	Governors E.Y.Settings	Course Attendance & Evaluations	
Race Equality Training to disseminate good practice and ensure schools are aware of and meet legal requirement	03/04	Standards Fund	General Adviser	General Adviser (Race)	Inclusion advisory group		
EIC Inclusion (Gifted & Talented)							
Plan Borough Learning Mentor training programme for 2004 in conjunction with the TSS & EPS.	September 03- December 04	Expenditure against allocated central training budget	Link Learning Mentor	TSS EPS Outside Trainers	TSS-LM	Discussions and team feedback	

KEY OBJECTIVES AND TASKS	KEY DATES	RESOURCES AND BUDGETS	LEAD PERSONNEL	KEY PERSONNEL	LINKS	SUCCESS CRITERIA	PROGRESS MONITORING/ACTION OUTSTANDING
7. TRAINING FOR SCHOOL STAFF (Linked to Commissioning Strategy)							
Vulnerable Children/Pupils at Risk							
Joint Training with SSD personnel for LAC education.	Ongoing	Standards Fund/Quality Protects	Joint Development Manager	CLAC	Advisors SSD Personnel	Training programme developed	

GLOSSARY OF ABBREVIATIONS:

ABC	Anti-social Behaviour Contract	EWO	Education Welfare Officer
ACPC	Area Child Protection Committee	EWS	Education Welfare Service
ADE ISI	Assistant Director Inclusion and School Improvement	HEBP	Hounslow Education Business Partnership
Adviser (EY)	Adviser, Early Years	HLS	Hounslow Language Service
Adviser (INC)	Adviser (Inclusion)	HoS	Head of Service
ASB	Anti-social Behaviour	ISG	Inclusion Strategy Group
ASBO	Anti-social Behaviour Order	LAC	Looked After Children
BESD	Behavioural, Emotional & Social Difficulties	LiL,L&CS	Lifelong Learning, Leisure & Cultural Services
BIP	Behaviour Improvement Plan	LMS	Local Management of/in Schools
BST	Behaviour Support Team	NEET	Not in Education Employment Training
CAMHS	Children & Adolescent Mental Health Service	NST	National Strategy Team
CLAC	Coordinator Looked After Children	PCA	Parental Control Agreement
DMT	Department Management Team	PEP	Personal Education Plan
EYDCP	Early Years Development & Childcare Partnership	PLASC	Pupil Level annual Schools Census
EAL	English as Additional Language	PO	Parenting Order
EDP	Education Development Plan	PPO	Parent Partnership Officer
EiC	Excellence in Cities	PRS	Pupil Referral Service
EMAG	Ethnic Minority Achievement Grant	PSA	Public Service Agreement
EO (ASI)	Education Officer, Access and Social Inclusion	SMF	Schools Monitoring Forum
EO (ASI)	Education Officer, Access & Social Inclusion	SMT	Senior Management Team
EO (FIN)	Education Officer, Finance	SSD	Social Services Department
EO (Ops)	Education Officer, Operations	TSS	Teaching Support Service
EO (SEN)	Education Officer, Special Education Needs		
EP	Educational Psychology		
EPS	Educational Psychology Service		