



Report to Local Advisory Board (LAB)

Monday 13th June 2016

Report to the LAB on Behaviour and Safety

	Meeting	
	Date	13/06/16
	Item Number	TBAP(16)
Title:	Head of School Report to the LAB – Personal Development Behaviour and Safety	
Responsible TBAP Leadership team member:	Dawn McLean	
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1. Introduction

Headlines for this academic year

- Attendance this academic year has improved by 1% upon last year data to 81%. Sustain attendance rates over the last 12 months is as a result of the collaborative work localities services.
- A significant increase female and KS3 (particularly Years 7-8) cohort
- High proportion of females referred to OAPA at risk of CSE
- Outstanding School Development Plan- Challenge Partner Review
- Attendance as Area of Excellence -Challenge Partners
- Successful delivery of whole school annual Team Teach/ Safe Touch training
- Sustain work with multiple external partners
- Multiple workshops delivered to learners by external partners
- Jamie's Farm (Candover Hall) Shrewsbury: 4-day residential for KS3/4 learners
- Avon Tyrrell Activity Centre Hampshire: 3 day residential for KS3/4 learners
- Freightliners Farm Islington: weekly visit by Primary learners
- Jamie's Farm Waterloo: weekly visit by Primary learner
- Chicken Shed Christmas Pantomime for KS2 and 3
- Big Top Circus, Coram Fields Central London: Primary learners
- Cultural Food Tasting Sessions Black History Month and Diwali
- Parent/ Carers Coffee Morning
- Parent /Carer - Internet Awareness session
- Engagement with Haringey Prevent and delivery of Tale of Two Cities Curriculum- Home Office pilot
- Insight- Substance Misuse counselling session- onsite weekly
- SEX FM Theatre production delivered at OAPA, to learners
- Learners performance and contribution to TINDERS's Healthy Relationship project
- Tottenham Hotspur Football mentoring scheme extended to Year 9's

2. Admissions

2.1 Admissions (pupil numbers)

Year	Total roll	
1	1	
2	2	
3	2	
4	3	
5	0	KS2 Total
6	3	11
7	9	
8	7	
9	6	KS3 Total
10	9	22
11	9	KS4 Total
		18
		Total on OAPA roll
		51

- There is an increase in referrals for female learners to OAPA, of which a large proportion are at risk of CSE.

- A significant increase in referral of learners at KS3 particular Year 7-8. This has led to 3 teaching groups being established to teach this cohort in T4.
- High numbers of learner with Statements or EHCPs being referred to OAPA.
- Increase in parents refusing placement citing lack of communication/ information from LA and referring school, prior to referral to OAPA.
- 94 referrals to the Octagon AP Academy since start of academic year: primary and secondary resulting in learners being placed on Octagon AP Academy roll.
- There have also been 10 referrals where parents have opted not to take up the placement.
- 33 of these learners have already moved on to other schools both in/out of the borough. Reasons: moved out of borough, re-integration, permanent exclusion overturned, parent has independently sought another school place, EHE (Elective Home Education).

2.2 Numbers over the last 5 years

Academic Year	OAPA
2014/2015	114 (including short term stay)
2013/2014	73
2012/2013	83
2011/2012	102
2010/2011	115

3. Attendance

Attendance still remains one of OAPA's Senior Leadership priorities. Following the success of last academic year's attendance, OAPA has continued to work in partnership and maintains its coordinated approach to raising attendance with Haringey Localities Service. Attendance has increase by 1% and is currently to date 81%.

Attendance year to date - Sept. 2015 - May 2016

%	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Total
Attendance	98.5	90.4	90.1	89.4	86.7	94.9	87.4	84.6	80.5	75.8	73.2	80.9
Authorised Absence	1.5	9.6	9.9	5.3	13.3	4.4	7.6	8.3	10.6	9.0	8.4	8.4
Unauthorised Absences	0	0	0	5.3	0	0.5	5.1	6.6	8.6	15.2	18.4	10.7

- Initially, attendance was affected when the LA decided to withdraw transport arrangements. Although transport has now been reinstated for learners, currently only 1 primary and 1 secondary-aged learner commute to OAPA by LA transport.
- All year groups with the exception of year 11s have increased attendance levels this academic year.
- 5 year groups have attendance above 90%.
- 4 year groups have attendance above 80%.
- 2 year groups have attendance above 70%.
- Primary attendance remains high across all year groups.
- Secondary attendance has remained consistent this academic year.

- There was an Increase in year 10s attendance when compared with data from last academic year. Up 5.75%. This group had the lowest attendance % of academic year 2014-15. Year 10s Attendance is currently affected by 1 female learner who is at risk of CSE and who frequently absconds from home.
- Year 11s attendance begun to dip in T3 due to 2 LAC learners who refused to attend. Intervention such as professional meetings with care home, educating the learners within their home and reduce timetables supported by pastoral support plans were adopted. Bespoke work packs designed to develop life skills, were issued to enable these learners to achieve AQA accreditation whilst consolidating their independent living skills within their care homes. These learners also received 1:1 tuition to secure Functional Skills accreditation. An LSP was assigned to work with both the care home and learners. This helps raise their attendance and enabled them to level with accreditation.
- At its highest this academic year attendance at OAPA at the end of Term 3 was 83%.

3.1 Attendance data over the last 5 years - see 5 yr summary in appendix for trends over time

Term	OAPA %
2014/2015	79.9
2013/2014	64.7
2012/2013	64.4
2011/2012	85.5
2010/2011	n/a

In Year 1 of OAPA conversion- Attendance has increased by 1% to 81%. Authorised and unauthorised absences are by 8.4 % and 10.7% respectively.

3.2 Attendance interventions

13.7% of referrals are new referrals made this academic year. 15.6 % referrals were in existing cases from the previous academic year, which remained active. Currently 29.4 % of learners are referred to localities service and at different stages of prosecution.

- 1 Family was successfully prosecuted by the Education Welfare Service this academic year, with the family received fines and court costs. Attendance of this learner has now improved.
- Currently 15 cases remain active, with 9 referrals being pursued actively by Education Welfare Service.

OAPA - Learner referred to Localities Service- Active – referrals (15)

Year group	No. Learners Referred	% of cohort
4	1	29.4
7	1	
8	1	
9	4	
10	5	
11	3	

- OAPA continues with its strategy to target learners whose attendance falls below 80%. In addition to EWS and given the restructuring of the LA, OAPA was fortunate to have secured the services of a Family Support Worker who is able to provide Family Support and parenting

advice. A criterion of the FSW is to support the school to raise its attendance. This person is in post 2 x weekly.

- The OAPA and localities services meet weekly to review whole school and individual's attendance. Appropriate actions are agreed and implemented.
- Tracking of attendance intervention exist for all learners.
- Extensive tracking is in place for of all individual learners with attendance below 80%. This is updated weekly.
- A comprehensive consultation document is exchanged weekly between Education Welfare Service and OAPA.
- New Starter Attendance Action Plan has been developed in conjunction with our EWS and is designed to enable fast track referrals to EWO and prosecution, if attendance declines by 20 sessions (10 days of absences) within one term. This is document is now incorporated in to the admission process and structured conversations. Supporting literature is also provided to parents/carers.

OAPA – Interventions use to raise Attendance & Number of referrals

	Term 1	Term 2	Term 3	Term 4	Term 5
Family Support Worker	6 Caseload at max capacity			4	4
Haringey Family First hold a total of 6 cases on some of our most persistently absent learners					
Learner Clinic	8	4	7	1	3
23 Learner Clinic held at OAPA. Learner given opportunity to discuss barriers to attending OAPA					
Parent Clinic	7	6	2	2	4
21 Parent clinics held at OAPA; reminded of responsibility and monitored for a period of 4 weeks.					
Home Visit	4	3	2	0	1
10 Home visits were undertaken by our Education Welfare Service					
Rewards	6	6	6	6	6
Certificates and 500 Vivo points given for best attendance and most improved learners each term					
Attendance Trips	0	0	1	1	1
<ul style="list-style-type: none"> • Term 3 - Go-Karting • Term 5 - Stubbers Adventure Centre • Term 6 - Thorpe Park <p>Rewards trips are promoted around the school and during learning guide sessions.</p>					
Breakfast Club – Runs daily providing breakfast 9.00 -9.15 daily.					
Learning Guide - Follow up absences with learners, Parents/ Carers and promote attendance to					

learners.

Attendance Board- Individuals attendance advertised weekly to learners. Daily attendance shared with staff in daily briefing.

3.3 1 case study from the year

JD Yr 8 See full report in Appendix (3)

3.4 Attendance of different groups – SEN , PP etc

Term	Cohort %					
	Males	Females	LAC	PP	SEN	FSM
2015/2016	82.1	76.2	78.4	81.4	86.4	83.0
2014/2015	81.8	76.2	81.3	79.1	71	78.1
2013/2014	59.8	59.4	64.2	-	65.3	68.2
2012/2013	49.2	38.4	38.7	-	54.3	56.1
2011/2012	60.4	35.8	39.1	-	55.6	64.1
2010/2011	43.3	35.8	46.7	-	52.4	36.2

4. Exclusions

4.1 Exclusion data over the last 5 years

Year	Number of FTE Individuals	FTE Number of days	Average number of days lost
2014-15	58	180.5	3.1
2013-14	51	241.5	4.7
2012-13	52	222.5	4.2
2011-12	54	214.5	3.9
2010-11	78	275	3.5

4.2 Exclusions this year

FTE Data	Term 1	Term 2	Term 3	Term 4	Term 5
No of FTE Individuals	13	11	15	14	18
Male	10	6	10	9	14
Female	3	5	5	5	4
SEN	3	6	6	7	4
SEN Support	10	4	9	7	14
FSM	9	10	7	8	10
NFSM	4	1	8	6	8
No. of days lost to FTE's	19.5	22	29.5	14.5	32.5
No. on OAPA roll	39	45	50	60	51

% of cohort who rec'd FTE's	33	24.4	30	23	35.2
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Year	No. of FTE Individ.	FTE No. Of day	Ave no of days lost
2015-16	71	118	1.6

- FTE are down 34.6% against academic year 2014-15 data.
- TATE provision is now established and used to reduce FTEs.
- FTEs have reduced as school-based intervention and therapeutic support increases.
- The number of issued FTEs correlates with an increase in OAPA cohort size- with the exception of T4 which was a short teaching term.

5. Reintegration

5.1 Reintegration data over the last 5 years

Term	Number of Learners							
	Yr 3	Yr 4	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Total
2014/2015	Data not provided							16
2013/2014	N/A		0	5	8	15	1	29
2012/2013			1	4	4	10	2	21
2011/2012			0	4	9	6	0	19
2010/2011			0	3	7	8	0	18

5.2 Reintegration this year

Term	Number of Learners					
	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Total
2015/2016	2	1	1	4	1	9

In total 33 students have left our roll.

- 9 students were reintegrated (see table above).

- 7 moved out of borough into their referring primary schools as part of our reintegration programme.
- 2 referred to more suitable alternative provisions i.e. SEMH School and Tuition Service.

6. Behaviour and Achievement

Behaviours are recorded and analysed by the Learning Guides and Senior Leadership Team on a daily basis in order to monitor daily behaviours both positive and negative and decisions made regarding any necessary exclusions or referrals to TATE (The Alternative to Exclusion).

A member of the Learning Support Professional team delivers mediation and gives feedback during morning briefings. A Learning Support Professional is in post to lead on delivering Post 16 Careers Information Advice and Guidance in order to ensure all Year 11s have a post 16 place allocated.

OAPA have continued to embed TBAP's Behaviours Monitoring System and these systems will continue during T6 and Academic Year 2016/17. Staff record and monitor learner's behaviour and are now consistently following up with negative behaviour to ensure all incidents are resolved satisfactorily.

Staff continue to use the Schools Information Management System (SIMS), and additional CPD on SIMS training has been delivered to ensure all staff are secure in its usage. Weekly phone calls home occur and are recorded on SIMs and termly Structured Conversations ensure SMART targets are in place and reviewed termly. These are also used as part of Annual Review updates for our students with statements/EHCPs.

All of OAPA staff have received Team Teach training and refresher courses offered and a member of staff has undertaken training to be a Team Teach trainer as part of their professional development.

Learners who cause damage to the building receive letters requesting the payment or contribution towards the cost of the damage and letters are routinely sent home to parents/ carers. Anger Management training will be delivered to all Learning Support Professionals (LSP) in Term 6 2015/16 or Term 1 2016/17. Our Educational Psychologist has also delivered CPD on the 'Emotionally Friendly Classroom' to both teaching and support staff.

- Detentions have been established at OAPA
- Behaviour and Attendance analysis cycle are being embedded

6.1 Interventions

- Music therapy: each Thursday to referred students.
- Lexia-Primary delivers during lessons. In secondary can occur through withdrawal in line with targets set.
- My Maths- Primary delivers during lessons. In secondary can occur through withdrawal in line with targets set.
- Behaviour Management-CD delivered focusing on each year group over a 5 week period looking at strategies for groups of learners.
- School Counsellor- each Tuesday to referred students.
- Circle time-Primary each week.
- Guided Reading- during in secondary and in Period 6 in primary.
- Handwriting-Primary each morning using word of the day.

- Speech and Language- each Monday to students where needs are explicit on their statements/EHCPs or through referral. Delivered via Whittington Hospital.
- Craniosacral Therapy (Healthy Touch)- each Wednesday to referred students.
- Wordshark

Intervention	2015-16
Lexia	131
MyMaths	30
Mentoring	44
Behaviour Management	38
Circle time	81

6.2 Pastoral Interventions

Each student who starts at OAPA once they have had their induction has a Learner Profile produced and is allocated to either Wave 1,2 or 3. This information is shared with staff and suitable interventions, therapy referrals, etc are actioned. This also dictates the Learning Guide group they will be placed in as in KS3 each class has a different remit e.g. potential reintegration, high needs, further investigation/support needed. Learning Guide groups are not static and are looked at and evaluated each term.

Pastoral intervention delivered by external partners:

- Safer London Foundation CSE (Child Sexual Exploitation)-delivered CSE awareness workshop, ran a bespoke CSE girls group for 10 week. SLF continue to work 1:1 with known learners at risk of CSE.
- INSIGHT (Drug Intervention)- Substance misuse awareness and education workshops delivered by outside facilitator.
- TENDER- Provided education and 10 week project to learners raising awareness of harmful relationships through the delivery of drama workshops.
- SEX FM – Theatre production delivered by external facilitators to deliver SRE.
- Pre-screening Substance misuses of OAPA learners established.
- Pilot of Tale of Two Cities curriculum and pre-screening questionnaire to identify learners at risk of radicalisation.
- Youth Justice System in conjunction with British Red Cross delivered Weapon Awareness and First Aid workshop to OAPA learners.

7. Behaviour and Achievement

7.1 Interventions

- Music Therapy-1 day a week.
- Counselling-1 day a week.
- Craniosacral Therapy-1 day a week.
- Traveller Worker Intervention-1 afternoon a week.
- Speech and Language Therapy- 1 day a week.

Name of Therapy	Term 1-Term 5
Music	128
Counselling	17
Craniosacral	30

A bespoke therapeutic room has been established and has been furnished with the requests of the various therapists. They each share their student list with the staff during morning briefing and give updates when necessary. Therapeutic intervention is also now a part of our admissions procedures and form part of the learner profile for all staff to have a greater awareness of our students and their various needs.

7.2 Therapeutic Interventions

Students are referred for therapeutic interventions through a new referral system via a form completed by the Learning Guide and DOAI. The most suitable therapeutic intervention is then identified and sessions are undertaken. The impact of the therapies is an area being reviewed by the Head of Therapeutic services.

8. Safeguarding

- 84% of OAPA learners have external agency support. A further 12% of OAPA learners who have referral are awaiting agency involvement.
- 49% of OAPA learners have CYPs involvement with 3.9 % of cases held at Child Protection status with a further 2 pending being escalated to CP status.
- 70.5% of OAPA learners have statutory agency involvement including YJS.
- 49% of OAPA learners have multiple external agency/services involvement.

8.1 CSE

- An increase in the female cohort has seen the number learners at risk of CSE increase.
- Currently 13.7% of OAPA's cohort is identified on the CSE matrix as being at risk.
- 3.9% this cases are recognised as being Level 2 of CSE.
- 9.8 have been identify and being level 1 risk of CSE.
- CSE is a rising concern within the LA, they are currently coordinating with partner agencies in boarding authorities to share information on learners at risk of CSE.
- OAPA have continued working in partnership with localities service and Safer London Foundation to identify involved the victims and perpetrators.
- TENDER commissioned to deliver Unhealthy relationship workshops and CPD to OAPA staff.
- Term 3 Safer London Foundation -CSE Girls group delivered.
- Term 3 Tender – Unhealthy relationships 10 week project and performance by OAPA learners.
- Term 4 Tender CPD – Unhealthy Relationships.
- Term 4 CPD CSE Awareness session- delivered by Safer London Foundation.
- Term 5 CPD Wellbeing session delivered by Safer London Foundation.
- Term 6 CSE Men workshops delivered by Safer London Foundation.
- Ongoing 1:1 educational and support programme for identifying learners.
- Designated staff from Safer London Foundation now attached to OAPA.

OAPA Sexual Exploitation Mapping – Victims (7)

	No learners	Referral accepted	Status of cases	% of Cohort
Male	1	1	Active	13.7
Female	6	6	All cases active	

- Currently no perpetrators of CSE identified at OAPA

8.2 Radicalisation

- OAPA have engaged with Haringey Local Authority's WRAP to identify learners at risk of radicalisation.
- Currently one learner who may be exposed to radicalisation through social media. Parents are refusing to engage with Early Help Services and has enlisted support from their Mosque and community. The case is not at threshold for PREVENT involvement but is monitored by both school and LA representative.
- T4 Challenging Extremism curriculum was delivered to KS3/4.
- T4 Tales of Two Cities- Home Office pilot delivered to OAPA learners.
- T4 pre-screening questionnaire pilot provided to identify potential learners at risk. OAPA to roll out across school 2016-17.
- OAPA are seeking to have its annual Haringey WRAP CPD in T6.
- OAPA working in conjunction with Haringey representatives to explore how we can further collaborate to raise awareness of radicalisation within school.
- A representative from Haringey PREVENT Team attends OAPA's MAPST meeting.

OAPA- Learner's referred to Haringey PREVENT (1)

	No learners	Referral accepted	Status of cases	% of Cohort
Male	1	0	EH- with LA Officer advising OAPA	1.9
Female	0	0	-	

8.3 Gangs Intervention

- OAPA continues to be supported by the local authority partner agencies - Haringey Integrated Gangs Unit. OAPA are currently being supported by the Strategic Team Leader who is currently covering the IGU post which has been vacant for almost a year. OAPA liaise directly with the Strategic Team Leader and shares information on learners on OAPA's roll to ascertain risk of serious youth violence involvement.
- It is anticipated that in Term 6 OAPA will have Serious Youth Violence Awareness session for learners KS2, 3 and 4 and bespoke CPD for staff.
- In Term 6 OAPA, a targeted group of Year 9 -11 male learners will attend a Prison visit to HMP Brixton.

- A member of the targeted support team will be based at OAPA from Term 6 or the beginning of the next academic year. This person will be based at the OAPA ½ day weekly.
- 9.8% of the cohort are known to be associated or on the periphery of serious youth violence.

OAPA Learners incl. Serious Youth Violence (Gangs) Matrix and (0)

- Currently no learners at the OAPA are known to Haringey Serious Youth Violence (Gang) Matrix

OAPA Learner's at risk of gang activity (4)

No of Individ.	Yr Group	Case Status	% of Cohort
2	11	1 -Referred to SPA 1-YJS service based interventions	9.8
1	10	LAC based intervention-missing child	
1	8	Referred to SPA	
1	7	Targeted Support Intervention	

8.4 Child Protection

- 49% of OAPA learners currently on roll have involvement from Haringey's Children and Young Peoples Services. This is up 5.5% against last year.
- The OAPA continue to support our learners through attendance at Child Protection Conferences and reviews, Core Group meetings and Personal Education planning meetings for our LAC learners.
- The OAPA delivers Safeguarding training in line with TBAP CPD cycle and during induction of new staff.
- All staff completes an annual Smartlog CP training.
- T6 LA Safeguarding review to take place.
- Annual TBAP TRUST safeguarding Audit has taken place at OAPA.

OAPA- Number and % of learner on Child Protection Register (4)

	No learners CP	Category	% of Learners on roll
Male	1	N	3.9
Female	1	N	

OAPA- Number and % of learner who are Child in Need Status (9)

	No learners CIN	Status of cases	% of Cohort
Male	3	All active	17.6
Female	6	All active- 2 cases being escalated to ICPC	

OAPA – Number and % of Learners who are LAC (9)

	No learners LAC	% of cohort
Male	7	17.6
Female	2	

OAPA- Numbers and % of Learners refer to SPA- Pending CYPS- Assessment status (5)

	No learners refer to SPA	Status of cases	% of cohort
Male	2	Active- Various stage of CYPS family assessment	9.8
Female	3		

9 Partnerships

OAPA work with a wide range of services and professionals both statutory and non-statutory to support learners within school and their wider communities.

OAPA have established positive relationship with the following organisations:

- Tottenham Hotspur Football Club who provides enrichment activities and support the Physical Education curriculum on and offsite.
- Localities Service (now Early Help) – Delivering workshops covering topics such as Sexual Exploitation, family and relationships /Crime/Gang Culture/Workshops/CPD.
- Insight- Drug Awareness/Workshops/CPD.
- Edge of Care Team.
- Children and Young People Services.
- Markfield Project- Provided Support for SEN Learners
- Education Welfare Officer.
- Youth Offending Service/Client/Workshops/CPD.
- Youth Offending Service- Early Intervention and Triage.
- Haringey YJS – Weapon Awareness and Basic First Aid workshop
- Haringey Prevent- delivering workshops around radicalisation.
- Challenge Troop delivering enrichment activities for KS2 and 3.

- LIFE Fire training/awareness programme- Haringey.
- LIFE Work Skills training/awareness programme- Haringey.
- Haringey Integrated Gangs Unit/ Screening/Workshops/CPD.
- Early Help Forum.
- Haringey Families First.
- Multi-Systemic Therapy (MST.)
- Family Support Worker- Onsite 2 x weekly. Family Support Service.
- Child Adult Mental Health Services (CAMHS).
- Family Intervention Project.
- Haringey KS4 Roll.
- Travellers Community Support Team.
- CONHEL.
- SEX FM.
- Safer London Foundation.
- Haringey Targeted Support Team.
- Footstep.
- Michael Sobell Centre.
- Stubbers Adventure Centre.
- Southgate & Barnet College.
- Boxing Academy.
- Cuffley Adventure Centre.
- Breakfast Club provided by Magic Breakfast.
- Variety Club of Great Britain provide off-site trips for primary learners.
- Vivo Miles- Support our behaviour management system.
- Jamie's Farm.

9.1 Police

- OAPA have established a Multi-Agency Police Support Team working in partnership with police services within Haringey.
- The purpose of MAPST is to coordinate information about learners on roll with Police Services and other services within the borough and to identify additional support and strategies to OAPA.
- This academic year due to local authority restructuring and availability of professionals MAPST has not ran as expected. OAPA has work directly with the police and other agencies to share information, secure CPDs, awareness sessions and 1:1 support for OAPA. The next MAPST meeting is scheduled for Term 6. It is anticipated that the cycle for these meeting and a coordinated approach to working with services will be re-established.
- Agencies who participate in OAPA MAPST include:
 - Integrated Gangs Unit
 - Insight
 - YJS Education Representative Statutory
 - YJS Representative non-statutory
 - Safer School Officer
 - Safer London Foundation
 - Education Welfare Service
 - PREVENT Representative
 - INSIGHT Representative
 - Education Welfare Officer

We have positive relations with local Police. Our Safer School Officer PC Laura Coates is settling into her roll. Unfortunately our designated Police Community Officer Ade Taylor has been reassigned to a Neighbourhood Team and now only works at OAPA 1 day a week. This has been a significant loss to OAPA. PC Coates serves as a representative on the OAPA MAPST. At present she supports with managing behaviour and responding to issues or concerns raised by the public or partner schools. She also generates referral for preventative support for OAPA learners. Term 6 will see PC Coates deliver Police Cadets taster sessions to KS3 learners as part of the Enrichment Curriculum.

9.2 YOS

37.1% of OAPA learners are currently involvement with the Youth Justice Service. This is an increase of 9.5% against academic year 2014-15. We continue to work with YJS through liaison with the YJS Education Support Worker who also is a representative at OAPA's MAPST. Regular meetings take place with YJS to share information regarding known learners to YJS. This is now being extended to the YJS Preventative team following Haringey restructuring this remit now falls within the Targeted Support Team.

The latest data received from the YJT identifies 17 learners currently engaged with this service of which 21.5% are for statutory orders.

OAPA- Learner known to Youth Justice Service (9)

	No learners known to YOS	% of Cohort
Male	9	21.5
Female	2	

OAPA- Learner known to Haringey YJS- Preventative Service and Triage (8)

	No learners who rec'd early intervention	% of Cohort
Male	4	15.6
Female	2	

9.3 Other

Insight -Substance Misuse Education and Counselling

- Insight have allocated 1:1 Substance Misuse Counsellor at OAPA once weekly
- Term 3 pre-screened learners for substance misuse conducted. To be repeated Term 6
- Term 3 Insight delivered bespoke 3 substance misuse workshops to OAPA
- 6 learners are engaging in 1:1 counselling and education programmes
- Term 5 Substance Awareness CPD delivered by Insight
- Term 6 Substance Misuse Awareness session for parents/carers planned

OAPA- Learners referred to Insight (6) 1 pending

	No learners who rec'd early intervention	% of Cohort
Male	5	11.7
Female	1	

OAPA- learners known to CAMHS (12)

	No learners who rec'd early intervention	% of Cohort
Male	10	23.5
Female	2	

9.4 Links with Parent /Carers

- OAPA's Admission Interview
- Parent LABs representative
- Cultural food Tasting sessions
- Return from FTE's meetings
- Structured Conversation
- Progress evenings 60% Parental attendance
- Internet Awareness Session
- Coffee Morning
- Text – Information sharing
- First Day Calls – attendance notification
- Weekly call from Learning Guide- for updates behaviour and achievements

Appendix 1.

JDo- Learner Attendance Case Study

Appendix 2

- 5 Year data summary

Appendix 3

- Therapeutic Intervention

JDo Attendance Case Study

Date of entry	23/6/2014	Year group	Year 8	Previous schools	Lordship Lane Primary Primary PRU
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Pupil Premium	SEN	CAF/CIN/CP	Attendance record
	K-Support-	CP- Neglect	Not known

Prior Attainment	KS2 NC Levels	English	Below expected level	KS3 NC Levels Target Grades	English	4c
		Maths			Maths	4a
		Science			Science	4b

Point of entry attainment	KS4-GCSE Target Grades	English C/D	Maths E	Science E	ICT E
	Reading age 10:00 years Chronological age: Spelling age 8:11 years	Progress in Maths		Score- 69 Level 4	
CATS	Overall 80	Verbal 84	Quantitative 78	Non verbal 78	Spatial 80
SNAP	Not available				
PASS	Perceived Capability = 40:00		Approach to learning Situation =36		
	Low attitude to work demand = 5:00		Self regard as a learner= 6:00		

Barriers to learning	
Health	JDo has a diagnosis of Kinetic Conduct Disorder and ADHD, for which he takes 20mg Equasym XL daily. JDo medication is administered by OAPA First Aiders, upon his arrival to school. JDo also has Asthma.
Physical	No known issues
Lang & comm	JDo language and communication skills are good and he scored well above age criterion on his CELF assessment
Emotional	JDo gets frustrated when he doesn't understand the work he is set and this can often happen. JDo doesn't always know what makes him angry. JDo would like help with strategies to manage his anger. JDo main worries surround his grandmother's health and what will happen to him if she was unable to care for him. Jimmy is proud of his Traveller Heritage and openly talks about his home life and experiences of being a traveller. He is sensitive to criticism of his community.
Behaviour	JDo was permanently excluded from his primary school in Year 6, 2013 for serious breaches of school behaviour policy with repeated disruptive and aggressive behaviours towards both staff and learners.

	He had accumulated several fixed terms exclusion at his primary previous school. Whilst in OAPA's primary provision JDo's engagement in learning and his behaviour were barriers to a year 6 transition into mainstream school. It was agreed that JDo would transition into Year 7 at OAPA.
Social	JDo seems to be able to form peer relationships but has had issues in the past.
Learning	JDo preferred learning style is Auditory. His predicted end of KS3 scores are presently in the level 4 range. He scored quite poorly on the reading and spelling age assessment but this may be down to poor concentration.

Family circumstances	JDo resides with his elderly Grandmother, who has complex health difficulties. His mother resides in Hertfordshire with 2 elder and 3 younger siblings. Grandmother obtained custody of JDo when his mother was struggling to cope with his behaviour. Grandmother found it difficult to be apart from JDo and has subsequently retained custody of him. CYPS are assessing whether JDo could reside with his mother in the event that grandmother is unable to continue to looking after him. Grandmother is extremely protective of JDo and needs reassurance that JDo is capable of doing things independently.																													
Aspirations	JDo has aspiration of becoming a fitness instructor.																													
Partnership involvement	<ul style="list-style-type: none"> • Family Support Worker • CAMHS –Monitoring and review ADHA medication • CYPS- JDo has been on a CP plan since October 2015 • Targeted Support Team have been working with JDo since January 2016 to address concerns arising from the CP plan • Traveller Community Support Team has worked extensively with JDo, exploring his cultural and heritage and relating it to his educational outcomes. 																													
Intervention	<ul style="list-style-type: none"> • Lexia • Manga High • Music Therapy 																													
Academic Achievement	<p>Due to JDo poor attendance in academic year 2014-15, he did not achieve any of his target grades. This is in a stark contrast to this academic year, where JD's most recent report states that he has made a huge amount of progress in most all core subjects. In English he has achieved his target grade and in Science and ICT JDo has exceeded his target grades.</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Academic Year 2014-15</th> <th colspan="2">Academic Year 2015-16</th> </tr> <tr> <th>Target Grade</th> <th>Actual Achievement</th> <th>Target Grade</th> <th>Actual Achievement</th> </tr> </thead> <tbody> <tr> <td>English</td> <td>4a</td> <td>3b</td> <td>4b</td> <td>4b</td> </tr> <tr> <td>Maths</td> <td>4a</td> <td>2a</td> <td>4a</td> <td>4c</td> </tr> <tr> <td>Science</td> <td>4c</td> <td>3c</td> <td>2b</td> <td>3b</td> </tr> <tr> <td>ICT</td> <td>2a</td> <td>3c</td> <td>4c</td> <td>4b</td> </tr> </tbody> </table>		Academic Year 2014-15		Academic Year 2015-16		Target Grade	Actual Achievement	Target Grade	Actual Achievement	English	4a	3b	4b	4b	Maths	4a	2a	4a	4c	Science	4c	3c	2b	3b	ICT	2a	3c	4c	4b
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Science	4c	3c	2b	3b																										
ICT	2a	3c	4c	4b																										

Attendance

JD had previously been known to the EWS as JDo had been without a school place for 4 month following his permanent exclusion from his primary school. His grandmother had elected to home educate him but failed to register with the LA. Children Missing in Education intervened and JDo was referred to OAPA in Term 6 academic year 2013-14. At the end of Year 6 JDo’s attendance was 65.7%

Academic Year 2014-15

Initially, JDo’s attendance was good in year 6 Attendance was 65.79%. Upon transition to OAPA’s secondary provision. JDo commuted to school via local authority transport even though JDo does not have a Statement of Educational Needs. Transport was granted as grandmother has maintained that due to JDo impulsive behaviour he cannot travel independently to school.

Initially, JDo found it difficult to cope with the new routines and movement required in OAPA’s secondary provision. His behaviour deteriorated and he received 2 x 1 day FTE’s. Once he was issued with a FTE his grandmother would disengage from communication with school and JDo would on average not return to school for 2 days following a FTE. In addition to these absences JDo had several episodes of illness and a medical appointment which further impacted on his attendance. Grandmother fierce protectiveness of JDo meant she couldn’t accept that JDo behaviour was challenging. JD has a total of 20 days absent from school in T1

In Term 1 JDo was immediately referred to our EWS and he was allocated to our FSW, to facilitate communications with JD’s grandmother and to raise JDo’s attendance.

The involvement of the FSW was to work to bridge communication, defuse any tension with grandmother as well as provide her with a range of parenting skills to assist with his behaviour management. Our FSW provided us with good insight into JDo and his grandmother’s relationship.

Following a serious incident at OAPA, JDo received a FTE. During the same period there was a family crisis which led to the family abandoning their home. JDo did not return to OAPA following the FTE and grandmother had refused to communicate with OAPA. When we eventually tracked the family, they were residing in another local authority and were pursuing permanent housing. It was arranged for JD to be transferred to this LA for educational purposes.

A combination of both incidences led JDo’s non-attendance to school for a period of 3 ½ terms. When JDo was removed from OAPA roll his attendance was 60.2%.

The family then decided that they would no longer pursue housing with the new LA and the family returned to their residence in Haringey.

Upon his return to Haringey and subsequent re-admission in to the OAPA in Term 6 , a professionals meeting was held and OAPA immediately referred JDo to the Travellers Community Support Team, to support the family.

Our EWO resumed monitoring of JDo attendance and arranged fast tracking of the case for the historical attendance issues and the following interventions

were agreed :

- Traveller Community Support Team
- FSW
- Parents/Carers clinic
- Learner Clinic

At the end of academic year 2014-15, JDo's Attendance was 64.7% (UA 22% and AA 13.3%)

Academic Year 2015-16

On his return to school Year 2015-16, It was agreed to maintain the same level of external partnership, in order to improve JDo's attendance. All agencies have worked in conjunction to support the family. JDo engagement with professional has been excellent. JDo has maintained good level of attendances throughout the academic year.

Following safeguarding concerns in Term 1, JDo was made subject to Child Protection plans in November 2015. Due to the escalation of CYPS's involvement our FSW was unable to continuing working with the family.

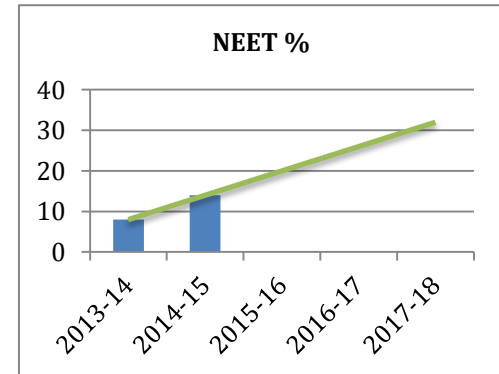
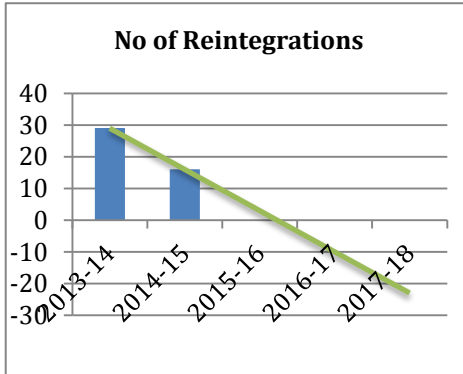
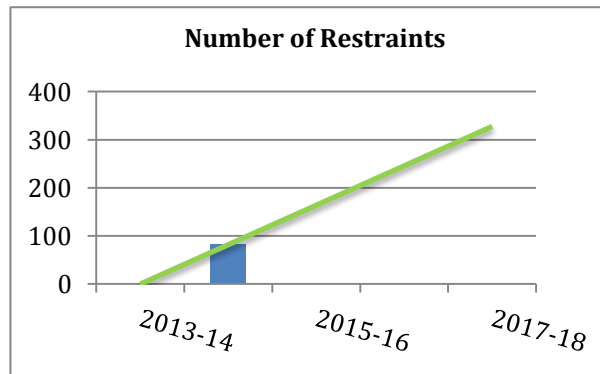
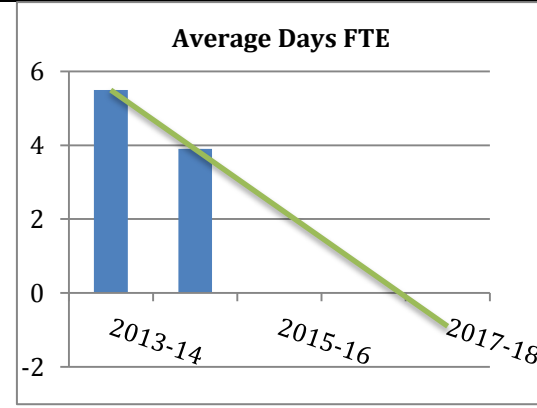
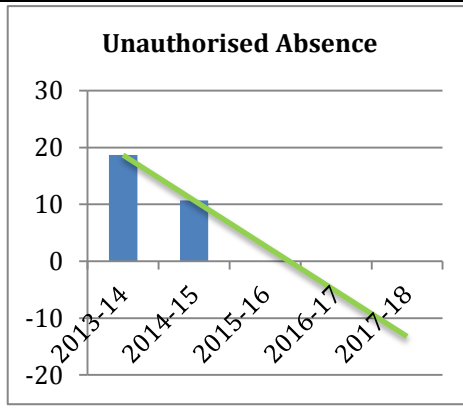
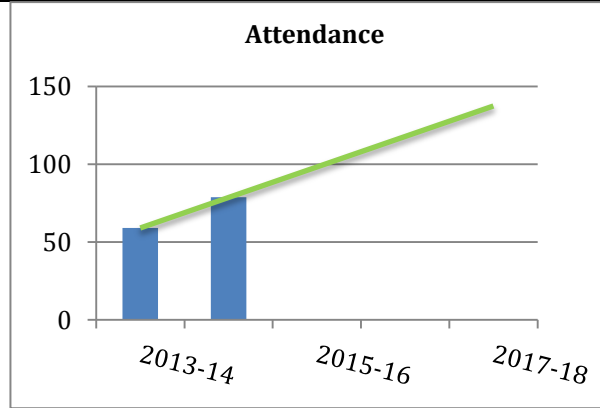
Since the CP plan has been in place JDo's attendance and grandmother interaction with the school has significantly improved. Grandmother directly contacts the school to share information with the school regarding JDo. She also co-operates with school regarding any FTEs. JDo has received 4.5 FTEs to date this academic year.

At the end of Term 5, JDo attendance was an impressive 87% (UA 7.6% and AA 5.5%).The impact that regular attendance has had on his academic achievement is evident from the data above.

OAPA are immensely proud of JD's academic and attendance achievements this academic year, especially given the poor educational outcomes that are attributed to the traveller community. JDo enjoys attending school and enjoys attending OAPA. He currently has no desire to pursue mainstream education. Given that JDo is now approaching Year 9 and he has never experienced education in a secondary mainstream setting. It is unlikely that he will be considered for reintegration. JD's grandmother also supports this view.

Appendix 2 : OAPA - Outcome Summary Sheet - 5 Year Summary

School	OAPA		Behaviour and Safety												
Year	NOR-end of year	KS2	KS3	KS4	Boys	Girls	No of Statements	Attendance	Unauthorised Absence	No of Restraints	FTE Individuals	FTE No of days	Ave no of days FTE	Reintegration	NEET %
2013-14	58	9	19	30	49	9	10 (26)	59.2	18.68	n/a	32	176	5.5	29	8
2014-15	51	12	22	16	43	7	12	78.8	10.7	82	74	203.5	3.9	16	14
2015-16															
2016-17															
2017-18															



() Represent number on roll throughout the

* **NEET** - Learners with no destination confirm yet

APPENDIX 3: OAPA- Therapeutic Intervention

September 2016 – May 2016: Wave interventions OAPA

Music therapy	Lexia	My Maths	Enrichment	Behaviour Management	School Counsellor	Circle Time	EHCP	Reading	Handwriting	Speech & Language	Meeting 1:1	CIN	Mentoring
128	119	30	340	8	17	81	2	64	140	101	11	22	1

Education Psychologist	Child Protection Meeting	Craniosacral Therapy	Word Shark
23	8	30	1