

		Meeting	TBAP Board
		Date	June 2017
		Item Number	TBAP
Title:	Head of CSS Report		
Responsible Leader:	Everol Halliburton, Interim Head of CSS		
Prepared By :	Everol Halliburton, Interim Head of CSS		

1. Purpose

- 1.1** This report provides headlines on recent TBAP Commissioning and School Support (CSS) activity and achievements. CSS acts as a first point of contact for schools across the four boroughs, providing early intervention support for both Primary and Secondary, centralised induction for new learners and the quality assurance and commissioning of alternative providers.

2. Managed Intervention Centres

Provision for pupils from day 6 of any exclusion (Day 6 provision) and secondary interventions are offered to schools through a Service Level Agreement with TBAP. For LBHF schools these services are delivered through the Childerley Education Centre. The Goldborne Education Centre (GEC) delivers provision for RBKC schools, for Westminster learners at the Westminster Education Centre (WEC) and for Haringey Schools at the similarly named Haringey Education Centre (HEC). A Lead Teacher supported by a mixture of UPS teachers and learning support professionals manage the day-to-day operations of each Centre. Each centre manages 6 day + activities and managed interventions apart from the Haringey Centre which also acts as an assessment Centre for the borough schools. To increase the capacity for strategic development, at the beginning of Term 2: 2016-17, Vaqas Qureshi who is Lead Teacher at the Childerley Centre has been given the additional responsibility of acting as Lead Teacher across all four Centres. It is unfortunate and with great sadness that I now report that Vaqas Qureshi has since submitted his resignation and leaves to take up an Assistant Principle role at ARK Burlington Danes Academy in September.

2.1 Focus on Behaviour and Safety

As reported on in the last report during this academic year there has been a key focus on introduction and implementation of the Behaviour 4 Learning tracking systems consistent with those in operation within TBAP AP Academies. The next phase is to synthesize the headings and sub-items drawn from the system for use within the centres, which will then influence the development of a single recording/feedback system to schools.

2.2 The Childerley Education Centre.

Since the start of the academic year 2016-17 (T1-4) the Childerley Centre has received a total of 129 referrals, 97 (75.19%) boys and 32 (24.8 %) girls. Of these referrals 81 (62.79%) for planned interventions; 14 (10.85 %) for managed moves; 33 (25.58 %) 6-day + referrals; 1 (.75%) assessment place. 123 learners (95%) were from LBHF schools and 6 (5%) were from out-of-borough schools. See table below.

School (no. of places)	Number of referrals	% of referrals
Ark Burlington Danes Academy	33	25.58%
Fulham College Boys' School	19	14.72%
Fulham Cross Girls' School	15	11.62%
Hammersmith Academy	13	10.07%
Hurlingham Academy	8	6.2%
Lady Margaret School	3	2.32%
Phoenix Academy	12	9.3%
St Augustine's CE High School	2	1.55%
The Bridge Academy	11	8.5%
West London Free School	6	4.65%
Chelsea Academy	5	3.87%
Sacred Heart	2	1.55%
Total	129	100%

An analysis of referrals by year group is shown below.

National Curriculum Year	Number of referrals	% of referrals
Year 7	12	9.3%
Year 8	27	20.93
Year 9	32	24.8
Year 10	30	23.25
Year 11	28	21.7
Total	129	100%

An analysis of referrals by ethnicity is shown below.

Ethnicity	Number of referrals	% of referrals
Algerian/Palestinian	2	1.55%
Any other Bangladeshi	1	0.77%
Asian other	3	2.32%
Any other mixed background	5	3.87%
Any other Moroccan	3	2.32%
Black African	17	13.17%
Bengali	1	0.77%
Black Caribbean	18	13.95%
Black Other	5	3.87%
Black Somali	3	2.32%

Mixed White & Black Caribbean	10	7.75%
Other Mixed Race	2	1.55%
Other Arab	5	3.87%
Other Egyptian	4	3.1%
Other Iranian	2	1.55%
Other Iraq	2	1.55%
Other Afghanistan	2	1.55%
Other Pakistani	3	2.32%
White British	32	24.08%
White European	5	3.87%
Any other white background	3	2.32%
Refused	1	0.77%
Total	129	100%

2.3 The Goldborne Education Centre (GEC)

Since the start of the academic year 2016-17 (T1-4) the **Golborne Education Centre (GEC)** has received a total of 77 referrals, 61 (79%) boys and 16 (21%) girls. Of these referrals (50) (65%) for planned interventions, 24 (31%) for 6 day plus provision and 3 (4%) for reintegration placements. 96% of learners were from K&C schools. See table below.

KAA have purchased a further 2 places for this year and next year, rising to an additional 3 the following year.

Sally Turner has completed her first full term and has made a great contribution already to the stability and development of the students and centre. She has brought a vast amount of mainstream curriculum and pastoral experience, which has made the centre even more effective.

School (no. of places)	Number of referrals	% of referrals
Holland Park School (3)	21	27.2%
Chelsea Academy (3)	12	15.58%
Kensington Aldridge Academy (2)	9	11.68%
Sion-Manning (1)	5	6.49%
St. Thomas More (3)	15	19.48%
Cardinal Vaughan (2)	8	10.38%
Burlington Danes**	3	3.89%
LAPA	3	3.89%
Other CSS	1	1.2%
Total	77	100%

**Informal relationship as out of borough

An analysis of referrals by year group is shown below.

National Curriculum Year	Number of referrals	% of referrals
Year 7	9	11.68%
Year 8	20	25.97%
Year 9	23	29.87%
Year 10	16	20.77%

Year 11	9	11.68%
Total	77	100%

An analysis of referrals by ethnicity is shown below.

Ethnicity	Number of referrals	% of referrals
Black Caribbean	13	16.88%
Black African	4	5.19%
Black Somali	15	19.48%
Black Other	4	5.19%
White British	4	5.19%
White European	1	1.2%
White Other	3	3.89%
Other Mixed Race	1	1.2%
Other Egyptian	6	7.79%
Other Arab	2	2.59%
Other Iraq	17	22.07%
OMRC – Moroccan	1	1.2%
MWBC – White and Black Caribbean	3	3.89%
Any other	2	2.59%
Total	77	100%

2.4 The Westminster Education Centre

Since the start of the academic year 2016-17 (T1-4) the **Westminster Education Centre (GEC)** has received a total of 54 referrals, 44 (81.5%) boys and 10 (18.5%) girls. Of these referrals 49 (90.74%) were for managed interventions; 4 (7.4%) have been awaiting for MM/PEX; 1 (1.85%) has been an attempted re-integration from Beachcroft - returned to BAPA after 6 weeks due to issues with finding a school in his home borough and mental health concerns.

- So far this year St. Marylebone Girls' School have purchased a rolling place, Westminster City School have purchased a second rolling place, and nearby special school St. Marylebone Bridge School and Grey Coat Hospital have both referred learners for daily-paid places.

An analysis of referrals for the **Year to Date** (Terms 1-4) by schools is shown below. Number of places bought by the school in brackets.

School (no. of places)	Number of referrals	% of referrals
TBAP Beachcroft	1	1.9%
Grey Coat Hospital (0)	1	1.9%
King Solomon Academy (1)	2	3.7%
Marylebone Boys' (1)	3	5.6%
Paddington Academy (2)	9	16.7%
Pimlico Academy (2)	12	22.2%
Quintin Kynaston (1)	4	7.4%
St Augustine's (2)	4	7.4%
St Marylebone Girls' School (1)	2	3.7%

St Marylebone Bridge School (0)	1	1.9%
Westminster Academy (2)	9	16.7%
Westminster City School (2)	6	11.1
Total	54	100%

An analysis of referrals by year group is shown below.

National Curriculum Year	Number of referrals	% of referrals
Year 7	6	11.8%
Year 8	11	20.4%
Year 9	9	16.7%
Year 10	14	25.9%
Year 11	14	25.9%
Total	54	100%

- *N.B. This year so far 52% of all referrals have been KS4 learners, compared to 28% of all referrals during 2015-16, and 39% in 2014-15. This signals quite a dramatic shift in the way the centre is being used by schools and has an impact on the way the centre is running in terms of curriculum.*

An analysis of referrals by ethnicity for the **Year to Date** (Terms 1-4) is shown below.

Ethnicity	Number of referrals	% of referrals
Bangladeshi	2	3.7%
Black Caribbean	5	9.3%
Other Black African	4	7.4%
BANN - Angolan	2	3.7%
BNGN – Nigerian	1	1.9%
BOTB – Black Other	1	1.9%
Black Somali	3	5.6%
White British	7	13%
White European	1	1.9%
White and Black African	1	1.9%
White and Black Caribbean	3	5.6%
Other Mixed Race	5	9.3%
Other Egyptian	2	3.7%
Other Arab	2	3.7%
Other Iraq	4	7.4%
Kurdish	3	5.6%
Latin/South/Central America	1	1.9%
Lebanese	1	1.9%
Moroccan	5	9.3%
Other ethnic group	1	1.9%
Total	54	100%

2.5 The Haringey Education Centre

Since the start of the academic year 2016-17 (T1-4) the **Haringey Education Centre** (HEC) has supported 80 referrals, 71 boys (88.75%) and 9 girls (11.25%). Of these referrals 27 (34%) were for managed interventions; 13 (16%) were for 6 day plus provision and 40 (50%) were assessment placements.

An analysis of referrals by schools is shown below

School (no. of places)	Number of referrals	% of referrals
Fortismere School	8	10%
Gladesmore	3	3.75%
Greig City	13	16.25%
Harris Academy	5	6.25%
Heartlands High	9	11.25%
Highgate Wood School	7	8.75%
Hornsey Girls School	1	1.25%
Northumberland Park School	4	5%
Park View	9	11.25%
Tottenham UTC	1	1.25%
Woodside High	20	25%
Total	80	100%

An analysis of referrals by year group is shown below.

National Curriculum Year	Number of referrals	% of referrals
Year 7	11	13.75%
Year 8	17	21.25%
Year 9	28	35%
Year 10	14	17.5%
Year 11	10	12.5%
Totals	80	100%

An analysis of referrals by ethnicity is shown below.

Ethnicity	Number of Referrals	% of referrals
Black African	8	10%
Black Caribbean	35	43.75%
Kurdish	4	5%
Mixed ethnicity	10	12.5%
Other black	1	1.25%
Other ethnicity	2	2.5%
Other White	9	11.25%
Turkish	8	10%
White British	3	3.75%
Totals	80	100%

3. Provision for Vulnerable learners

TBAP Portobello AP is satellite provision of LAPA. This Centre (PRC) provides full time

education on an interim basis for vulnerable learners who may not have a school place or for a variety of reason are unable to attend school. This provision was merged with the Walmer Road School in September and is based at Rugby Portobello in RBKC.

2.1 Focus on Behaviour and Safety

Similar to the development structures being implemented within the MICs work is ongoing supported by Latimer AP staff and CSS staff to develop the curriculum offer and formalise appropriate recording and tracking systems.

Since the start of the academic year 2016-17 (T1-4) the **Portobello AP Centre (PAP)** has 20 learners on-roll, 9 boys (45%) and 11 girls (55%)

An analysis of referrals by year group is shown below.

National Curriculum Year	Number of referrals	% of referrals
Year 8	2	10%
Year 9	4	20%
Year 10	8	40%
Year 11	6	30%
Totals	20	100%

An analysis of referrals by ethnicity is shown below.

Ethnicity	Number of referrals	% of referrals
Other ethnic group	8	40%
White and other ethnic group	4	20%
White English	4	20%
White Eastern European	0	0%
White Western European	1	5%
Other Mixed Background	2	10%
White Irish	1	5%
Total	20	100%

4. Westminster Secondary Schools Improvement collaborative – (WISSIC)

Since 2014, in consultation with secondary Headteachers in Westminster a SLA was established which instructed TBAP to support the work of the Westminster Fair Access Panel (Westminster Secondary Schools Improvement collaborative - WISSIC) to broker and facilitate managed moves between Westminster Schools. To date we have one learner placed from H&F to a Westminster school with 2 learners pending Managed Moves into mainstream. Currently it is very difficult to find places in WCC schools as many of the school are brokering moves between themselves on a one-in one out arrangement with late or no notification given to TBAP. This was raised at the last WCC Inclusion managers and WISSIC meeting. A recent reminder sent to all WCC prompted feedback from 3 schools which indicated that 15 learners had been moved. This demonstrates that WCC schools will use TBAP to move the most difficult learners.

5. Safeguarding

The position of TBAP Lead for Safeguarding and Childrens Welfare has recently been moved to sit within the CSS Structure. Since the last report an audit of Safeguarding Practices in all TBAP

Academies has been completed. No serious concerns having been recorded. There are some variances in practice and these have been identified in the recommendations included in the reports. The implementation of such will be further monitored by the Safeguarding Audit Committee.

Plans are being developed to ensure all TBAP/TBAP CSS personnel have received Level One training and all Lead Teachers within the MICs have received Level Three training appropriate to Designated Safeguarding Lead status. One recommendation from the reports that we have acted upon is to update the training around Looked after Children. To meet this need we have recently engaged the Virtual School for Looked after Children to deliver training for our Designated Teachers to commence in T6.

TBAP is also now represented at the newly convened Designated Safeguarding Lead network Forum facilitated by Hilary Shaw, Safeguarding in School, Child Protection and Education Officer.

6. Therapeutic Services

TBAP Trust continues to offer Therapeutic services to learners across the range of provisions. Responsibility for line management of the Therapy Lead is also sits within the CSS Structure and work is ongoing to embed therapy across all of TBAP's provisions. Increasingly we are having more self-referrals from young people, particularly those coming through therapeutic induction. The operational policy for therapy has been updated to include a new progress review sheet and a new outcome measure. This can be found here: Z:\TBAP Therapeutic Services\Therapy Service blank forms 2017. The progress review sheet looks at both outputs and outcomes data as well as a narrative from staff/learners and parents as appropriate. Discussion are ongoing regarding the most appropriate feedback/review loop with staff. Currently 141 learners are accessing therapeutic support. Full time therapeutic support had been difficult to broker for some of the schools in the TBAP East region and as a result, the Therapy Lead is continuing to provide weekly support at CBAPA to learners and monthly support to staff. She is also visiting OCAPA once a month to provide staff support and CPD. CAPA staff have also requested staff support groups be convened and the Lead Therapist is developing an offer. The outputs recorded demonstrate that very few learners are choosing to miss therapy sessions when they are present in school, however, overall attendance is hugely impacted by absence or exclusion from school.

We are still seeking to recruit an In-House Speech and Language Therapist (SaLT)

It is also with great sadness I now also report that Rebecca Bonham-Carter has since submitted her resignation and leaves to take care of her young family at the end of the academic year.

TBAP Provision	Number of learners accessing therapeutic support
OAPA	28
Unity St Neots	5
Unity Wisbech	5
CBAPA	7
OCAPA	Lead Therapist to start
BAPA	33
LAPA	24
BCAPA	17

PAP	9
AcAPA	6
CAPA	7
CSS	12** learners engaged through induction process ** Lower than normal as therapist have period of scheduled leave

7. AP Students placement and monitoring – Peripatetic Service.

This service is provided and managed by CSS to provision for learners who either cannot be placed at a current TBAP Academy provision, are awaiting placement at one of the commissioned APAP sites or, have fallen out of an APAP provision and are awaiting new placements. Since the last report we have now secured the fixed classroom at the Adult Education Centre in Macbeth Street, Hammersmith and the initial learner induction classes being in week one of T6 (05/0617)

Learners will be initially offered three hrs per day offered three days per week. Currently there are seven learners earmarked to access this this provision, 5 boys (71%) and 2 girls (29%).

7.2 Focus on Behaviour and Safety

The offer will continue to be a short-term intervention programme that aims to prepare students for their next steps in education. There will a strong focus on achieving accreditation, developing appropriate behaviour for learning and each learner building up confidence in their ability to achieve success in adult life.

As a core offer all students will be working towards achieving a Functional Skills qualifications in English and Maths and will be assessed on arrival to determine their appropriate level. In addition, there will also be a strong focus on Personal, Social and Health Education (PSHE) and developing positive behaviour and attitude.

An analysis of referrals by year group is shown below.

National Curriculum Year	Number of referrals	% of referrals
Yr 9	5	71.44%
Yr 10	1	14.28
Yr 11	1	14.28
Total	7	100%

An analysis of referrals by Home Authority

Home Authority	Number of referrals	% of referrals
H&F	4	57%
WCC	3	43%
LAPA	N/A	N/A
Total	6	100%

An analysis of referrals by Home School

Home School	Number of referrals	% of referrals
BAPA	1	17%
BCAPA	2	34%

LAPA	3	50%
Total	6	100%

8 Permanent Exclusions, Managed Moves, Induction & Placement (inc. Fair Access)

CSS continues to be the 'first point of contact' for all secondary learners referred to TBAP as permanent excludes, managed moves or learners without a school place (via FAP). They are interviewed and then have their first week of the TBAP induction process within the induction classroom at the Latimer Building.

8.2 During the interview and induction process, information on the learner is gathered and placed on the CSS SIMS database. Whilst most learners will transfer to their 'home borough school' this information will be used to identify the most appropriate provision for those who cannot. At the end of their induction, the learners are prepared for transfer to their new school and all the information is transferred to that school's SIMS system.

8.3 To date 217 pupils have been referred to TBAP through the centralised induction process. 25 have been placed in BAPA; 29 have been placed in Beachcroft School; 21 have been placed in the Latimer Education Centre; 29 have been placed at the Octagon; 3 have been placed at the Courtyard; 33 have been inducted into TBAP Cambridge; 26 into TBAP Unity and 4 into TBAP Octavia. A further 13 pupils have been placed in TBAP commissioned placements with alternative provision providers. A wider analysis of TBAP referrals and placements is displayed below.

Analysis of referrals to TBAP

Placement	Number of referrals	% of referrals
BAPA	25	11.52%
Beachcroft	29	13.36%
LEC	21	9.67%
Octagon	29	13.36%
The Courtyard	3	1.38%
TBAP Cambridge	33	15.2%
TBAP Octavia	4	1.84%
TBAP Unity	26	11.98%
Commissioned AP	13	5.99%
Dual Registrations	8	3.68%
Referral withdrawn - returned to mainstream school	2	.92%
Referral withdrawn - Parents found alternative placements	3	1.38%
College placement found by mainstream School	1	.46%
Learners address registered as Out of Borough - no appointment given	2	.92%
Learner moved out of Borough – new borough informed	1	.46%
Learners currently sitting induction assessments	0	0
Learners with forthcoming appointments @ CSS	0	0

Pending: • Waiting for statement • Waiting for referral form from FAP	0 0	0
No show from family – Case referred to Early help	17	7.83%
Totals	217	100%

9 Reintegration of TBAP Learners

Learners are considered mainstream ready based on performance within the AP Academies or APAP placement. Whilst there they are required to meet a high standard of behaviour and attendance. For learners within the TBAP Academies once identified they are placed within one of the MIC to complete the process. In the interim schools are approached using established contacts or direct referrals. We are developing the model to ensure school places are secured prior to placement in the MIC to avoid extended periods out of school. Where possible, learner cases are presented at the respective termly Fair Access panels for consideration by mainstream school partners. Year to Date we have placed three learners back into mainstream school.

10 Commissioning

CSS commissions placements within Alternative Provision for TBAP and occasionally on behalf of tri-borough schools.

We currently commission full and part-time placements in a number of FE Colleges; free schools; independent schools; community and voluntary organisations and other AP providers. TBAP has produced a directory of quality assured AP providers which will be available to schools on the TBAP website. The directory currently has details of 21 AP providers. Previously Tri-Borough schools and AP providers met regularly with TBAP colleagues at the Diverse Pathways Group that acted as an information sharing, strategic planning, support and development forum. This function is now facilitated through CSS led QA processes or discussion with a range of Pan- London QA forums. We are currently reviewing the extent of our commissioning of external AP providers and in part are viewing the development of our own static provision at Macbeth Street as a precursor to developing our own provision to cater for the most challenging learners referred to TBAP tri-borough Academies.

10.2 Focus on Behaviour and Safety

For learners placed within other AP provider organisations, progress is monitored through the receipt of weekly attendance and progress reports accompanied by termly reports. Currently the task of collation and recording such data is undertaken by CSS staff. This system is being developed which will allow for a designated CSS staff members to be supporting particular cohorts of learners and further supported by virtual tutors in the home schools using the established tracking and attendance sheets in SIMS.

11 Primary Interventions

CSS provides support to primary schools and their learners across four boroughs. The Tri-borough Intervention Team: Primary (IT:P) is the result of the amalgamation of 2 well-established teams of Teachers and Learning Support Professionals with extensive experience in the field of SEMH. They aim to develop capacity by providing practical support to tri-borough primary schools, through both casework and staff training. They work at whole school, class and individual level.

11.2 Focus on Behaviour and Safety

With clear criteria's for referral involving school teachers and SENCos the Team use the B4L conceptual framework and an integrated behavioural approach to help teachers understand behaviour, clarify their concerns and plan for change. Current areas being developed revolve around the Monitoring and measuring the impact of whole class intervention.

Since the start of this academic year the IT:P has processed 147 referrals and worked with 111 individual learners, 101 boys (91%) and 10 girls (9%).

As at the end of T4 2017 referrals were up 16% on the previous year; if the current trend continues, by the end of 2017 ITP would have received a total of 181 referrals, up 25% on 2015-16.

Analysis by type of intervention

Type of Intervention	Number of interventions
Individual	111
Class	28
Group Referral	5
Whole school focus	3
Total	147

Analysis by year group of individuals and class referrals

NCY	Number of interventions	% of interventions
Nursery	2	1.8%
Reception	5	4.5%
Year 1	19	17.11%
Year 2	18	16.21%
Year 3	20	18.01%
Year 4	21	18.91%
Year 5	14	12.61%
Year 6	12	10.81%
Totals	111	100%

Analysis by borough and School

	Group	Individual	Whole class	Whole school focus	Total
H&F Schools	3	56	15	3	77

					(52.3%)
Addison		1			1
All Saints' CE Primary		1			1
Ark Bentworth		3	1	1	5
Ark Conway		2			2
Ark Swift Primary Academy		3			3
Ashburnham		1	3		4
Brackenbury	1	5	3		9
Courtyard AP Academy		1			1
Flora Gardens		3		1	4
Fulham Primary	1	2			3
Greenside		1			1
Holy Cross		1	1		2
Kenmont		2			
Langford		1	1		
Marlborough		1			
Melcombe		4			
Normand Croft		3			
Old Oak		1			
Oxford Gardens			1		1
Queen's Manor	1	2			3
Sir John Lillie		1			1
St John XXIII		3			3
St Mary's RC, Brook Green		3			3
St Thomas of Canterbury		3	2		5
Sullivan Primary			1		
Thomas Academy		4	1		5
Wendell Park		4	1	1	6
Wormholt		1			1
K&C	2	42	13		57 (38.7%)
Ashburnham		2			2
Barlby		1			1
Bevington		7			7
Bousfield		1	1		2
Brackenbury		1			1
Colville		1	2		3
Holy Trinity		2	1		3
Marlborough		4	1		5
Oratory		1	1		2
Oxford Gardens		7			7
Park Walk		2			2
Servite	1	2			3
St Barnabas		3			3
St Charles	1	3	3		7
St Clement & St James		2			2
St Cuthbert's		2	1		3
St Francis of Assisi			2		2
St Mary Abbots		1			1
St Thomas' Primary			1		1
WCC		13			13 (8.8%)
Edward Wilson		2			2
Hallfield Primary		2			2
Our Lady of Dolours		1			1

Soho Parish School		2			2
St Augustine's		1			1
St Edward's		2			2
St Matthew's		1			1
St Stephen's		1			1
St Vincent's Catholic Primary		1			1
Grand Total	87 (75.65%)	25 (21.73%)		3 (2.62%)	115 (100%)

Analysis by ethnicity of individual referrals

Ethnicity	Number of interventions	% of interventions
Black Caribbean	10	9%
Black African	18	16.2%
White British	17	15.31%
White other	10	9%
Any other mixed ethnic group	10	9%
Any other ethnic group	12	10.81%
Data not supplied	34	30.63%
Totals	111	100%

12 SEN across TBAP

CSS provides strategic leadership to all Academies and retains responsibility for the ongoing implementation of the SEN/Inclusion Policy across the Trust. The Assistant Head of CSS oversees day-to-day management and implementation of the SEN Policy and liaises with Directors of Access and Inclusion (DOAI) responsible for day-to-day SEN/Additional Needs within each individual school. A dedicated Learning Support Professional (LSP) provides additional administrative support to schools and is line managed by CSS.

Analysis of need by School is shown below

TBAP Statements/EHCPs	
School	No.
BAPA	6
BCAPA	9
Bespoke provision	1
CAPA	8
CSS (inc TBAPRes)	7
LAPA	1
OAPA	6
Portobello AP	2
16-19 AcAP	1
Unity	52
TBAP TOTAL	93 (CSS SIMS 08.05.17)

Analysis of SEN Referrals is shown below

LA	Referrals received	Referrals accepted	Placement refused by family	Reason declined/refused placement
H&F	6	4		Learner has diagnosis of ASD and significant language and social communication needs.
K&C	3	3		
Westminster	4	4		
CAMBS	32	30		1 Learner with recent escalation in violent behaviour. 1 family has not taken up place – reason yet to be shared with CSS
Haringey	5	5		
Herts	7	7		Herts does not have capacity to meet needs of 1 recent referrals.
Surrey	6	4		1 Place in BCAPA turned down due to travel distance from home. 1 parent/carer turned down place due to travel distance. BAPA does not have capacity to meet needs of 2 recent referrals.
TOTAL	63	39 (95%)		* Caveats exist where referrals have been accepted but parents have refused placements or moved **A number of placements offered have yet to be filled

Analysis of EHCP requests is shown below

School	No.	Stage.
BAPA	1	Submitted to SEN. Waiting for panel decision.
BCAPA	2	Information gathering in school.
CAPA	14	7 awaiting response from attached professionals 7 awaiting response from LA.
CBAPA	1	Submitted to LA. Waiting for decision
LAPA	2	1 request submitted to SEN. Panel agreed to assessment 1 request still at information gathering stage pending confirmation of ASD diagnosis
OAPA	0	
OCAPA	1	Initial planning stage with EP
TOTAL	21	

TBAP Academies, particularly CAPA, are experiencing significant delays with regards to response times from Local Authority professionals and this has been raised with the Head of Service (SEN).

We are also receiving an increased demand to set up individual bespoke packages of tuition and this has been passed on to the Head of TBAP West for discussion with the Head of Service (SEN).