

	Year 0 March 2018- September 2018	Year 1 September 2018-September 2019	Year 2 September 2019-September 2020	Year 3 September 2020-September 2021
Tier 1 Universal Services	<ul style="list-style-type: none"> Attendance Network to continue in current format Behaviour Network to continue in current format Set borough wide principles for inclusion and set out how this will be visible. Plan new "Inclusion Conversation" system and agree incentives, QA and vision. Link to analysis of all key inclusion data around individual schools. Develop Borough Wide collective responsibility agreements with Head Teachers which should include funding arrangements (PEX, AWPU/PP and High Needs Element 3), behaviour policy, non-negotiable, pupil movement through the continuum, aims, aspirations and shared principles. Continue to develop data capture in respect of: managed moves, part time timetables and PEX. 	<ul style="list-style-type: none"> Attendance Network to continue In current format Behaviour network to be strengthened and themed. Themes should be linked to Doncaster Priorities, updates and local appetite. Pilot new "Inclusion Conversation" and evaluate The collective responsibly becomes the core strategy that guides all Inclusion processes in Doncaster. Review Fair Access Protocols using collective responsibility strategy. 	<ul style="list-style-type: none"> Explore combining Attendance & Behaviour Networks Embed "Inclusion Conversation" and develop QA Framework for use across the Borough e.g. Charter Mark and/or Inclusion Quality Mark 	There is effective and consistent practice across all sectors, supported by a high quality outreach offer and appropriate support and challenge.
Tier 2 universal plus services; can meet vulnerable children's needs with additional support OUTREACH SUPPORT	<ul style="list-style-type: none"> Cancel secondment of PLC team to Inspiring Futures. PLC Outreach team becomes L.A. Primary Outreach Service. Skills audit of current Primary Learning Centre Outreach Teams Develop comprehensive approach to outreach to include: agreed model, methods of assessment, needs analysis, intervention menu and evaluation/success criteria. Design/develop multi-professional outreach service. Consider alignment and refocussing of LA delivered services in line with design of outreach service. Develop vision for outreach service which includes role of wider partners including (but not limited to EPS/ASCETS) Plan how outreach support TRANSITION & REINTEGRATION and finalise Policy & Guidance Develop training strategy for outreach teams (to include identified Borough wide priority areas) Re-launch transition panel with tiered outreach offer to support transition utilising new primary outreach team. Re-broker Service Level Agreement for all Secondary Learning centre settings to ensure 	<ul style="list-style-type: none"> Skills audit of secondary Learning Centre outreach team. De-commissioning of Learning Centre outreach, with resource brought in-house as part of outreach support service. TUPE of staff to the L.A. begins. Implement high quality, specialised training opportunities for outreach teams Provide greater capacity for outreach support at KS3 and KS4 utilising new outreach support service. Complete cohort analysis around PRU/LC numbers to inform PAN of proposed Assessment Centre Monitor and QA SLA with Learning Centres Ensure Outreach Teams effectively support TRANSITION & REINTEGRATION and evaluate against success criteria Develop and design new KS3-4 assessment and reintegration centre. 	<ul style="list-style-type: none"> Begin the decommission of Learning Centre in-reach provision Increase Secondary Outreach provision utilising existing Learning Centre staff (currently used to supervise high levels of in-reach placements across all LC settings) Open KS3-4 Assessment Centre based on cohort analysis from Year 1 (no more than 12 places) 	<ul style="list-style-type: none"> Demand for AP places reduces considerably due to impact of outreach support and strengthened assessment and allocation system. Consider offering Outreach Provision and/or CPD as a Traded Service.

	<p>robust outreach delivery and set clear expectations around pupil numbers and priority groups.</p> <ul style="list-style-type: none"> • Make meaningful links with wider outreach services- special schools, local partners, DCST & DMBC colleagues 			
<p>Tier 3 child more complex needs with escalating learning/behaviour difficulties</p>	<ul style="list-style-type: none"> • Increase PAN at Levett by 10 places to 100. This will provide much needed flexibility within the system to include: picking up Day 6 provision, flexible placements during transition and re-integration phase and resource sharing and a very small number of PLC in-reach who can't immediately be accommodated in mainstream. • Co-design with Levett new admissions policy; analyse current cohort of young people and develop transitional plan to ensure yr 3 refocus of provision • Co-design transitions panel and process with secondary heads and support successful transition. • Agree 1 year contract extension for NBEC under existing criteria • Pilot specialist AP that meets identified need e.g. Knife Crime- funding already in place for up to 20 places. 	<ul style="list-style-type: none"> • Maintain Levett @ 100 places • BPL to open with 30 places • NBEC- Continue to commission 50 places with strengthened QA. • Closure of PLC in-reach provision. • Learning Centres KS3 Current commissioned Spaces: St Wilfrids: 17 (includes 10 @ KS2) Central: 17 South West: 18 North: 12 Learning Centres KS4 – brokered directly by schools- 90 places • Pilot specialist AP that meets identified need e.g. Knife Crime Funding for up to 30 places @ £10k £300k across 2018/2019 	<ul style="list-style-type: none"> • Maintain Levett at 100 places • BPL to expand to 60 places • C&I school: cohort to include 10 students from Levett • Maintain a commitment to a 50 place KS4 single registered PRU- similar to NBEC model, working in partnership with secondary schools in order to ensure outcomes. • Reduce KS3 (and KS4) Learning Centre Places by one third – 102 places 	<ul style="list-style-type: none"> • Maintain Levett at 100 places • BPL to expand to 120 places • Maintain a commitment to a 50 place KS4 single registered PRU- similar to NBEC model • Fully decommission Learning Centres (reduction of previous total PAN by 100 places)
<p>Tier 4 Acute needs SEMH</p>	<ul style="list-style-type: none"> • Confirm number of OOA placements where the primary need is SEMH and complete cost analysis • Explore sufficiency around both/one of the PRU becoming an SEMH specialist provision for KS1-4 (40 places) as part of the SEND review. • Cohort analysis for both PRU settings which includes primary need • Develop criteria for placement in SEMH acute provision. 	<ul style="list-style-type: none"> • SEMH Acute pilot class in a PRU setting – 1 academic year (10 places) & specialist SEMH outreach/EPS c. £170k • Develop specialist knowledge around SEMH to inform provision at Tiers 2,3 and 4. <p>Total places at Tier 3 and 4 = 374</p>	<ul style="list-style-type: none"> • Extend pilot of SEMH Acute to 20 places for one year c. £340k <p>Estimated 5 OOA places return to in-house provision. This would create a saving of at least £150k</p> <p>Total places at Tier 3 and 4 = 342</p>	<ul style="list-style-type: none"> • 40 place acute SEMH provision located at a current PRU site at £17k per pupil. Projected cost: £680k <p>Estimated 10 OOA places return to in-house provision. This would create a saving of at least £300k</p> <ul style="list-style-type: none"> • <p>Total places at Tier 3 and 4 = 320</p>