



Children's Services

SLA Team

1. Executive Summary

Background

The SLA team aims to improve the attainment of children and young people by helping schools increase their capacity for inclusion, including social inclusion, through offering advice, training and support for teaching, non-teaching staff and schools.

Raise Attainment by Improving Access and Inclusion (including support for schools to develop inclusive practices that address the SEN Code of Practice, and the Disability Discrimination Act; and support for vulnerable children, those at risk of exclusion or in public care) Support for Schools Causing Concern, Building a More Inclusive Service, Providing Excellent Services.

SLAs are negotiated with schools and the LA to meet their demands for targeted intervention, training, pupil, teacher and school support, the main focus being school improvement and raising pupil achievement particularly pupils with special educational needs. There is a wide variation in the type of SLAs offered from direct work with pupils to more strategic input e.g. counselling, literacy, SENCO support.

Feedback from this year's Annual Survey of the SLS by schools indicated that schools rated SLAs very highly and that they made a strong contribution to the progress of inclusion.

2. Data Collection & Consultation

Data Collection

Annual survey to schools

Questionnaire to staff re: diversity of both them and their students

PMR outcomes,

Children's services data on sociological make up of borough service users and areas

Data from children's services re: changing ethnic population in LBTH

Consultation

Annual survey to schools

Diversity questionnaire to SLA team members about themselves

Diversity questionnaire to SLA team members about their pupils/students

3. Key Findings

Ethnicity

Targeting of particular groups through the delivery of some SLAs is possible and desirable e.g. Somali candidates for TA training have been successfully targeted to address the under representation in the boroughs workforce of this particular ethnic group.

There is the opportunity to train and provide a field of candidates for TA positions to local schools that better reflects the local community.

Gender

We already know that some forms of SEN are more prevalent among boys in the population. Whether or not this is fairly reflected in the way that schools target their resources for SLAs can only be tackled by SLS being mindful of the possibility of discrimination, gathering information on the profile of pupils they work with and entering into a dialogue with schools about the best use of resources.

Team members have been asked to collect data on the gender makeup of the students impacted on by the SLAs they deliver

Where SLAs are delivered to school age pupils the number of boys monitored or supported directly is 87 and the number of girls is 54

Where SLAs are delivered to adults the number of women monitored or supported is 82 and the number of men is 25

The adult groups worked with above are the applicants for various courses and generally reflect the make up of gender groups working in our schools. The school gender groups worked with present an interesting picture which needs further examination.

Disability

In consultation with the SLS schools sometimes have to make decisions to target SLA resources disproportionately at particular vulnerable groups in order to secure their access to the curriculum e.g. a child with Down's Syndrome. Sometimes this is temporary while they build up their own expertise and can then take a more inclusive approach.

Sexual orientation

Schools and the LA procure SLAs other groups do not negotiate SLAs. At present no specific LBG groups commission services from SLS on SLAs.

There is the potential to challenge discrimination through the delivery of SLAs but there is a gap in information here. There is a system for logging and investigating cases of discrimination or the need to challenge schools. So far there is no evidence of LBG pupils failing to get proper access to our service.

Faith

Through the delivery of SLAs a blind eye could potentially be turned to the needs of such groups but there is no evidence that this is the case on the grounds of religion.

4. Conclusions & Recommendations

The pupils and adults supported and educated by the various SLAs do appear to represent the diversity that exists in the cohort targeted by the SLA, however more detailed information is needed. SLA reviews and planning to include effects on diverse groups represented in the school community and local community.

Action Plan

Recommendation	Key activity	Progress milestones
Put in place with team a system for collecting Diversity data about Student groups targeted by SLAs	Inform team of the need and develop with them a system to record required data.	Systems developed and in place and monitored effectively
Address any shortfall in meeting the needs of religious and belief groups in our SLA targeted groups	Examine data and discuss needs that are apparent	Data collected where specific issues arise that need to be challenged and logged and in consultation with SLA commissioners. Team member's data discussed during PMRs and supervisions.
Address any shortfall in meeting the needs of LGB Transgender should be included in Gender members in our targeted SLA groups	Examine data and discuss needs that are apparent	Data collected where specific issues arise that need to be challenged and logged and in consultation with SLA commissioners. Team member's data discussed during PMRs and supervisions.
Attempt to positively recruit a person with disabilities in future recruitment drive.	Inform SLS Senior manager of this recommendation	Person appointed.
Ensure all groups (including age and gender) are targeted effectively when running courses for school staff and new trainees	Examine data and change advertising methods if necessary to positively encourage applicants from all diverse groups and demonstrate that recruitment processes are fair.	Gender balance is even and age range is represented fully in all groups attending courses