



**SURREY CHILDREN'S SERVICE  
(EDUCATION SUPPORT SERVICES)**

**SURREY COUNTY COUNCIL'S  
LOCAL COMMITTEE (ELMBRIDGE AREA)  
23 MARCH 2005**

**SUMMARY:**

This report is an update on the work of the educational support services to children and schools, which includes the area Multi-Professional Teams (MPTs), the Physical and Sensory Support Service and the Traveller Education Support Service.

Data is provided on a district/borough basis and comparative data is also presented.

**RECOMMENDATIONS:**

That the Local Committee in Elmbridge should:

- (i) Provide comment and feedback on the issues identified in the report and the operation of the service;
- (ii) Identify opportunities for further information exchange and engagement with the service.

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<b>BACKGROUND PAPERS:</b>	None

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## **1 INTRODUCTION AND BACKGROUND**

1.1 Surrey Children's Service was formed in 2002. The aims of the service are:

- To develop preventive and inclusive strategies
- To build capability within families and schools
- To centre our practice and processes on the needs of children
- To ensure the safety of all Surrey children
- To focus on the achievement of all children, especially those who have additional needs
- To act as the best possible 'Corporate Parent'

This will be achieved by providing an efficient service through integrated and effective multi-agency working. In addition, the Service is fully committed to Equalities issues.

1.2 The North East area covers the boroughs of Spelthorne, Elmbridge and Epsom & Ewell Borough. In Elmbridge there are 2 Multi Professional locality teams, one covering West Elmbridge schools and the other covering East Elmbridge schools.

1.3 Evaluations have shown that this new structure is providing a more co-ordinated and responsive service for schools, children and families.

## **2 DEVELOPMENTS SINCE LAST REPORT**

2.1 The integration with social care has moved forward with the Children with Disabilities (CWD) team becoming part of the MPT from April 2004.

2.2 Partner agencies are working alongside the MPTs including school nurses, doctors, Child and Adolescent Mental Health Services (CAMHS), Connexions, and Speech and Language Therapists.

2.3 A representative of the MPT attends the local Community Incident and Action Groups (CIAG).

2.4 New responsibilities have been established for Senior Educational Psychologists to work with complex cases and to reduce Out County placements.

2.5 Preventative Strategy: a number of local workshops have been held and outcomes are being followed up through Area Partnership Boards. A directory of local preventative services has been produced.

2.6 Local Partnership Boards are providing a forum for moving forward the Local Preventative Strategy and the National Service Framework (NSF) for Children and Young People.

### **3 LOCAL INITIATIVES**

- 3.1 A steering group has been established to develop:
- Home School Liaison workers.
  - Family support workers.
  - Working in partnership with established and emerging confederations of schools between the MPT locality team and the Elmbridge Confederation of Schools now takes place and includes health and CAMHS professionals.
  - Centralised planning meetings.
  - Ethnic and Language Minority Achievement (ELMA) home school liaison project.
  - A package titled 'Education for Change, Making the Move from Primary to Secondary Schools' has been developed by Educational Psychology. Every school in Surrey has received a brochure and resources to support schools in managing the change from primary to secondary education. This has been a highly successful initiative.
  - Successful working between CAMHS TIER 2 workers and the MPT.
  - A multi agency pilot including CAMHS to be set up in Elmbridge which is to set up an assessment process for families with mental health needs but who do not meet the referral for CAMHS clinics or social care teams.
- 3.2 In September 2004 there was a very successful Transition project to support vulnerable pupils transferring to Rydens School (see Highlights section below). It is planned to repeat this project in 2005.
- 3.3 Multi Professional Team members are involved in local partnership projects, including the Stanwell regeneration project.

A project will be starting at the end of February to offer respite provision for secondary pupils at risk of permanent exclusion from school.

### **4 ANALYSIS AND COMMENTARY**

#### **Special Educational Needs**

- 4.1 The MPTs work with school staff, parents and children to ensure that the needs of all children including children with special needs are met. In Elmbridge borough at July 2004 there were 1141 (8.7%) pupils at school action, 609 (4.69%) at school action plus, and 189 (1.45%) pupils have a statement. The number of looked after children in Elmbridge in September 2004 was 31. The number of statements ceased in Elmbridge was 4. See Appendix 1 for comparative statistics.
- 4.2 The work of the Special Education Needs (SEN) Administration team continues to improve in relation to targets of Statements completed on time. However, there are some issues for numbers with receiving medical reports on time.

### **Exclusions and Attendance**

- 4.3 There were 26 permanent exclusions in Elmbridge during the last academic year September 2003 to July 2004. With regard to attendance in Elmbridge, there were 1.84% unauthorised absences and 8.7% authorised absences (an average for the year 2003 – 2004).
- 4.4 The majority of schools have set absence targets for 2008 and are now required to submit termly absence returns to DfES. The lead responsibility for this is with Education Welfare working with schools to secure reductions in absence rates but all professionals have responsibility to highlight the links in boroughs between attendance/attainment and to promote the importance of good school attendance with all stakeholders.

### **Access to Funding for SEN Pupils**

- 4.5 An operational steering group for Improving Intervention for Pupils with SEN has been formed to take forward the work started by the Reducing Reliance on Statements Project. Extensive consultations on these proposals took place and the over arching aim to provide earlier access to funding and reduce bureaucracy have been strongly supported. As a response to reservations and concerns expressed, the implementation of the strategy is to be delayed from September 2005 to April 2006. This will allow higher levels of training to be delivered, for MPT practice to develop and for an effective communication strategy to parents and carers to be developed.

### **Evaluation of MPTs**

- 4.6 To evaluate the effectiveness of the first year of working in MPTs a survey was carried out involving Headteachers and Special Educational Needs Coordinators (SENCOs).
- 4.7 In the countywide service monitoring report 67 Headteachers commented on the overall service provided by their Multi Professional Team (MPT). Of these, 53 (79%) were extremely positive about the new way of working and reported that tangible benefits were being experienced by pupils and staff as a result. A number of Heads commented on increased coherence, integration and “joined up thinking” across the services. 14 Heads commented on perceived omissions in the membership of the MPTs. In particular, many Heads emphasised the importance of health services joining the teams as soon as possible.

340 Headteachers commented on Education Psychology. 229 (67%) felt that the service they received was good. A number of Heads particularly praised the training their attached Educational Psychologist had offered to school staff.

320 Headteachers commented on Education Welfare. 204 (64%) felt that the service they received was good. Many Heads praised the support offered by their attached Education Welfare Officer (EWO) of projects and staff training.

Of the 189 Heads who had recently accessed support from Ethnic and Language Minority Achievement, 94 (50%) had found the service responsive and helpful.

302 Heads commented on Behaviour Support. 198 (66%) felt the support was good and there were many comments praising the skills and commitment of individuals within the service.

319 Heads commented on SEN Administration, the majority of whom praised the helpful and positive approach adopted by the SEN case officers and acknowledged the difficult nature of their role. Heads generally reported that the case officers were responsive and sensitive to the needs of pupils and schools, whilst having little scope for flexibility.

Of the 269 Heads who commented on Learning and Language Support, 227 (84%) reported a high level of satisfaction with the quality of support and with the helpful and professional approach of individual practitioners.

Concerns with the service from MPT professionals centred around changes of staff which disrupted the continuity of support, with a consequent impact on quality and effectiveness and limited resources, resulting in the service being too stretched.

#### **Further Integration**

- 4.8 Integration with Social Care teams started with the CWD Team coming into the MPT in April 2004. Further links are being developed with the Assessment Team, Children's Team and Family Centre with named linked social workers for each of the locality teams. Family Support workers have been appointed in each of the 3 boroughs in the North East area and work within the Multi Professional locality team in conjunction with the North East (St Faith's) Family Centre.

## **5 HIGHLIGHTS**

### **5.1 West Elmbridge**

- At best the MPT planning meetings with schools are working well. We have continued to hold the meetings in school and have encouraged schools to take ownership by chairing the meetings and deciding which representatives from agencies outside the MPT should be invited. This way of doing it works well in our locality.
- Having a Family Support Worker in the MPT is enabling us to offer support to the families of some of the children experiencing difficulties in school. This has added an exciting new dimension to the work of the MPT. Feedback so far from families and schools is very positive.
- We have set up termly meetings of the locality teams, which are attended also by representatives from Health, CAMHS and St Faith's Family Centre. These meetings are a forum for multi-disciplinary problem solving discussions around the needs of individual children. We have so far set up a protocol for getting parental consent, recording the agreed actions and feeding back to schools. We have

successfully held one meeting and have identified ways of improving our system for the next meeting.

- Joint working between professionals from different disciplines is starting to happen. Learning and Language Support (LLS) and ELMA will be working together in one school next term to look at the language demands of the curriculum for English as an Additional Language (EAL) pupils who may also have learning difficulties. A joint project between LLS and Speech and Language Therapy (SALT) is also planned.
- In Summer 2004 we piloted “Ready for Rydens”, a programme to support vulnerable pupils transferring to Rydens School. *This built on a group work programme already used by Behaviour Support by adding Family Centre input to support the children’s families during the transition.* We have evaluated the outcomes for the children and plan to develop the programme further in 2005 by including additional input from LLS and our Family Support Worker.

## 5.2 East Elmbridge

### **Multi-Professional Team Development**

Since September 2004, the Multi-Professional Team in East Elmbridge has continued to evolve.

We have now been joined by Family Support Workers from Social Care. This is an exciting step forward in furthering the integration process between agencies. The Family Support Workers play a key role in working with children at risk of exclusion from school. They are able to provide a unique service in supporting the home-school link.

We are also continuing to develop links with our colleagues in a variety of Primary Care Trusts, for example our colleagues in CAMHS, such as the Primary Mental Health Workers; Speech and Language Therapists; the School Nursing Team; and the local Designated Doctors.

### **Multi-Professional Team Projects**

A variety of projects are in progress.

ELMA are providing regular support for reception children in preparation for Key Stage 1 and have provided whole school training for Hinchley Wood Primary. They continue to provide whole school In Service Training (INSET) on Mother Tongue Assessment and Monitoring to teaching teams.

The Learning and Language Support Service are rolling out to schools, that wish to participate in, a new Oracy Project aimed at developing spoken language skills in young children in Reception or Year 1. A variety of whole school training has been undertaken in a variety of schools, such as Thames Ditton Infants, on the identification and intervention for children with speech, language and communication difficulties in Literacy Hour.

The Education Welfare Service has provided Hinchley Wood Secondary School INSET on the role of EWOs and the working relationship with school staff.

The Educational Psychological Service continues to identify and support our children and young people with a variety of complex special educational needs. The service is also working towards reducing children being placed in educational provisions outside of Surrey in order to promote their inclusion in Surrey educational provisions and allow the child and their family to remain within their local community.

The Family Support Workers are providing an invaluable service to families in supporting them in working with primary and secondary schools in order to reduce exclusions. Close working relationships exist and are developing between CAMHS, Behaviour Support and Social Care.

The East Elmbridge Team held a training day in February to help prepare for the exciting changes ahead as we move towards using borough and district boundaries as the basic building block for Multi-Professional.

## **6 HERSHAM AND SYCAMORE PUPIL REFERRAL UNIT (PRU)**

- 6.1 Hersham and Sycamore PRUs (which serves Spelthorne, Elmbridge and Epsom & Ewell secondary aged pupils) have 24 places each for excluded secondary aged pupils. Each PRU gained very good GCSE examination results in 2004.

At The Sycamore PRU:

- 32% pupils gained 5 A\*- C
- 100% pupils gained 5 A\*- G

At Hersham PRU:

- 33% pupils gained 5 A\*- C
- 100% pupils gained 5 A\*- G

## **7 MULTI-AGENCY WORKING**

- 7.1 With the formation of locality teams other agencies are now better able to develop links with the MPTs. Health professionals such as school nurses are aligning with the MPT locality teams. Primary mental health workers are developing links at a borough level with MPTs.

Extensive multi-agency work continues to be carried out with health CAMHS Local Implementation Groups in each area.

- 7.2 The Multi Professional Team is represented on the local CIAG in order to ensure the service contribution to the Community Safety Agenda.



## **8 BUDGETS**

- 8.1 The budget for the North East Surrey area is £17 million. This includes the Social Care teams, the MPT, Children with Disabilities services, and all care packages and agency placements, both Social Care and Education. It does not include the budget for the in-house fostering, adoption and residential services, which are county-wide services. Budget performance is monitored monthly. The main areas of budget pressure arise from the cost of independent sector care and education placements, the single biggest pressure being as a result of higher than expected fee increases in independent sector special schools. The rationalisation of placement panels for Social Care and Education has taken place with the establishment of area placement panels. The panels are chaired by Area Managers and combine issues relating to both education and social care needs of children. The priority of the panels is to ensure that effective use of funding and resources is made and that wherever possible children's needs are met within their locality. Whilst placements have remained stable costs have risen above inflation.

## **9 PHYSICAL & SENSORY SUPPORT SERVICE**

The Physical & Sensory Support Service continues to be at the heart of the integration agenda, particularly in working with other partner agencies and colleagues in health, social care and the voluntary sector. Our activities at both a countywide and borough level during 2004 have been wide ranging and include the following:

### **9.1 Hearing Team**

The Advisory Teachers for Hearing Impairment have joined in training with the Health Visitors from the East Surrey PCT to provide a seamless service around the Newborn Hearing Screening Programme (NHSP), which was introduced in December 2004.

This community based screen will be for all newborns in this part of Surrey and the early identification of deafness at 5 weeks from birth will be an opportunity for health, education and social care staff to intervene to support families in close partnership.

A working group, including the Physical & Sensory Support Service team, has already started planning the rollout of the NHSP for the EEMS PCT.

More of the hearing impaired children we support are having their analogue hearing aids upgraded to the new digital hearing aids from our main paediatric 3rd tier providers at the Royal Surrey County Hospital in Guildford and St. Helier Hospital in Carshalton.

The Children's Hearing Service Working Groups at these sites bring together consultants, audiologists, teachers of the deaf, speech and language therapists and parents to continue to deliver family friendly services around the child's needs and the Physical & Sensory Support



Service teachers of the deaf have undertaken follow up joint training during 2004 with health colleagues from both hospitals. The good practice collaborative working is improving communication and outcomes for pupils.

During 2004 the actor Gary Wilmott became the Patron of the Surrey Deaf Children's Society and as such has helped to raise its profile through his support and sponsorship of various fund raising events.

Physical & Sensory Support Service teacher of the deaf continue to be actively involved with Surrey Deaf Children's Society and this year's AGM was a family event. It focused on workshops for parents, entertainment for children and the awarding of trophies for achievement and for the performing arts for two of the pupils, one of whom had attended Guildford Grove Primary School, Sign Support Resource and a fully included Year 11 pupil who went to Farnham Heath End School.

## 9.2 **Physical Disability Team**

The Physical Disability Team continue to be involved with the Special Needs Advisory Group (SNAG) in Guildford along with health and social care colleagues and parents.

Over the last year the Advisory Teachers have carried out 24 site visits at schools across the county to assess and advise on increasing access for children and young people with physical disabilities. A number of building projects have been completed.

## 9.3 **Vision Team**

The Physical & Sensory Support Service is heavily involved and committed to the Multi-Agency project based at White Lodge, Chertsey, one stop referral and assessment centre which covers NW & NE Surrey. This is a good example of health and social care services working together.

The Deputy Head of Service and Head of Profession (Vision) represents the Physical & Sensory Support Service at management level and is similarly involved in the Team Around the Child and Helping Panels in SW Surrey.

The Advisory Teachers for Visual Impairment continue to work closely with and attend the paediatric and ophthalmology clinics at Royal Surrey County Hospital, St. Peters and Frimley Park hospitals.

The Physical & Sensory Support Service continues to be represented on the Surrey Low Vision Services Committee and the Head of Profession is also on the newly formed National Committee for Children, the first meeting of which took place on 5th November 2004 at the Oxford Eye Hospital.

The Physical & Sensory Support Service continues to be at the centre of training and development opportunities to promote and develop joined up services for children and young people. In September there was a vision

awareness training day at the White Lodge Centre where the keynote speaker was Gordon Dutton, MD FRCOphth, Tennant Institute of Ophthalmology. Two of the Advisory Teachers for Visual Impairment provided some of the INSET for the day, which was attended by approximately 150 people from health, education and social care from Surrey and neighbouring boroughs.

The Vision Team is currently exploring with Surrey Association for the Visually Impaired (SAVI) issues around underpinning a service to Deafblind children regarding communication guides or interveners. The production of the "Looking Ahead" booklet, funded by the Blatchington Trust, represented excellent partnership work between Surrey Children's Service and SAVI.

The Physical & Sensory Support Service is part of the Early Support Pilot Project at Great Ormond Street Hospital which will be considering joint early intervention following diagnosis of babies with a visual impairment.

The Physical & Sensory Support Service has been heavily involved with other colleagues in Surrey Children's Service in producing an "Access Resource Pack for Schools", a practical resource giving good practice ideas, strategies and solutions to make settings accessible for pupils with a sensory or physical disability.

#### 9.4 **Post 16**

The Post 16 Team continues to be at the forefront of front line service delivery. Currently it supports 150 students in 38 colleges and universities in and around Surrey. The Physical & Sensory Support Service model for supporting students from transition in Year 9 has been adopted by the South East SEN Regional Partnership (SERSEN) as good practice for all services.

An example of successful outcomes for the students we support is the story of a profoundly deaf student, Hannah, who graduated from Kingston University in May having achieved a Diploma of Higher Education in Adult Nursing. She was also awarded the S.W. London Strategic Health Authority Prize for clinical innovation. She now works in an orthopaedic unit in a London hospital.

Hannah was supported by the Post 16 team throughout her 3-year course. This took the form of notetaking and sign support in lectures and seminars, tutorial support plus deaf awareness to lecturers and staff at various placements.

## 10 **TRAVELLERS EDUCATION SERVICE**

- 10.1 Recent studies have suggested that Traveller children are still the most disadvantaged in the education system and current indicators suggest Traveller groups are the most marginalized and frequently subject to discrimination and racism of all ethnic groups in the UK.

10.2 The transient nature of Traveller communities makes a definitive calculation of Travellers within Surrey difficult. However, there are good reasons to believe that Gypsies form the largest ethnic minority group within the county, which has one of the largest Gypsy populations in the country.

The prime objective of the Traveller Education Support Service (TESS) is to support Traveller children and young people in securing unhindered access to and full integration in mainstream educational opportunities.

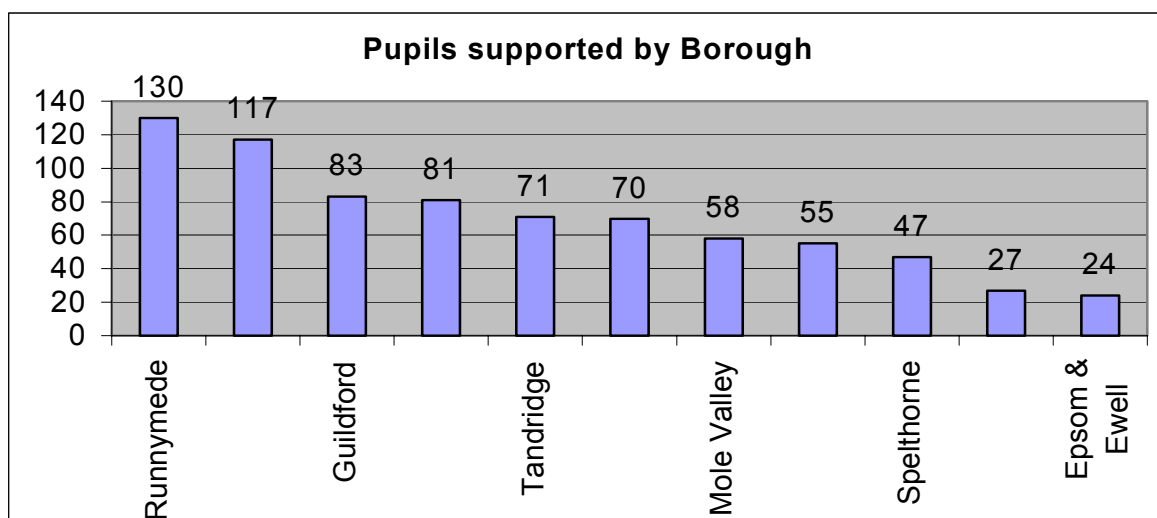
During 2004 the Service successfully bid for the e-lamp project (electronic distance learning project) and worked collaboratively with Fairground families, Lingfield Primary School and Warwick University to provide laptops with access to the Internet for Fairground pupils whilst away from their winter base school. This project has been extremely successful in engaging Traveller pupils and their families in learning and was documented by ITV. All those involved in the project were interviewed on 16<sup>th</sup> November and the programme was broadcast on Meridian and London Tonight.

**Data 03 – 04**

**Support provided by TESS**

The number of non-housed Traveller pupils supported by TESS staff in LEA schools = 763.

By borough:



**Support to Transient Groups**

TESS also supported the following numbers of children without necessarily gaining access to schools. There has been a steady increase in the numbers of transient pupils as shown in the table below.

Year	Fairground pupils	Circus pupils	Pupils from unauthorised sites	Total
1999-2000	66	25	142	660
2000-2001	46	6	94	519
2001-2002	85	13	171	550
2002-2003	49	9	142	627
2003-2004	75	12	262	762

Response times to requests from families were 1.53 days after being notified, with 59% being placed in the first school approached.

Ave response time	1.53
Placed in 1st school	59%

**Number of Schools supported**

TESS supported Traveller pupils attending a total of 95 Surrey schools, 21 Secondary and 74 primary

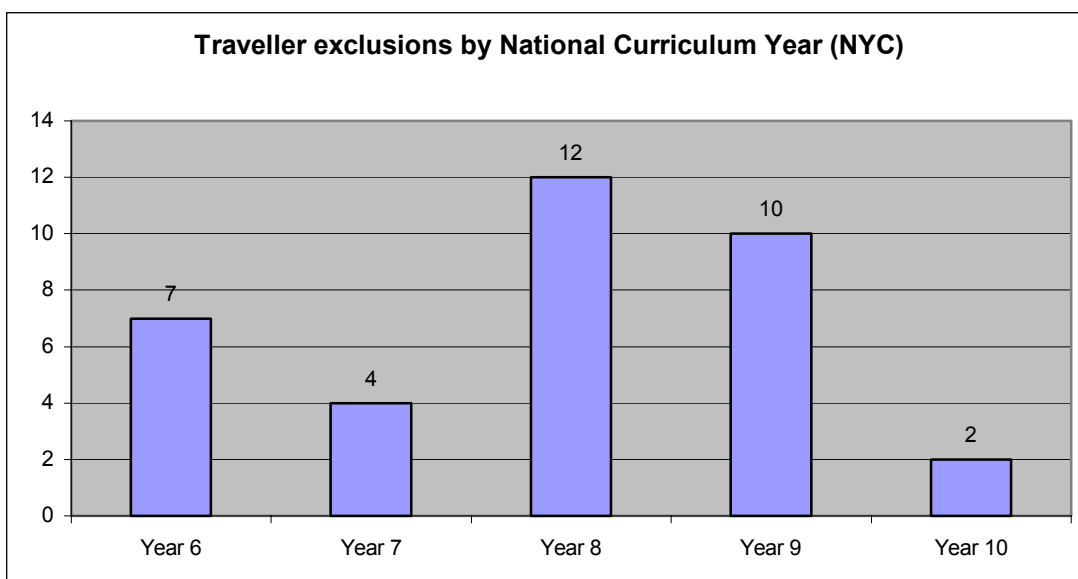
By borough:

Guildford	15
Reigate and Banstead	13
Runnymede	12
Woking	12
Elmbridge	9
Mole Valley	6
Waverley	6
Surrey Heath	5
Tandridge	5
Elmbridge	4
Epsom & Ewell	3

A total of 68 INSETs were delivered to a total of 4801 adults and children, with 100% positive evaluation reports.

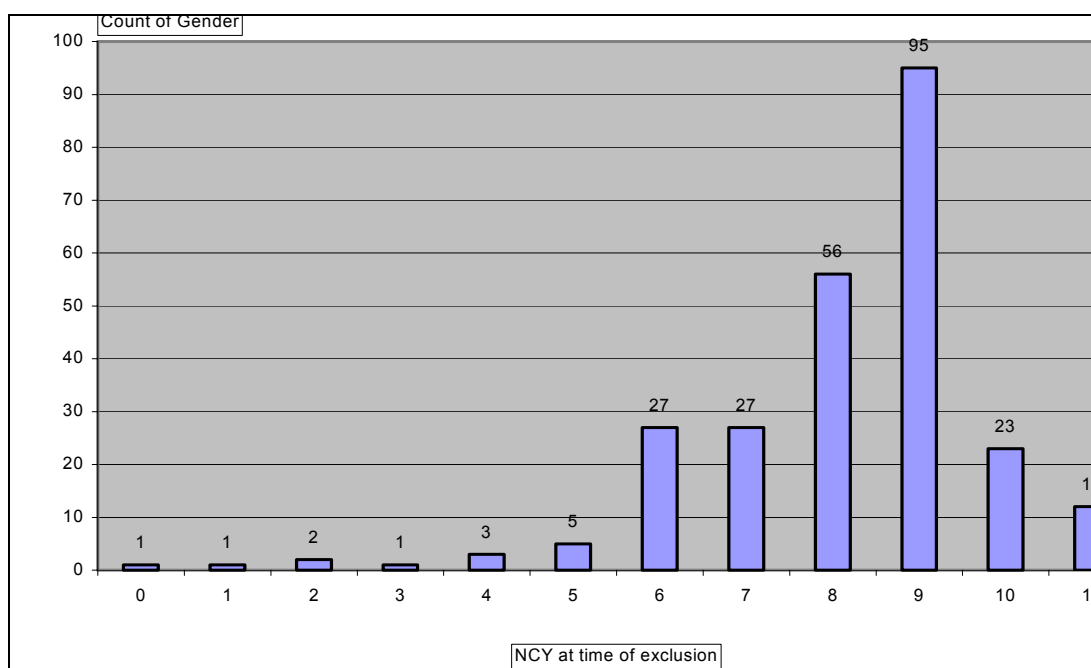
### Exclusions

21 Traveller pupils were excluded a total of 39 times the highest number of exclusions in year 8.



Education Management Statistics (EMS), when combined with field knowledge of Traveller background, give the following:

A total of 251 Fixed term exclusions of pupils with Traveller background.



### Fairs and Circus

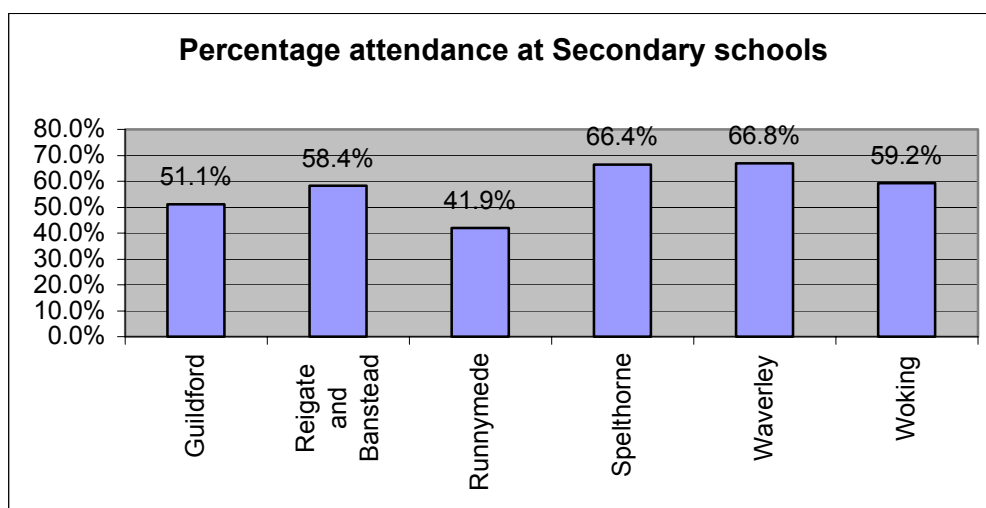
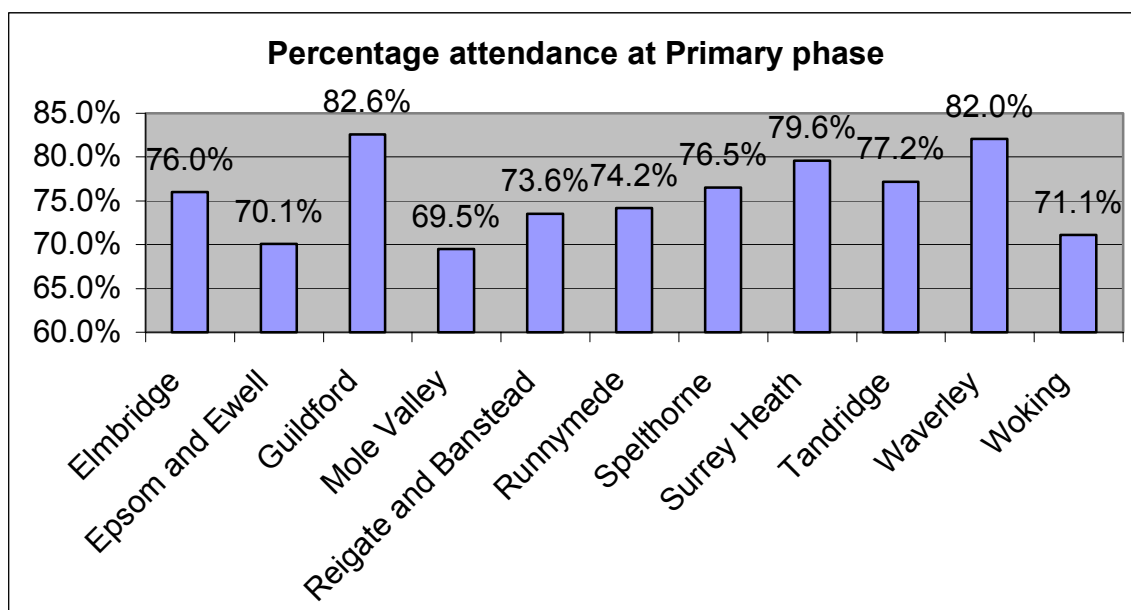
TESS supported a total of 9 Fairground children and 12 Circus children during the year. Only 3 of the 21 were accommodated in the first school approached. The average length of stay was 8.4 days.

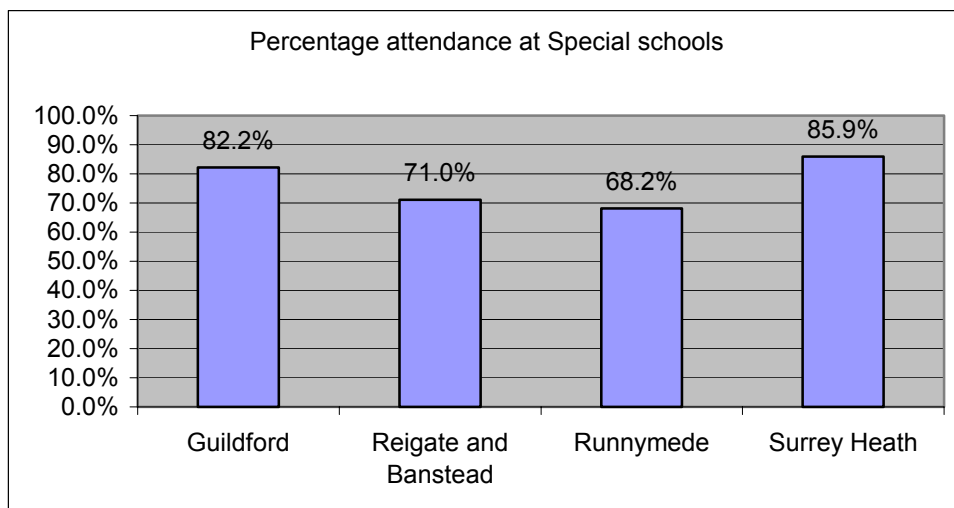
**Attendance statistics for mobile Travellers (based on autumn and spring term only)**

By phase:

Phase of Education	Percentage attendance
primary	76.20%
secondary	59.18%
special	72.60%
Total average	<b>70.60%</b>

By borough:





**Long Stay Travellers (housed more than 2 years) attendance. The statistics for long stay housed Travellers is only collected annually from the Traveller returns.**

Number of pupils	Phase	Percentage attendance
300	Primary	79.67%
56	Secondary	64.46%
356	Overall average	<b>77.50%</b>

## 11 SEN DEVELOPMENTS

### 11.1 Behaviour, Emotional and Social Difficulties (BESD) sector

Work has now begun on the redevelopment of Starhurst School in Dorking to improve both its curriculum areas and residential facility. This is an extensive project which will be completed in several stages whilst the boys are on holiday. The first phase of this extensive projected finished in September 2004. Work at Wishmore Cross School, Chobham, began in October 2004 to build a new residential facility. Both these projects will improve Surrey's ability to support pupils with BESD within our own schools. Adaptations have now been completed at Wey House School, Guildford. A review has been completed of Thornchace School, Mero, Guildford. There is now a proposal to close the school and a consultation process will begin shortly, which will enable all stakeholders to indicate their views.

This sector continues to face challenges in terms of stability and staffing and the Children and Young People Directorate is considering how to address these issues in the long term.

### 11.2 Learning Difficulty (LD), Severe Learning Difficulty (SLD) and Autistic Spectrum Disorder sectors

As part of Surrey's strategy to deliver services and support more locally and where appropriate within mainstream schools, eight specialist centres for



LD have been established and opened for the first time in September 2004. In North East the centres are Ashford Park Primary and Thames Ditton Junior. Staff have been recruited and building work was completed at each of the eight schools. These centres will grow over a number of years so that each will cater for up to 18 pupils of junior school age. For this year each centre will have two to three pupils in Year 3 and from September 2005 will have pupils in Year 3 and 4. Placement panels have just been held to determine the intake for September 2005. At the same time we have begun to phase out junior age provision at each of our day LD special schools (Philip Southcote, Chertsey; West Hill, Leatherhead; Woodfield, Merstham; The Abbey, Farnham; The Park, Woking; and Carwarden House, Camberley).

Alongside this activity we have developed plans for each of the six day LD special schools to improve their secondary age provision and offer distinct specialisms. Building plans have been drawn up for each of the schools and with the aim of completing the works over the next 18 months. From September 2004 West Hill and The Abbey are providing additional places for pupils with LD and a more complex degree of autism. The number of places for this level of need will grow over the next few years. We are also developing our post 16 provision in Surrey, with plans to open a post 16 facility at Woodfield School, Merstham for the next academic year. In the interim we have enabled Limpsfield Grange School, Oxted to cater for a number of pupils for one year until the facility at Woodfield is ready. These activities have prevented pupils going to independent provision, the affects of which would have been felt for several years.

The long term project to resite and rebuild Pond Meadow School, Guildford continues as part of the Christ College development. In the interim officers have worked with Pond Meadow School and Kings College School to enable Pond Meadow's 14 to 19 year age group to be educated on the Kings College site from September 2004. This will enable Pond Meadow to continue to admit pupils and therefore lessen the demand for non-Surrey placements.

We are continuing to explore the redevelopment of Portesbery School, Camberley and the possibility of locating the school on mainstream school sites.

Work continues to prepare a planning application for the new Freemantles School for pupils with an Autistic Spectrum Disorder. We have submitted a planning application for the new school to be built on the Mayford Green site in Woking, which will be considered by committee on 8 December 2004.

### **11.3 Language and Communication**

A review has recently been completed on Surrey's provision for Language and Communication Difficulties. The review's recommendations are being consulted on with a report to go to the Executive in February 2005. The review made a number of recommendations to improve the provision of

speech and language therapy, our own services and the use of our language and literacy units.

**11.4 SEN Strategic Plan 2004 – 2008**

This document will be issued in December and sets out Surrey's direction over the next four years, along with a revised SEN Policy for the county.

**12 CONCLUSION AND REASONS FOR RECOMMENDATIONS**

This report describes the development of MPTs which provide services for children and young people who need support to achieve their full potential in education. The report invites the comments and views of the Local Committee in Elmbridge in order that members' local knowledge might enhance local service delivery in the North East area.

**NE AREA MPT Termly Report for Summer 03/04 (19.04.04 to 21.07.04)**

**CONTEXTUAL DATA**

Locality Team name	Number in Mainstream Schools and Units (EMS - May 04)			(Sept 04)
	Stage A	Stage P	Stage S	LAC
West Elmbridge	528	333	109	18
East Elmbridge	613	276	80	13
Epsom And Ewell	914	430	156	21
Spelthorne 1 & 2	1,431	846	266	36
<b>Area Total</b>	<b>3486</b>	<b>1885</b>	<b>611</b>	<b>88</b>

Locality	NE Area Number on Roll - PLASC Jan 2004		
	Main	Special	All
West Elmbridge	7218	67	7285
East Elmbridge	5780	0	5780
Epsom & Ewell	10507	117	10624
Spelthorne 1 & 2	13261	65	13326
	<b>36766</b>	<b>249</b>	<b>37015</b>

**PERFORMANCE DATA BY AREA**

Absence in Schools with Mandatory Targets % Pupil Sessions Lost (5th Half-term)								Awaiting Placement on a Statement Days not in school \$			%Proposed Statements Issued within 18 weeks 01 May to 31 Aug			
PRIMARY				SECONDARY							Excl Exceptions		Incl Exceptions	
%Authorised		%Unauthorised		%Authorised		%Unauthorised		Actual	Students	Target	Actual	Target	Actual	Target
Actual	Target	Actual	Target	Actual	Target	Actual	Target							
5.33%		0.95%		8.05%		2.12%		692	15		75.0%		54.1%	

**PERFORMANCE DATA BY LOCALITY**

Locality Team Name	Ceased Statements Cumulative AC Yr 03/04		Fixed Exclusions Pupil Days Lost \$			Permanent Exclusions Pupil Days Lost \$			Medical Needs Days Not in School\$		
	Actual	Target	Actual	Students	Target	Actual	Students	Target	Actual	Students	Target
West Elmbridge	3		444	88		225	7		0		
East Elmbridge	1		142	36		166	6		0		
Epsom And Ewell	6		261	107		0	0		0		
Spelthorne 1	0		465	94		111	3		0		
Spelthorne 2	1		178	44		99	4		0		
<b>Area Total</b>	<b>11</b>		<b>1490</b>	<b>369</b>		<b>601</b>	<b>20</b>		<b>0</b>		

The figures in the table above are taken from the EMS database.

**Notes**

\$ Calculated as 5 day week from 19 Apr 04 to 21 Jul 04 ie Nominal 61 days - excl half-term

