

Appendix B: Responses to recommendations made in earlier stages of this review



Appendix B:

Responses to recommendations made in earlier stages of this review

March 2008 Interim Report

1.1 All secondary schools, including new and existing academies, foundation schools and PRUs, should participate in B&A Partnerships.

Response	Timing
Legislation in the Apprenticeships, Skills, Children and Learning Bill will make it compulsory for all maintained secondary schools (including special schools and academies) to be members of behaviour and attendance partnerships. Government also intends to make it compulsory for PRUs to be involved, through regulations.	The Bill is passing through Parliament and Royal Assent is expected in Autumn 2009. The legislation is expected to come into force in September 2010, and regulations will be developed soon after.

1.2 Children should be taught responsible use of new technologies and this should form part of teaching programmes and be consistently promoted.

<p>The revised secondary curriculum level descriptors contain intrinsic references to e-safety in the ICT programme of study and there are also references in other curriculum areas, for example in Personal, Social, Health and Economic Education (PSHEE). As the Government’s lead agency for technology in schools, Becta is working with the QCA and Sir Jim Rose to ensure that the primary curriculum adequately reflects the skills, knowledge and understanding that children need to develop to stay safe online.</p> <p>In addition, there are a number of freely available national resources for learners and teachers to develop skill and capability, for example, Childnet’s Know It All resources. The National Strategies have also recently developed new materials on e-safety; these materials have been distributed through local authorities and conferences and have been well received. DCSF has led on bringing together the technology industries, teaching professionals, anti-bullying charities and others to combat cyberbullying, and has produced guidance on cyberbullying for schools.</p>	<p>April 2007: Becta issued internet safety guidance ‘Signposts to Safety’.</p> <p>21 September 2007: Secretary of State launched on-line cyberbullying campaign, new guidance and a short film. The campaign was re-run between November 2008 and February 2009.</p>
--	---

1.3 Cyberbullying Taskforce should be asked to review support available to staff subjected to cyberbullying, including whether specific guidance is needed.

<p>The Department worked with a Cyberbullying Taskforce, comprising representatives of internet service providers, anti-bullying agencies, teacher associations, and others, to develop guidance on supporting school staff against cyberbullying.</p>	<p>Guidance on Cyberbullying to Support School Staff issued on 15 April 2009.</p>
--	---

1.4 Examples of good practice in the deployment of Parent Support Advisers (PSAs) should be developed and disseminated. DCSF should highlight the importance of PSAs with Directors of Children’s Services and through the National Strategies.

<p>DCSF has piloted and is now rolling out nationally a programme of PSAs to provide early intervention and reduce barriers to learning. The Department has provided funding of £102.5m for 2008-2011 for this role and Training and Development Agency for Schools (TDA) has produced resource kits, guidance and case studies showing best practice. Evaluations of the pilot have been carried out by University of Warwick and a final evaluation report is in preparation.</p> <p>The TDA ran a series of regional briefing sessions for Chief Executives and Directors of Children’s Services between February and April 2008 to support the national expansion of PSAs, as outlined in the Children’s Plan. There are now over 2,300 PSAs in post.</p>	<p>Regional briefing sessions run by TDA – February to April 2008.</p> <p>Final evaluation report to be published in summer 2009.</p>
---	---

1.5 DCSF should review how well the powers enabling schools to search pupils for weapons are working.

<p>DCSF intends to review the use of these powers 3 years after their introduction in May 2007. The Department has done some low-level soundings of partners in the interim, which suggest that schools are more likely to call the police than conduct a search themselves when they suspect a pupil is carrying a weapon.</p>	<p>Proposed review in May 2010.</p>
---	-------------------------------------

May 2008 interim report

2.1 All schools should operate on the basis that when they permanently exclude a pupil, they should expect to accept a pupil who has been excluded from another school.

<p>The Government's position on this was made clear in <i>Back on Track</i>: head teachers have the clear statutory power to exclude pupils where they believe it to be necessary. Government expects all schools to take their fair share of challenging pupils, but only where pupils are ready for reintegration into the mainstream. Many in-year Fair Access Protocols are managed by local panels, sometimes involving other local agencies, and operate according to locally agreed criteria. Some operate a simple "one in, one-out" system while others have agreed more complex arrangements which support this reciprocal approach and take account of particular circumstances such as whether a school is in special measures, parental preference and local geography. There are no national rules. The details of protocols are for local agreement. However, the Government believes that no school in any circumstances should be required or pressured into taking a pupil who is not ready to return from permanent exclusion, and no school should ever be expected to take more than a fair share of pupils who have previously been permanently excluded from any school.</p>	<p><i>"Back on Track"</i> White Paper covering this issue was published in May 2008.</p>
---	--

2.2 Set a minimum number of hours of education and training a child should receive whilst in alternative provision.

<p>The DCSF is preparing to consult on new draft guidance on the core entitlement for pupils in PRUs or alternative provision. This will set out the expectation that the majority of pupils in this sector should receive full-time education covering the full National Curriculum where that is appropriate but at least including functional elements of English and Maths, ICT and PSHEE.</p>	<p>Consultative guidance expected in April 2009.</p>
--	--

2.3 Government should set a minimum amount of time a child should wait for the engagement of support services such as Child and Adolescent Mental Health Services (CAMHS).

<p>The independent CAMHS Review highlighted the importance of reducing waiting times from referral to treatment and recommended that the Government should set clear expectations around good practice in this area. The Government accepted the review’s recommendation around waiting times in principle and has already commissioned good practice guidance. Taking work in this area forward will be a priority area for the National Support Programme which the Government is setting up in light of the CAMHS Review.</p> <p>General responsibility for providing support services lies at local level but forthcoming guidance will set out the Government’s expectations on how long a child in alternative provision should wait for the engagement of support services, which is proposed to be two weeks.</p>	<p>Department of Health (DoH) to issue good practice guidance on CAHMS waiting times in Spring 2009.</p>
---	--

2.4 Better data collection and analysis would assist strategic planning at national and local levels and prevent toleration of poor provision. Consider developing a standardised information passport for pupils referred to Alternative Provision (AP) or who are excluded.

<p>The Department’s proposed Alternative Provision guidance will include advice on information for pupils referred to alternative provision which will also cover information to be passed on from alternative provision. The Department is also committed to publishing data on the performance of pupils at KS4 in Pupil Referral Units (PRUs) and other alternative provision.</p>	<p>Consultation on the Alternative Provision guidance began in April 2009.</p>
---	--

2.5 Raise levels of accountability throughout Alternative Provision.

<p>DCSF agrees that publishing data should help to raise accountability for pupils' results and has committed to begin doing so. The Department's proposed Alternative Provision guidance will include proposals on personal learning for pupils in PRUs or other alternative provision. These will set out the pupil's work programme and how pupils' wider needs will be met. Plans will be shared with parents and they will be invited to regular reviews to discuss their child's progress. This is happening already in the best PRUs and the Government wants to make it normal practice.</p>	<p>DCSF plans to begin publishing Alternative Provision data in early 2010.</p>
--	---

2.6 When commissioning Alternative Provision, consideration should be given to identifying short-term placement provision.

<p>DCSF published new guidance on commissioning alternative provision in October 2008. This explained that LAs should map the range of pupil needs and likely volumes in conjunction with the local school behaviour and attendance partnership to help ensure that provision better matches needs. The White Paper "<i>Back on Track</i>" emphasised the need for partnerships to adopt preventative strategies, which are best delivered through access to good quality short-term preventative programmes as well as longer term placements.</p>	<p>Guidance on commissioning Alternative Provision issued in October 2008.</p>
---	--

2.7 All PRUs should have access to a psychiatric nurse or social worker.

<p>This is a matter for local determination. But the Government is actively encouraging the availability of extended services for all pupils through the 21st century schools initiative in which the school is increasingly seen as the hub for the community for the provision of joined up extended services such as health and social services, co-located alongside schools. DCSF agrees that extended services should be available to all pupils, not just those in mainstream schools and the Department has commissioned research into best practice in providing extended services for pupils in PRUs.</p>	<p>Research results launched at a seminar run by the researchers, 4Children, on 3 April 2009.</p>
---	---

2.8 Consider imaginative ways to recruit high quality leaders to Alternative Provision (AP) sector, including recruitment from those with other than an educational background.

<p>The Government believes that the improvements to alternative provision resulting from the “Back on Track” White Paper will make it a more attractive career option for staff. DCSF has asked the School Teachers’ Review Body to consider how teachers in PRUs could be rewarded for working with pupils with special educational needs (75% of pupils in PRUs have special educational needs). The National Strategies are encouraging more PRU leaders and potential leaders to develop their skills through the National Programme for Specialist Leaders in Behaviour and Attendance (NPSLBA). The DCSF is also ensuring that the Masters in Teaching and Learning, which is being developed with the Training and Development Agency for Schools and with schools and social partners, fully takes account of the needs of staff and the children they work with in PRUs and other alternative provision.</p>	<p>On-going.</p>
---	------------------

2.9 Widen the scope for differentiated provision within AP, including consideration of 'Studio School' concept.

<p>As well as encouraging LAs to look strategically at the range of provision they need to ensure they fully meet the varying needs of local pupils, DCSF is working with the new Commissioning Support Programme to help LAs and schools become better commissioners and alternative provision has been identified as a priority area. In October the Department launched a national database of alternative provision providers to widen the choice to commissioners and to support new entrants to the market. The Department is also planning to run regional "trade fairs" next year to provide a further opportunity to bring together providers and commissioners.</p> <p>The Department has funded pilots for Studio Schools, and Ministers have announced the next stage of development of Studio School proposals with the Young Foundation and seven local authorities</p>	<p>Commissioning Support Programme runs until April 2011.</p> <p>Regional trade fairs likely to take place early 2010.</p> <p>First Studio School likely to open September 2010.</p>
---	--

2.10 Consider new name for *Pupil Referral Unit*.

<p>Pupil Referral Units are renamed "Short Stay Schools" in the Apprenticeships, Skills, Children and Learning Bill currently before Parliament.</p>	<p>The Bill is passing through Parliament and Royal Assent is expected in Autumn 2009.</p>
--	--

July 2008 report

3.1 The range of parent support provision should be mapped and the information supplied to schools, Children's Trusts and other interested parties.

<p>LA Parenting Commissioners have responsibility for assessing the need for parenting support, identifying gaps in provision and ensuring that parenting support is appropriately reflected in the Children and Young People's Plan. They liaise with and pass information to children's trust partners, schools, and voluntary and community organisations to ensure that local parenting support provision is properly coordinated. DCSF is developing its national Parent Know How programme to indicate the range of services available locally. Family Information Services (FIS) and Children's Trusts have a role in helping schools to understand the range of provision.</p> <p>The Childcare Act 2006 extended LAs' duty to provide information to the public on childcare and related services. An additional requirement on LAs was introduced in April 2008, to provide a range of information which parents may need to support their children through to their 20th birthday – for example, on education, health, leisure services, parenting support and keeping children safe. They are also required to ensure that the information is made available to all parents who wish to use the service and to be pro-active in ensuring that parents who might otherwise have difficulty in accessing the services they need are reached.</p>	<p>New Parent Know How Directory available from September 2009.</p>
--	---

3.2 The expansion of Parent Support Advisers (PSAs) should continue with a commensurate future increase in funding levels. Allocation of existing funds should be reviewed in April 2009 so that schools most in need receive sufficient funds to ensure significant change can take place.

<p>Local authorities fund PSAs through Standards Funds allocations from the Government, weighted according to pupil numbers and levels of deprivation. Local authorities decide levels of support and how PSAs should be implemented in their area based on their judgement and priorities.</p> <p>The next opportunity for Government to review funding arrangements for Standards Fund allocations will be in the Comprehensive Spending Review for 2011 to 2014.</p>	<p>See opposite.</p>
---	----------------------

3.3 Guidance should be issued on how to establish Parent Councils, setting out their role within a school and providing best practice examples.

<p>The DCSF issued guidance to schools entitled "Setting up a Parent Council" in September 2007, which described what a parent council is, how it should relate to the governing body, and how to set one up. It included a complete section of case studies.</p>	<p>Guidance issued in September 2007.</p>
---	---

3.4 DCSF should continue to work with teacher unions and parent representatives to ensure that on-line communications meets the needs of all parties and represents best practice.

<p>DCSF are taking this forward through support and development of on-line reporting. Information packs (developed by Becta) were issued before the end of the summer term 2008 setting out the requirements for online reporting to parents. The Department continues to work closely with Becta to ensure that all schools understand the requirements of on-line reporting and that they have the support they need to provide effective systems. Many primary schools are already providing effective on-line information to parents.</p>	<p>By September 2010 all secondary schools and by September 2012 all primary schools, will offer parents on-line access to information on their child's attendance, behaviour and progress in learning.</p>
---	---

3.5 There should be a local referral system convened by the LA for parents dissatisfied with the outcome of a governing body complaints hearing, to replace the current system of referral to the Secretary of State.

<p>Following a public consultation a National Independent Service, rather than the LA referral system, was found to be the more popular solution. Such a service, to be run by the Local Government Ombudsman, is being introduced in the Apprenticeships, Skills, Children and Learning Bill currently before Parliament.</p>	<p>Pilots expected to begin in Autumn 2010, assuming Royal Assent of the Bill in Autumn 2009.</p>
--	---

3.6 The power of search for teachers should be extended to include alcohol, drugs, stolen property and any other item contrary to the school’s behaviour policy. It should apply both on and off site and be supported by clear guidance from the Department. Minimum standards should be established for the training of designated school staff in dealing with drugs and alcohol problems.

<p>Extension of schools’ power to search to cover alcohol, drugs and stolen property is included in the Apprenticeships, Skills, Children and Learning Bill currently going through Parliament. New guidance, to be issued following Royal Assent, will include advice on training standards.</p>	<p>Decision to introduce legislation announced in July 2008. Bill introduced in March 2009. Royal assent is expected Autumn 2009, with likely implementation in September 2010.</p>
---	---

3.7 Drug testing in schools is unviable and likely to be ineffective.

<p>The Government has noted this recommendation and has no plans to introduce a national programme of drug testing in schools. Instead it is following recommendation 3.6 on new search powers.</p>	<p>See 3.6 above.</p>
---	-----------------------

3.8 More schools should work with police in establishing Safer School Partnerships.

<p>This recommendation is for schools. However, DCSF, working in partnership with Home Office (HO), Association of Police Officers (ACPO) and YJB, are rolling out a rigorous strategy to take forward development of SSPs. DCSF ran six successful regional conferences to promote SSPs between November 08 and Feb 09, attracting over 1,200 delegates. There are now over 5,000 schools benefitting from SSPs. The conferences have encouraged further interest.</p>	<p>On-going. New written guidance and DVD will be launched May 2009.</p>
---	--

February 2009 report

4.1 Behaviour and Attendance Partnerships (B&APs) should report annually to their local Children’s Trust Board, and the relationship between the two clarified to ensure clear lines of accountability.

<p>The Government agrees that there needs to be some form of accountability within the system to underpin effective behaviour and attendance partnership working. Since publication of the fourth report this issue has been discussed with the Ministerial Stakeholders’ Group on Behaviour and Attendance.</p>	<p>Discussion with Ministerial Stakeholders’ Group took place 9 March 2009. Revised guidance on behaviour and attendance partnerships, which will gain statutory force in 2010, will detail expectations.</p>
--	---

4.2 To support the further development of behaviour and attendance partnerships, the existing guidance should be reviewed so that it sets out the key characteristics expected in all such partnership arrangements; and covers best practice when operating managed moves.

<p>DCSF are currently in the process of revising existing guidance in line with this recommendation, taking account of the recommendations on key characteristics and best practice in the operation of managed moves.</p>	<p>Guidance will be revised before it gains statutory force in 2010.</p>
--	--

4.3 All existing behaviour and attendance partnership arrangements should be reviewed by their members in consultation with the Children’s Trust to ensure greater coherence, increased effectiveness and a reduction in bureaucratic workload.

<p>DCSF will ensure that revised guidance on behaviour and attendance partnerships highlights this.</p>	<p>Guidance will be revised before it gains statutory force in 2010.</p>
---	--

4.4 The Building Schools for the Future programme should take more account of the need to provide schools with the space and accommodation they need to offer partnership and extended services.

<p>The non-prescriptive area guidelines for schools issued by DCSF (which give advice on what design plans for schools should incorporate) include recommendations that space is provided for extended schools services and other local priorities, which could include pupil support space or time out space. As authorities develop their BSF strategy, they will have to demonstrate how it will support the delivery of integrated children’s services.</p> <p>The £200m Co-location fund for 2008–09 supports schools to provide additional facilities for Extended Schools and other partnership services. It provides an important building block for the 21st Century Schools vision. This capital fund provides a direct incentive for local partnerships to develop facilities and tackle the barriers to co-location that will enable services for children, young people and families to be delivered in a more joined-up way.</p>	<p>Services provided through the co-location fund must be ready for delivery by September 2011.</p>
--	---

4.5 DCSF should ask the National Strategies to consider how best they can act as facilitators in promoting B&APs, including helping partnerships raise standards of training and extend the range of support available.

<p>DCSF has commissioned the National Strategies to support partnership developments, asking them particularly to take account of the issues raised above.</p>	<p>On-going.</p>
--	------------------

4.6 Consultations on how most effectively to implement these recommendations should take place with professional associations and other stakeholders.

<p>Special meeting of the Ministerial Stakeholders' Group on Behaviour and Attendance (MSG) convened to allow members the opportunity to comment on the conclusions and recommendations contained in the February 2009 Report. The views were also sought of the Implementation Review Unit, a group of head teachers who assess the impact of new policy on schools.</p>	<p>MSG meeting held on 9 March 2009 .</p>
---	---

4.7 To promote consistent high quality teaching for pupils, all schools should have a written Learning and Teaching policy, regularly reviewed, identifying baseline good practice to be followed and supported by all staff at the school.

<p>See above. This issue is returned to in the current report.</p>	<p>See opposite.</p>
--	----------------------

4.8 Schools should be encouraged and supported to improve the transition of pupils between key stages by acquiring greater awareness of the pedagogical practices of different school phases.

<p>To support Early Years to KS1 transition, mark-making guidance has been sent to all KS1 schools as a response to key recommendation of the Williams Review of primary maths.</p> <p>National Strategies (NS) together with Qualifications and Curriculum Authority (QCA) developed Assessing Pupils Progress materials to support transition from primary to secondary phases. These provide exemplifications of progress in pupils' work from KS1 to KS3 in reading, writing and maths.</p> <p>The NS carried out a national action research project between December 06 and January 08 to identify factors that underpin effective transfer and transition. This highlighted need for shared experiences and common language across phases; professional discussions relating to pedagogy, progress, levelling of work and expectations; and teachers exchanging practice and visits. As a result NS is working with targeted LAs on cross phase support and encouraging strategic partnerships to ensure good progression.</p>	<p>The NS Personalisation and Progression Plan for 2009/10 includes a substantial range of activity that is designed to further promote effective transfer and transition work, especially in 'Gaining Ground' secondary schools and in 18 LAs where secondary attainment gaps are the widest.</p>
--	--

4.9 Leadership training courses provided by National College of School Leadership (NCSL) and others should be reviewed to ensure that the issue of within-school variation is given prominence and that strategies are developed to address this problem.

<p>A review of the NCSL leadership development provision looked at ways the college could contribute to the key challenges of reducing variation in performance within and between schools; closing the achievement gap; and sustaining the quality of school leaders. As a result, the curriculum of all leadership development programmes at NCSL will focus on four key outcomes: high quality leadership of learning and teaching; sufficient excellent leaders for tomorrow; leaders who face outward, beyond their school; and leaders who can lead change and continuous improvement. NCSL is also collaborating closely with the TDA in joining up the approach to the piloting of NCSL’s Middle Leadership and the TDA pilot for the Masters in Teaching and Learning to ensure that the approach to CPD from initial teacher training to the early part of leadership is joined up and reflects the importance of the system challenges above.</p>	<p>NSCL pilots to accredit facilitators to work across clusters of schools to deliver leadership programmes begin in September 09. Other elements, such as providing an experienced head mentor for all new heads, are due to come on stream later in the year.</p>
--	---

4.10 Schools should utilise teaching strategies promoted by Assessment for Learning to increase engagement of pupils.

<p>The Assessment for Learning (AfL) Strategy, a three year plan that looks to embed AfL in every school, will be offering direct support to schools to establish and then embed Assessing Pupils' Progress (APP) materials. This will be done through a peer support model, with lead schools providing an offer of support to those schools that most need it.</p> <p>Year 1 (2008–09): introducing AfL; assessing pupils' progress and offering support and resources to schools to help with implementation; identifying schools with strong AfL practice in order to support other schools in Years 2 and 3.</p> <p>Year 2 (2009–2010) offering further support to schools who have not established APP; ensuring that all schools have a senior leader responsible for assessment; ensuring children understand what they need to do to progress.</p> <p>Year 3 (2010–11) offer support to schools who have not embedded APP; develop strong and widespread practice in using AfL; to ensure parents understand or can access what levels represent and how they can help their child to progress.</p>	<p>Strategy launched in May 2008 with £150 million funding over three years.</p>
--	--

4.11 DCSF should continue to promote to schools the section of the 2005 Learning Behaviour Report: Principles and Practice: What Works in Schools.

<p>The Department continues to promote this through the National Strategies' Behaviour team and the DCSF website.</p>	<p>On-going. It is included as Appendix A of this Report on page 72.</p>
---	--

4.12 Training for school leaders should be reviewed to ensure that the principles of good practice for SEN and disabilities are given a high priority.

<p>The DCSF committed, in the <i>Children's Plan One Year On</i> progress report, to work with the National College for School Leadership to embed high aspirations for children with SEN in school leadership training.</p>	<p><i>Children's Plan One Year On</i> issued by DCSF December 2008.</p>
--	---

4.13 Schools need to monitor and evaluate the impact of interventions on the progress made by pupils with Special Educational Needs (SEN) and disabilities and consider what further additional or different provision can be made where progress is unsatisfactory.

This recommendation is for schools. It reflects guidance provided on the SEN Code of Practice, to which all schools are statutorily required to have regard.	On-going.
--	-----------

4.14 The means by which a school identifies pupils as having a special need should inform the conversation between the headteacher and School Improvement Partner, focussing on the progress made by those pupils and the extent to which that progress is accelerated through the school’s interventions.

This recommendation reiterates advice provided through the National Strategies website for School Improvement Partners (SIPs).	On-going.
--	-----------

4.15 Training for School Improvement Partners should be reviewed to ensure appropriate attention is given to SEN and disabilities in the ‘school conversation’.

The National Strategies website for SIPs contains advice on questions that can be explored with schools about their provision for pupils with SEN and those pupils’ progress.	On-going.
---	-----------

4.16 The recommendations contained in the OfSTED report on the preparation of new teachers to teach SEN pupils (September 2008) should be adopted by named bodies and implemented.

The <i>Children’s Plan One Year On</i> reported that the TDA is rolling out specialist SEN units for primary initial teacher training. To help improve the skills and understanding of serving teachers and other school staff, training materials under the Inclusion Development Programme are being promoted to early years settings and schools. The first IDP materials, currently in circulation, focus on speech, language and communications needs, and dyslexia. The TDA is also preparing SEN units for secondary undergraduate courses and for post graduate teacher training (PGCE) courses.	TDA will be rolling out their SEN units for secondary courses in September 2009.
--	--

4.17 Early years and primary education should have staff with appropriate training and time to identify pupils with SEN and to intervene effectively at an early point, ensuring that additional services are provided at the earliest possible stage. The current review of the Dedicated Schools grant (DSG) should consider how best early intervention can be funded.

<p>This recommendation is for early years settings and primary schools. The actions being taken in relation to 4.16 also address this recommendation. In addition, as reported in the <i>Children's Plan One Year On</i>, DCSF has introduced a new requirement for Special Educational Needs Co-ordinators (SENCOs) to be qualified teachers from 2009, and is also introducing a requirement for all those new to the SENCO role to undertake nationally approved training. As part of the DSG review and the 21st Century School work DCSF is considering how the funding system can best support early intervention. The DSG review will continue through the year and will look to make proposals about SEN funding – one of the key strands is on High Cost SEN in particular.</p>	<p>Proposals expected to be included in the 21st Century Schools White Paper in May 2009.</p>
--	---

4.18 Each Children’s Trust should identify how it will ensure the pro-active delivery of the full range of mental health and psychological well-being services across the full spectrum of need.

<p>This recommendation is for Children’s Trusts. The CAMHS Review similarly recommended that legislation on Children’s Trusts should be strengthened so that each Trust is required to set out in its Children and Young People’s Plan how it will ensure the delivery of the full range of children’s services for mental health and psychological well-being across the full spectrum of need in its area. The Government accepted this recommendation in principle. Work is already in progress to develop Children’s Trust legislation including placing the Children’s Trust governance arrangements on a statutory footing and placing responsibility for the Children and Young People’s Plan on the partnership board rather than local authority as now. The Government will also be working with stakeholders to pull together existing models of effective local multi-agency boards for children’s mental health and psychological wellbeing. Following the review, the Government has also committed to develop a National Support Programme – a multi-agency team – to work with LAs to help them develop their services, work better together and support delivery of change on ground and to establish a National Advisory Council for children’s mental health and psychological wellbeing.</p>	<p>CAMHS review accepted by the Government on 18 November 2008.</p> <p>On-going.</p>
--	--

4.19 To improve the access young people have to mental health and psychological well-being support, local areas should set out what services are available locally.

<p>The Government accepted in principle the CAMHS review recommendation which stated that to improve access children and their families have to mental health and psychological well-being support, local areas should set out a clear description of the services that are available locally. The Government will look to local areas to set out the services available locally. The National Advisory Council will hold Government to account on its progress with all the recommendations in the CAMHS Review.</p>	<p>See above.</p>
---	-------------------

4.20 Schools must not use informal or unofficial exclusions as these are unlawful and particularly damaging to children with SEN and disabilities.

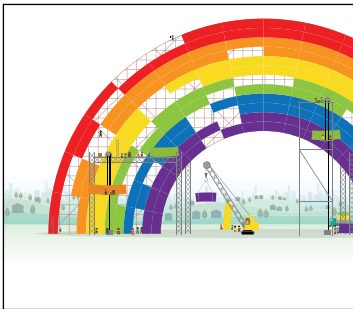
This recommendation is for schools. DCSF exclusions guidance, revised in September 2008, clearly states that informal or unofficial exclusions are illegal.	On-going.
---	-----------

4.21 Schools should consider how, in partnership with other education providers and external partners, they can extend the range of school based support they can offer to pupils.

This recommendation is for schools. DCSF 21st Century Schools initiative will encourage schools to work extensively and effectively with parents, other providers and wider children's services to provide the best possible outcomes for all pupils.	Detailed proposals will be published in a White Paper due for publication in May.
---	---

4.22 DCSF guidance to schools on best practice in working with pupils with SEN and disabilities needs to be regularly reviewed to support schools in addressing the needs of these pupils effectively.

DCSF continues to review and revise the content of the SEN and disabilities pages on Teachernet.	On-going.
--	-----------



You can download this publication at www.teachernet.gov.uk/publications

Search using ref: DCSF-00963-2009

D16(8447)/1009

© Crown copyright 2009

The text in this document (excluding the Royal Arms and other departmental or agency logos) may be reproduced free of charge in any format or medium providing it is reproduced accurately and not used in a misleading context.

The material must be acknowledged as Crown copyright and the title of the document specified. Where we have identified any third party copyright material you will need to obtain permission from the copyright holders concerned.

For any other use of this material please contact the Office of Public Sector Information, Information Policy Team, Kew, Richmond, Surrey TW9 4DU or e-mail: licensing@opsi.gsi.gov.uk.