RHONDDA CYNON TAF
COUNTY BOROUGH COUNCIL

EDUCATION AND LIFELONG LEARNING

ENGAGEMENT AND PARTICIPATION
SERVICE

GUIDELINES FOR USING VULNERABILITY PROFILING DATA:

A HANDBOOK FOR SCHOOLS

SEPTEMBER 2014

STRONG HERITAGE | STRONG FUTURE
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Acronyms

SEET/s	Supporting Engagement in Education and Training/Strategy
TSW	Transitional Support Workers
YEPS	Youth Engagement and Participation Service
EPS	Education Psychology Service
AWO	Attendance and Wellbeing Officer
AWS	Attendance and Wellbeing Service
CME	Children Missing Education
SEN	Special Educational Need
EOTAS	Education Other Than At School
LA	Local Authority
LAC	Looked After Children
LEA	Licensing Authority
NEET	Not in Education Employment or Training
YEPF	Youth Engagement and Progression Framework
RCT	Rhondda Cynon Taff
RCTCBC	Rhondda Cynon Taf County Borough Council
RONI	Risk of NEET Indicator
SLA	Service Level Agreement
WG	Welsh Government
YSS	Youth Service Strategy

Introduction

Vulnerability profiling was first developed in Rhondda Cynon Taf in 2012 by the Attendance and Wellbeing Service as a means of early identification of those children and young people at risk of disengaging from learning as a result of barriers they face outside of the school environment. Its concept was the result of the findings of two significant research projects undertaken within Education and Lifelong Learning:

- Tackling Disengagement in Rhondda Cynon Taf (2008)

- Development of a Comprehensive Pathway to promote school attendance and prevent children and young people disengaging from education training and employment in Rhondda Cynon Taf, Blaenau Gwent and Merthyr Tydfil (2011)

Whilst the outcome of both research projects led to operational developments (e.g. Building the Future Together; RCT Attendance Strategy; RCT Supporting Engagement in Education, Employment and Training Strategy), the need to develop a robust information system to support the identification of those at risk of disengaging and the provision of tailored support to prevent disengagement was a common recommendation from research findings.

Consultation with schools highlighted their dependency on either notification from statutory services or disclosure from families themselves that pupils were facing socio-economic barriers to attendance and engagement in learning. Similarly, organisations providing support for young people in post 16 settings reported difficulty in identifying and contacting those in most need of services. The implementation of the RCT Attendance and NEETs Pathway in late 2011, which included the reconfiguration of the Attendance and Wellbeing Service and the creation of the SEETs Team within it, provided the ideal opportunity to develop the means to address this issue raised by schools and others. The outcome of this development is Vulnerability Profiling to identify, assess, track and engage those at risk of as well as those who have disengaged from education, employment and training. An integral consideration was the need to ensure that this process did not stigmatise or label individuals therefore the process produces the RAG banding (red, amber, green) of an individual rather than providing any specific detail relating to personal circumstances.

The Vulnerability Profiling process and use of the data has been extensively piloted and tested in the school environment over the last 18 months in Key Stage 4, Key Stage 3 and most recently in Key Stage 2. It has also been rigorously tested within the Local Authority environment and is already being used by the Engagement and Participation Service (Attendance and Wellbeing Service, Post 16 SEETs Team and Youth Engagement and Participation Service) and Careers Wales as a service planning and outcome measurement tool.

The potential of Vulnerability Profiling to transform the way in which we target our services and provide early intervention has been widely recognised and our experience of developing it has been shared with Welsh Government, the Wales Audit Office, the Children's Commissioner for Wales and ESTYN. Vulnerability Profiling has been identified as sector leading practice by both the Welsh Government as part of the Youth Engagement and Progression Framework Trials and by Barnardo's Cymru as set out in their Children Affected by the Imprisonment of a Family Member Handbook for Schools (2014).

From September 2014 Vulnerability Profiling data will be made available to all schools on a termly basis. Therefore this Guidance has been developed to support schools to fully utilise Vulnerability Profiling data in order to plan, deliver and evaluate inclusive interventions that seek to secure positive outcomes for pupils who face barriers to attendance, engagement and participation in learning.

It is hoped that schools will integrate the use of this data into their existing tracking systems and data sets in order to facilitate early identification of the signs of pupil disengagement and address wellbeing concerns at a pupil level quickly and effectively. It is also hoped that schools will use it as a school improvement tool to support the wellbeing aspects of the Inspection Framework in the identification, tracking and monitoring of vulnerable pupils, as well as to inform decisions made about SEG and PDG spend focused on closing the gap.

Work continues to integrate more appropriate data sets in order for to develop the scope of factors included in the production of Vulnerability Profiling data and further refine its suitability as a diagnostic tool. This includes the building of new local data sets to cover areas of vulnerability we know contribute to increased risk of disengagement e.g. children of HM Forces families, children affected by parental imprisonment etc. Schools play a vital role in enabling us to gather this type of information that traditionally has not been centrally collated and this handbook provides guidance to schools on how to do this.

Education and Lifelong Learning has made a commitment to the use of Vulnerability Profiling as its preferred method of early identification of those at risk of disengagement. This is demonstrated by the recent re-configuration of the Engagement and Participation Service where Vulnerability Profiling data is currently being used to drive and shape the provision of targeted support for children and young people aged 5-25 years.

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Policy Context

It is well known that a young person's ability to secure positive educational outcomes is dependent on a wide range of factors, both within and external to the school environment. The socio-economic factors that govern family circumstances play a direct and fundamental role in shaping aspiration and achievement as well as creating barriers to attendance, engagement and attainment. Poverty currently affects one in four children and young people in Wales and research tells us that social disadvantage is the single biggest obstacle to achievement in education.

It is for this reason that the development of Vulnerability Profiling has been informed by a wide range of legislation, guidelines and documents, including:

- Education Act 1996
- Children Act 1989
- Children Act 2004
- Education and Inspections Act 2006
- Rights to Action (2004)
- Extending Entitlement – Supporting Young People in Wales.
- SEN Code of Practice for Wales 2004
- The Learning Country and Learning Country II: Vision into Action, WAG (2006)
- School Effectiveness Framework - National Model for Education (2010)
- National Service Framework for Children, Young People and Maternity Services in Wales, WAG (2005)
- Children and Young People's Workforce Development Strategy
- Behaving and Attending: Action Plan Responding to the National Behaviour and Attendance Review, WAG (2009)
- Inclusion and Pupil Support, WAG Circular 47/2006
- Exclusion from Schools and Pupil Referral Units, WAG Circular 001/2004
- Improving Attendance 2006, Estyn
- Education (Admission of Looked After Children) (Wales) Regulations 2009
- Services for Children and Young People with Emotional and Mental Health Needs, Wales Audit Office and Healthcare Inspectorate Wales, 2009
- Reducing the proportion of young people not in education, employment or training in Wales – Delivering Skills that Work for Wales (2009)
- The Need for Action. National Literacy Programme, WG (2012)
- Child Poverty Strategy for Wales and Delivery Plan (2010)
- Safeguarding Children: Working Together under the Children Act (2004) and All Wales Child Protection Procedures (2008)
- Estyn Inspection of Local Authority Education Services (2010)
- Cymry Infanc: Young Wales - Supporting young aged 11-25 (2010)
- NEET Strategy for Wales 2010
- Safeguarding Children in Education (2008)
- The Welsh Medium Education Strategy (2010)

- National Youth Service Strategy for Wales (2007)
- Learning & Skills (Wales) Measure (2009)
- Children and Young People Missing Education (Circular No 006/2010)
- Towards a Stable Life and a Brighter Future (2007)

It has also been informed by a number of local strategic documents and plans:

- RCT Community Strategy 2010-20
- RCT Children and Young People's Plan 2011-14
- Delivering Change. RCT Single Integrated Plan 2013-16
- RCT Supporting Engagement in Education, Employment and Training Strategic Action Plan 2012-15
- RCT Education Strategic Business Plan ' Every School a Good School' 2012-15
- Every Child: Every Day. RCT Attendance Strategy 2011-13
- Local Safeguarding Children Board Business Plan 2010-13

Local Context

The following Vulnerability Profiling data was compiled in May 2014 from the whole school population for Key Stages 2, 3 and 4 in RCT. **Table 1** presents the data by the number of pupils in RCT in each banding and **Table 2** shows the same data but by percentage of the particular cohort.

Key Stage/NCY	White	Green	Amber	Red	Grand Total
KS2	**4777**	**3801**	**1470**	**481**	**10529**
3	1232	959	363	122	**2676**
4	1191	1016	366	113	**2686**
5	1151	918	344	109	**2522**
6	1203	908	397	137	**2645**
KS3	**2904**	**3073**	**1069**	**570**	**7616**
7	974	993	331	170	**2468**
8	956	1032	365	188	**2541**
9	974	1048	373	212	**2607**
KS4	**2850**	**1669**	**633**	**358**	**5510**
10	1439	829	303	151	**2722**
11	1411	840	330	207	**2788**
Grand Total	**10531**	**8543**	**3172**	**1409**	**23655**

Table 1: Number of pupils in RCT by VP RAG May 2014

Key Stage/NCY	White	Green	Amber	Red	Grand Total
KS2	**45.37%**	**36.10%**	**13.96%**	**4.57%**	**100.00%**
3	46.04%	35.84%	13.57%	4.56%	**100.00%**
4	44.34%	37.83%	13.63%	4.21%	**100.00%**
5	45.64%	36.40%	13.64%	4.32%	**100.00%**
6	45.48%	34.33%	15.01%	5.18%	**100.00%**
KS3	**38.13%**	**40.35%**	**14.04%**	**7.48%**	**100.00%**
7	39.47%	40.24%	13.41%	6.89%	**100.00%**
8	37.62%	40.61%	14.36%	7.40%	**100.00%**
9	37.36%	40.20%	14.31%	8.13%	**100.00%**
KS4	**51.72%**	**30.29%**	**11.49%**	**6.50%**	**100.00%**
10	52.87%	30.46%	11.13%	5.55%	**100.00%**
11	50.61%	30.13%	11.84%	7.42%	**100.00%**
Grand Total	**44.52%**	**36.11%**	**13.41%**	**5.96%**	**100.00%**

Table 2: Percentage of pupils in RCT by VP RAG May 2014

The data demonstrates the need to provide targeted intervention at Key Stage 3 in order to reduce the likelihood of disengagement from learning as a result of the socio-economic situation of pupils. It also shows the need for intervention at the transition periods between Key Stages, with the highest percentage of those at significant risk of disengagement as identified as 'Red', to be found in Year 9.

Section One: Background and Development

1.1 Research findings

Broadly speaking the main contributing factors to educational disengagement include poverty; economic inactivity; emotional, physical, social and financial vulnerabilities; direct and indirect inability to access the traditional curriculum; low self esteem / aspirations; level of support for learning outside of the classroom; level of contact school has with external stakeholders; community engagement; and levels of individuals' self efficacy.

Disengagement from learning is a serious concern and one that has become a public concern in recent years with increased public understanding of the term NEET (not in education employment and training). Whilst public awareness of the number of young people described as NEET has grown, the NEET group remains heterogeneous and young people falling in to this category have a vast array of characteristics, needs, attributes and ambitions (Kettlewell et al., 2012).

The Welsh Assembly Government's 'Identifying Young People at Risk of becoming Not in Employment, Education or Training' (2013) acknowledges that disengagement from learning is a serious concern. It is associated with a range of negative outcomes for both young people themselves and for society as a whole, including lower levels of achievement; an increased risk of being not in employment, education or training (NEET); and increased risks of anti-social and criminal behaviour, poor health, substance misuse and teenage pregnancy (Burgette et al, 2011; Balfanz et al, 2009; Lehr et al, 2004; Dale, 2010).

Disengagement from learning is not an easily defined or measurable term. It is not a clearly defined category and there are many definitions of disengagement provided in the literature. Disengagement generally refers to a set of attitudes relating to a young person's motivation, the value they see in school and the importance attributed to school attainment. These attitudes are then translated into behaviours including effort made in completing work, attendance, behaviour and ultimately staying on in education or not. Thus many of the indicators used to measure disengagement relate to the symptoms of a young person switching off or disconnecting from their learning rather than the act itself. A study by Callanan et al (2009) identified three broad levels of disengagement:

- **Underachieving but not disengaged:** where underachievement was the result of an event/crisis or a more a gradual drop-off in attainment.

- **Moderate disengagement:** where KS4 attainment and enjoyment of school is varied. Factors contributing to disengagement were often complex, but less severe than those who completely disengaged. This is often prevented by the presence of some protective factor.

- **Severe or complete disengagement:** Those that suffered a serious drop in attainment and also those who become NEET having left school without qualifications. This group often had a range of complex and multifaceted factors contributing to their disengagement.

Wales continues to have the highest percentage of NEETs in the UK. The latest figures and research into the numbers of young people who are NEET also shows that their numbers are substantial. An estimated 68,800 of young people aged 16 to 24 in Wales in 2010 were not engaged in education, employment or training. These numbers are increasing and are likely to continue to do so during the current economic downturn.

The unemployment rate for 16- to 24-year-olds in Wales is somewhat above the United Kingdom average. Young people make up just under half of the 115,000 people of working age unemployed in Wales, despite being just a sixth of the total working age population.

Coles et al (2010) estimated the additional lifetime costs associated with being NEET at over £160,000 per person in England in 2008. When applied to the current cohort of 16 to 18-year-olds in Wales who are NEET this suggests the cost to Wales as a whole of failing to engage these young people is circa £2 billion. There is an economic as well as a moral imperative to deliver improvement.

In Wales, 21 per cent of 16-18 year olds who were NEET had no qualifications compared with eight per cent of the population as a whole between 2008 and 2010 (Welsh Government, 2012a). For 19-24 year olds in the same period, 26% of those who were NEET had no qualifications compared with 9% of the population as a whole (Welsh Government, 2012a).

Young people considered most at risk of becoming NEET are those who have disengaged from school, regularly played truant, have low basic skills levels, or have achieved no or low qualifications (Welsh Assembly Government, 2009).

The identification of young people at risk of disengaging and becoming NEET using demographic characteristics are generally informed by practitioner experience and/or observation (Batten and Russell, 1995) and findings from research. Numerous studies have sought to identify the characteristics of young people who are disengaged and the factors that trigger young people to become NEET. The studies of Dale, 2010; DELNI, 2010; Coles et al, 2002, have identified the following demographic characteristics that are shared by young people who have become NEET:

- Are in care, have left care or who are on the edge of care (LAC),
- Are carers,
- Are young parents,
- Have a physical disability/learning disability/chronic illness,
- Have a mental illness,

- Experience economic disadvantage,
- Have experienced homelessness and/or lived in rented accommodation,
- Have parent(s) who is unemployed or in unskilled manual occupations,
- Live in high unemployment areas, and
- Members of some minority ethnic groups.

These characteristics can be interpreted as risk factors (Social Exclusion Unit, 2000, 1999; WAG, 2009) and have been used at the local level to develop systems to identify pupils at risk of becoming NEET.

Research shows that socio-economic disadvantage is the single biggest obstacle to achievement in education and despite extensive research findings learners from disadvantaged backgrounds still do not achieve as well as their peers. Estyn (2011) assert that most schools still fail to target support specifically at disadvantaged learners, particularly those who attain at average or above average levels. Schools are better at identifying and supporting low performing learners, whether they are disadvantaged or not.

Poverty currently affects one in three children and young people in Wales. The latest child poverty figures estimate that 32% of children in Wales are living in households below 60% of the median income after housing costs have been taken into account. This represents approximately 200,000 children (Welsh Assembly Government 2010). Poverty has also been shown to correlate with poor attitudes to schooling (Reid, 2005; Egan, 2007; Egan, 2011).

There is a significant body of research that provides evidence of the link between poverty and the gap in educational achievement between advantaged and disadvantaged young people. This gap is present in terms of cognitive ability by the age of 9 months and can been deemed significant by the age of 3 years when children in Wales from disadvantaged backgrounds often enter school a year behind their more privileged classmates (Hansen and Joshi, 2007). Egan's 2007 review and examination of a series of research papers published by the Joseph Rowntree Foundation identified the following as reflecting the situation in Wales:

- Sharp decline in child poverty in Wales between 1999 and 2005, but little additional progress since then: figure stands at around 27%.
- Uneven geographical distribution of child poverty: greatest concentration is in the six local authority areas of 'post-industrial' south Wales valleys.
- Attainment in Wales at age 14 and 16 is generally behind other countries and regions of UK.
- 14% of 16 year-olds fail to get 5 GCSEs at any level.
- 10% of 16-18 year-olds are NEETs.
- Take-up of vocational qualifications 14-19 is low by UK and European standards.

- 25% of 19 year-olds have not achieved a Level 2 qualification. These young people will be vulnerable to experiencing low pay and economic inactivity.
- Effective schools *do* make a difference: Joseph Rowntree research suggests they can add up to 14% value in terms of outcomes.

However, a strong link exists between disadvantage and low educational attainment:
- In schools with the lowest percentage of free school meals, 6% of 16 year-olds failed to achieve 5 GCSEs in 2004;
- In schools with the highest FSM incidence, 27% of 16 year-olds failed to achieve that level;
- Children from unskilled backgrounds are five times less likely to enter further and higher education than those from more affluent backgrounds.

Reasons behind this evidence in the gap in achievement include:

- Overcrowded housing conditions;
- Expectations and influence of peer group;
- Impact of stigma and bullying;
- Emotional and behavioural difficulties;
- Higher levels of ALN;
- Disengagement from secondary schooling;
- Increased likelihood of teenage pregnancy.

Building on these findings, in the paper Educational Equity and School Performance in Wales, Egan (2011) explores further the inequity within educational achievement in Wales and gaps between advantaged and disadvantaged students. Indicators show that:

- With Free School Meals (FSM) being the most reliable indicator for socio-economic disadvantage in school, 7, 11, 14 and 16 year old students eligible for free schools meals (FSM) in Wales perform significantly below students from more affluent backgrounds. A gap which widens further as they get older.
- By the age of 7, FSM students are already 21% behind their more privileged counterparts
- By the age of 15, 62% of students not eligible for FSM achieve five or more GCSE's however this drops to 34% for students FSM eligible.

Egan's (2011) findings conclude that this data suggests that those from more disadvantaged backgrounds are more likely to:

- Be poor school attendees and have higher exclusion rates
- Be more inclined not to like school
- Are less likely to participate in non-compulsory education post-16 and post-19, in particular higher education

- Be at a higher risk of becoming NEET
- Be more likely to have low educational qualifications and skills, become disadvantaged adults and repeat this cycle of deprivation with their own children.

Understanding the reasons why a young person might be at risk of disengaging from learning, as well as their likelihood of disengagement is critically important to reducing the number of young people who are NEET in this country (NFER, 2013).

Research suggests that attendance, behaviour and attainment are the most powerful indicators of disengagement (Welsh Government, 2014). In Wales, young people who are NEET are likely to have a history of being absent from school, with a persistent truancy rate of 15.4% for the NEET group compared to 3.3% for the cohort as a whole (Welsh Government, 2009). The significance of behavioural variables, such as attainment and attendance, is that they can be changed, and so by using them to identify those at risk of becoming NEET there is an opportunity to intervene and prevent it from actually happening.

There is a strong relationship between low attainment and the risk of becoming NEET. Based on data from recent years we know that in Wales 39.2% of the NEET group did not achieve Level 1 at Key Stage 4, compared to 4.7% of the non-NEET group. Similar results were seen for Level 2 achievement (80.5% of the NEET group did not achieve Level 2 compared to 27.9% of the non-NEET group). The relative risk of being in the NEET group for someone not achieving Level 2 is almost 10 times that of someone achieving Level 2. For those children and young people with poor school attendance levels their opportunity to attain is significantly diminished.

The Welsh Assembly Government has implemented a range of policy initiatives in education and training in Wales over recent years aimed at tackling the impact of poverty and disadvantage on educational outcomes. These include the School Effectiveness Framework (Welsh Assembly Government 2008), Community Focused Schools and Raising Attainment and Individual Standards in Education (RAISE). The increased emphasis on wellbeing within the ESTYN Common Inspection Framework and the wellbeing of learners at the heart of the School Effectiveness Framework (SEF) focuses the work of schools in tackling the impact of disadvantage. To support the work of schools and local authorities in tackling the impact of poverty on attainment and educational outcomes as a national priority the School Effectiveness Grant (SEG) was introduced in 2011-12. From April 2012 this was supplemented by the introduction of a new Pupil Deprivation Grant (PDG) paid directly to each school according to the number of disadvantaged pupils over the age of 5 (those eligible for free school meals) on the school roll. In the short term the introduction of PDG funding is a key opportunity for schools to invest in effective approaches for tackling the impact of deprivation,

*"In addition to specific funding programmes and grants…
approaches that combine whole school improvement with specific
pupil level interventions will be necessary to ensure that schools
improve overall and that attainment gaps narrow"* (Burge, et al.,
2012}

These funding streams enable teachers, schools and local authorities to make
significant progress in addressing the poverty gap between the attainment of
different groups of pupils.

Like disengagement, the causes of poor school attendance are extremely
complex (Reid, 2005) but research has identified a number of factors which
correlate with low attendance. These are broadly categorised by Reid as Social,
psychological and institutional reasons (Reid, 2008). Research has shown that
there is rarely only one reason for a young person not attending school, but a
combination of several issues which may have stemmed from an initial cause.

There are a number of family related factors that can play a significant role in
poor school attendance and educational disengagement. Poverty and social
inequality are identified as major factors in poor school attendance (Reid, 2005).
Poverty can underline many other problems, providing extra barriers to
attendance such as inadequate housing and lack of basic necessities like food,
clothing and transport. Many children and young people will fell self-conscious
and uncomfortable without proper school clothing and adequate personal
hygiene, and challenges by staff and poor peer relations/bullying can result.

There are a number of internal family stressors that not only impact on but can
create practical barriers to attendance and engagement in learning. Factors
leading to a stressful or disorganised home environment have been identified as
prevalent in homes of truants and persistent absentees. These stressors include
livening in overcrowded conditions and poor quality housing; parental illness,
alcohol or substance misuse; domestic violence and abuse; and social services
involvement related to divorce, separation, violence and abuse (Reid, 2005; Egan
2007).

The level of parental support for and involvement in learning is a key determinant
of the potential risk disengagement. One factor often identified as contributing to
poor attendance is the lack of priority given to education by parents (Malcolm et
al, 2003). In workless households and deprived communities, low aspirations can
become part of the culture and children and young people may never foster an
appreciation of school. Lack of parental time and support for learning can hinder
the development of key skills and lead to difficulties with learning, which in turn
lowers self-confidence. Research has found that parental involvement had a
bigger impact on outcomes for children – including their attendance – than the
quality of what is offered at school (Reid, 2009; Egan, 2007; Egan, 2011).
Second and third generation truants are of particular concern for professionals
working with pupils with poor attendance (Reid, 2008). Dalziel and Henthorne
(2005) found that parents who reported the poorest attendance for themselves

when they were at school, had a greater proportion of children with poorer attendance.

1.2 Vulnerable Groups

There are certain groups of pupils that may be particularly vulnerable to disengagement either characterised by or as a result of their poor school attendance. Some of these include Young Offenders, Young Carers, LAC, Gypsy and Traveller Children, children on the Child Protection Register, children affected by domestic violence, children affected by parental imprisonment and teenage parents. This list is, of course, not exhaustive and has just been provided for exemplification purposes.

Where we have had access to the relevant data sets we have incorporated vulnerable group data as part of the Vulnerability Profiling however there are groups of pupils that we know are at risk of disengagement where currently centrally held data sets do not exist. These groups include:

- Gypsy Travellers
- Pregnant pupils / Teenage parents
- Children affected by parental imprisonment
- Young carers
- Children placed for adoption with RCT families
- Children of HM Forces families

Gypsy and Traveller Children
The special position of Traveller Families is recognised by Section 444(b) of the Education Act 1996. Traveller parents are protected from conviction for non school attendance if the parent can demonstrate that:

- He or she is engaged in a trade or business of such a nature as requires travel from place to place
- The child has attended at a school as a registered pupil as regularly as the nature of that trade or business permits
- The child, where aged over six, has attended school for at least 200 sessions (half days) during the preceding twelve months.

Where traveller children are registered at more than one school, an authorised absence must be recorded for the school they are not attending – provided they are present at the other institution.

Further details can be found by following this link
http://wales.gov.uk/docs/dcells/publications/1006287attendance4en.pdf

The Attendance and Wellbeing Service has a duty to ensure that Gypsy and Traveller children are in receipt of appropriate education and provides specialist support for this group. Where schools are aware of the movements of Gypsy Traveller children i.e. new starters / returners / leavers they are requested to complete a Wellbeing Notification Form and submit it to the AWS.

Teenage Pregnancy

There is a tendency for teenagers who become pregnant to already have a history of poor school attendance (Barnardos, 2010). The physical and emotional strain of being pregnant can cause a young person to miss parts of lessons as well as days of school, and possibly exclude themselves completely and stop attending. This can also lead to pregnant pupils being offered reduced timetables and to be educated outside of school (ibid.). Barnardos have raised concerns about the exclusion of pupils whilst pregnant for health and safety reasons and for the lack of support for young mothers to return to education (Barnardos, 2010). Once a baby has been born, the young mother is not able to attend school for several months. Accumulation of time off through pregnancy and caring for a baby is not only likely to result in significant necessary time off, but make it harder to return to school. Lack of familial support with childcare provides barriers to reintegration into mainstream schooling in the long term.

Children affected by parental imprisonment

Around 200,000 children every year in England and Wales experience having a parent in prison (Williams et al, 2012). Whilst the majority will have a father in prison it is estimated that each year a total of 18,000 children are separated from their mothers by imprisonment (Corston, 2007). In addition it is estimated that at least a further 35,000 children every year are affected by the incarceration of a sibling (Meek, 2006). The impact of parental imprisonment in both the short term and long term is significant with children of prisoners being approximately three times more likely to be involved in delinquent activity compared to their peers (SCIE, 2008) and also more than twice as likely to experience mental health difficulties during their lives (SCIE, 2008).

As 7% of children will see a parent imprisoned during their school years (Action for Prisoners Families and PACT) schools therefore have a vital role to play in addressing the needs of children affected by imprisonment. Children with a family member in prison will come to school with particular needs that impact of their ability to attendance and engage in learning. Recognising these needs is an important step in ensuring that the child feels supported, helping to maximise their learning potential. By addressing these needs, schools will be able to plan more effectively for learning and be part of the process that can break the cycle of offending by raising achievement and aspirations (Barnardo's Cymru 2014).

One of the key challenges in this area of work is identifying the specific children who are affected (SCIE, 2008). Barnardo's (2014) recognise that often the identification of the children of prisoners is dependent on local knowledge and quite often this knowledge is not shared with schools. Central collection of this information and its dissemination to schools is a function local authorities are best placed to facilitate (Ibid).

Young Carers

Research shows that caring duties impact on young people's school attendance. Where a young person is the main carer in the household, either for a parent

and/or their siblings, there is likely to be an issue with attendance rates as their commitments outside of school will dominate much of their time (Becker, Aldridge and Dearden, 1998). The relationship between poor attendance and caring is likely to be complex as caring duties also impact on physical and mental health; personal, social and emotional development; and ability to complete homework and class work (Warren, 2007). These factors in turn are risk factors for poor school attendance and increased disengagement from learning. The reliance on self disclosure of family circumstances by young carers themselves can cause difficulties for services attempting to provide support. Young carers are often reluctant to identify themselves for fear of stigmatisation leading to them being visibly treated differently to their peers.

Children placed for adoption with RCT families
The nature of adoption has changed over recent decades. Most children are now adopted from care and often have complex needs due to their early life experiences. The impact of such experiences will vary depending upon the age of the child, the length of exposure to maltreatment and the severity of abuse. The effects may be compounded by experiences in the care system, where delay and frequent placement moves can leave children bewildered and mistrusting of adults.

Once a child is legally adopted their previous LAC status is removed. Children adopted from care have a range of emotional, social and educational needs due to their early life experiences which are not resolved simply by being adopted. As a result adoptive parents face challenges that many other families do not. It is common for challenging behaviour to become apparent some time after adoption has taken place and research suggests that these difficulties often emerge at times of transition in a child's life, such as moving from one school to another or entering adolescence (King, 2009).

From April 2014 all schools in England are able to draw down Pupil Premium funding for pupils adopted from care at the same rate as those pupils with LAC status. This recognises the ongoing needs of this cohort of vulnerable pupils and the vital role schools play in helping these children emotionally, socially and educationally by providing specific support, to raise their attainment and address their wider needs.

It may not be obvious to school staff that a child has been adopted as some adoptive parents and children prefer not to share this information for fear of labelling and isolation. This can present challenges to schools. Vulnerability Profiling offers the means to highlight those pupils whose needs are less obvious without contributing to labelling and isolation.

Children adopted in RCT that were Looked After by RCT are already included in Vulnerability Profiling as the LAC data set used identifies any individual who has ever been LAC in RCT. However a number of adopted children living in RCT have been previously Looked After by other Local Authority areas and therefore are currently hidden to the process.

Children of HM Forces families

Research suggests that Armed Forces children who experience frequent moving of home, schools and communities may not perform as well in school as non-mobile Armed Forces children (Royal Caledonian Education Trust, 2014). There is also significant anecdotal evidence to support the view that the stresses of an absent parent to a conflict zone for some children causes anxieties that can influence their learning and behaviour (ibid.). There is currently limited research pertaining to the impact on the education of this group of children. Ofsted's 2011 report found that:

> *"Service children often attend many different schools over the course of their school life. This makes continuity of progression in learning hard to achieve and there is more we should be doing. Information about each child's standards, progress and needs should be passed effectively…..too often this is not done well enough…"*(Ofsted, 2011)

The report found that although many Service children, with support, do catch up or exceed the achievement of their civilian peers, some did not achieve the grades they might have achieved if they had not been moving around so much (Ofsted, 2011).

A key shortcoming was that there is no accurate single database of Service children or effective system to track their movements. There was also generally a lack of continuity of support and provision for children from Service families as they move between schools, heightened in areas where small numbers of Service children were being catered for and where there was less understanding of their needs (ibid.).

The lack of centrally held data also masks the size of the membership of this vulnerable group. In January 2010, the Department for Education's Pupil Level Annual School Census (PLASC) identified 37,940 Service children in England while in November 2010, Ministry of Defence Service personnel records indicated that there were 90,450 dependants aged 18 and under of military personnel in the Service population, in UK and overseas.

School attendance is often a key indication of changes in family circumstances for vulnerable young people. While achieving an improved level of school attendance across RCT is a priority, this must not be striven for at the expense of the needs and wellbeing of particularly vulnerable groups. It is absolutely essential that when poor attendance occurs, schools consider each pupil's situation on its individual merit alongside the Vulnerability Profiling data. Failure to do so may result in an exacerbation of the stress, flux and pressure that may have led to absence in the first place, therefore leading to further, deeper rooted attendance issues. It is important for schools to explore further the family circumstances where pupils are identified as 'Amber' or 'Red' as a result of the Vulnerability Profiling process in the event of absence from school. This

exploration can be supported where appropriate by the Attendance and Wellbeing Service (AWS) and the Youth Engagement and Participation Service (YEPS). Both service areas work hard to provide support to vulnerable groups and will actively seek out and refer pupils to organisations that are able to provide specialist support.

1.2.1 Vulnerable group data

It is fundamental that all agencies involved with vulnerable pupils work closely and share information, in so doing giving the pupil the best possible chance of maintaining their school attendance and reducing the risk of long term disengagement.

In order to support the accurate identification of vulnerable pupils both in terms of the Vulnerability Profiling process and the provision of targeted support to families, from September 2014 all schools are requested to identify pupils they know to belong to the following groups:

- Gypsy Travellers
- Pregnant school girls / Teenage parent
- Children affected by parental imprisonment
- Young carers
- Children placed for adoption with RCT families
- Children of HM Forces families

A Wellbeing Notification Form (see Appendix 1) has been developed to enable schools to do this (with the exception of the children of HM Forces families as the functionality is available on SIMS – see section 1.9 of this handbook).

Once completed the Wellbeing Notification Form is to be submitted electronically to the AWS via the central email account aws@rctcbc.gov.uk

1.3 Periods of High Risk

There are particular times of the academic year and stages of a pupil's life when the risk of disengagement is greater. Many pupils will move successfully through transition but there are others that may face real issues overcoming the changes they face. For these, they may engage in avoidance behaviour such as non-attendance.

The development of Vulnerability Profiling for Key Stage 2 provides schools with the means to identify pupils who are likely to become vulnerable during these periods of transition. Partnership working between primary and secondary schools can ensure the support required to manage the period of change by identified pupils can be provided. A large number of schools make use of Transition Projects and there are various models available for schools to adopt. It is also a recommended to get the parents of transition pupils involved at an early stage, as it promote cooperation and support – something that will be useful if attendance or disengagement does become an issue at a later stage.

Transition - Key Stage 2 to Key Stage 3

Many schools have identified a link lead for year 7 transitions who works closely with identified year 6 links ensuring a smooth transition in to secondary education. It is suggested that all schools adopt this approach and consider utilising or establishing 'Transition Summer Schools' which can provide support for this period for the most vulnerable young people.

Vulnerability profiling (VP) data can be used to inform discussions between primary and secondary schools in relation to identifying the needs of particular pupils prior to their transition to secondary school. It can also support a number of school organisational processes, including the allocation of pupils to particular classes, the matching of particular groups to registration/form tutors and planning and provision of nurture interventions. Form tutors and pastoral staff in secondary schools should be made aware of pupils joining the school identified as 'amber' or 'red' from Year 6 VP data.

Transition - Key Stage 3 to Key Stage 4

In choosing their options in Year 9, young people are taking their first steps to define their post 16 careers.

Best practice approaches can vary according to individual need but should include: young people being encouraged to attend workshops to consider future career fields; vocational verses academic routes; and parental involvement to enable them to make the best decisions at this stage.

It is at the point of transition, between Key Stage 3 and 4, when Vulnerability Profiling data will first be released to Careers Wales. The data will then be analysed by Careers Wales in terms of the RCT 5 Tier Model for Key Stage 4

Engagement and Progression framework (see Appendix 3). The level of support made available to pupils in each of the RAG bandings by Careers Wales can be found in section 2.1.7 of this handbook.

Transition - Key Stage 4 to Post 16

The transition from Year 11 to post 16 can be daunting for young people, even those with clear post 16 destination plans in place. For those young people who have received additional support in mainstream schools it can also be a time of uncertainty and isolation if they have decided to leave the school environment. Whilst the attainment of the GCSE results required to progress to their chosen post 16 destination is often seen as the main hurdle young people have to overcome, it is important to be aware of the social and emotional impact this period of transition can have on individuals. It is not merely the attainment outcome that determines whether a young person becomes NEET. It is possible that a young person who has achieved mostly A-C passes could be just as at risk of becoming NEET as a peer who has achieved below level 2 outcomes depending on their planned Career progression. For this reason it is crucial that young people are aware of where they can access appropriate information, advice and guidance to support their next step.

The RCT 'Successful Transition and Progression Good Practice Guide for Schools' document was produced in April 2013, copies of which are available from the SEETs Co-ordinator (see Appendix 7).

In year transfer

Whether the reason for transfer is frequent house moves or unresolved issues within a particular school, both increase the risk of disengagement for the pupil. As with transition, in year transfers pose significant change for pupils and can be deeply unsettling for the person involved, as it involves unfamiliar and unknown territory.

Copies of all in-year admissions are sent from the Admissions Team to the AWS to ensure pupils with poor attendance are provided with sufficient support during transfers and to ensure that attendance issues are seen in terms of a pupil's school career rather than in terms of the school attended.

Changes have been made to the process of application to transfer in Years 9, 10 and 11 from September 2014 in order to tackle the high levels of in year transfers at this stage of schooling and provide direct support for pupils facing disruption to their learning. In addition, two or more in year transfers is being developed as a data set for inclusion in the production of vulnerability profiling data, to enable the more effective identification of those pupils at risk of disengagement.

1.4 Indicators of vulnerability

The development of Vulnerability profiling (VP) in RCT has taken over two years as it was imperative to produce the most accurate data possible.

The first phase of development focused on identifying those pupils in Key Stage 4 at risk of not securing transition destinations Post 16. Working alongside Education's central Data Improvement Team and the RCT Supporting engagement in Education, Employment and Training (SEET) Steering Group a profile of known factors that were deemed to increase the risk of disengagement was developed (Filmer-Sankey and McCrone; 2012). These included:

- **Poor school attendance**
- **Children educated outside of mainstream education**
- **Looked after Children**
- **Children on the Child Protection Register**
- **Child in Need Status**
- Young people with offending behaviour
- Young parents
- Young carers
- Travellers
- Housing issues
- Lack of parental support
- Medical issues
- **In receipt of free school meals**
- **Excluded**
- **English as an additional language**
- **SEN**

Analysis of trustworthy data sources identified that access to local data was not possible for each of the above factors. The factors highlighted in bold above are those that were available to the central Data Team. Over 30 professionals from a range of disciplines were asked to consider each of these factors in terms of how contributory (immediate impact) and enduring (long term impact) they were on an individual's ability to engage in education, employment and training. Each professional was asked to rate each factor on this basis. A weighting report was then applied providing a means to score the potential disengagement of pupils experiencing each of these factors. The scoring was weighted in the following way:

Factor	Key Stage 4 Score
Free School Meals	1
Attendance 90%-86%	1
Attendance 85%-51%	2
Attendance Below 50%	3
English additional language	1

Education other than at school	3
Exclusion	2
Child in need (CS*)	3
Child protection (CS*)	3
Looked after child (CS*)	3
SEN Action	1
SEN Action Plus	2
SEN Statement	3

The scoring range for Key Stage 4 is between 0-16. Using an aggregate banding system, pupils are identified in the following way:

> Score 0 = White
> Score 1-2 = Green
> Score 3-4 = Amber
> Score 5-16 = Red

This weighting report and banding was applied to the 2012 year 11 cohort in RCT (excluding Special Schools) which produced a vulnerability profile for each school. It was agreed at the outset that the scoring and indicator for each pupil would remain confidential to prevent stigmatisation or labelling. Therefore Key Stage 4 pupil lists with RAG banding were made available to secondary schools. Testing of this data has involved RCT Secondary Pastoral Heads as well as SEET Steering Group partners to ensure that the profiling was identifying those pupils already known to require a level of additional support to engage in learning. The feedback from both sets of stakeholders was extremely positive:

> *"I thought that the profiling was an extremely useful tool. It alerted me to one or two pupils who the school would not have identified as vulnerable. This proved extremely valuable as one of the girls you had identified has recently experienced significant domestic difficulties that we could deal with proactively.*
>
> *We agreed in the last pastoral deputies' meeting that something like this would be sector-leading if we were able to have this information for pupils in year 7 on intake".* (April 2013)

Since the initial profile of known factors was created further development work has seen the inclusion of data sets that cover the following additional factors:

- Anti-social Behaviour
- Children affected by domestic violence Multi Agency Risk Assessment Conference (MARAC) Referrals

The scoring for these factors was weighted in the following way:

Factor	Key Stage 4 Score
MARAC 1 event	1
MARAC 2 events	2
MARAC 3 events	3
ASB Stage 1	1
ASB Stage 2	2
ASB Stage 3	3

Following the success of producing VP data for Key Stage 4, work commenced on amending the scoring and weighting report for Key Stage 3 pupils. Due to the difference in the age of pupils there was a need to amend the scoring to reflect that the earlier an enduring factor (e.g. poor school attendance) was experienced the higher the risk of future disengagement was.

This led to the following weighting of scoring for Key Stage 3:

Factor	Key Stage 3 Score
Free School Meals	1
Attendance **94%-88%**	1
Attendance **87%-81%**	2
Attendance **Below 80%**	3
English additional language	1
Education other than at school	3
Exclusion	2
Child in need (CS*)	**2**
Child protection (CS*)	3
Looked after child (CS*)	3
SEN Action	1
SEN Action Plus	**3**
SEN Statement	3
MARAC 1 event	1
MARAC 2 events	2
MARAC 3 events	3
ASB Stage 1	1
ASB Stage 2	2
ASB Stage 3	3

The amendments included the banding for school attendance and the scoring attached to the Child in Need factor and the SEN Action Plus factor as highlighted in bold in the table above.

Following the feedback from secondary schools regarding the usefulness of having this type of data as early as possible and what is widely known about the importance of supporting transition between primary and secondary phases, work commenced on testing the process for use in Key Stage 2. In June 2014 the RCT

Primary Heads Teaching and Learning Group agreed to keep the scoring and weighting the same as for Key Stage 3.

Therefore the dissemination of VP data to primary schools will begin in September 2014 (see section 1.8).

Further work is being undertaken to access other data sets that cover factors we know contribute to disengagement, e.g. young carers, teenage parents and children of prisoners, frequent in-year transfers etc. This includes initiating the building of new data sets through he introduction of Wellbeing Notification Forms for use by schools as set out in section 1.2.1 of this handbook. The completion of these Wellbeing Notification Forms will enable the central Data Team within Education to start building trustworthy data sets for inclusion in the Vulnerability Profiling process.

1.5 Process of compiling data sets

Sourcing the data

In order to ensure as far as possible the accuracy of the data used to create the Vulnerability Profile it was essential that the only data utilised as from a trustworthy source. In total, five accurate system sources, covering all the contributory data types were identified, these were:

1. **SIMS** – (Schools System)
2. **Capita One** – (LA Education System)
3. **Tribal SEN** – (LA Education System)
4. **Swift** – (LA Social Care System)
5. **Subsidiary Local ELL Systems**

In order to create the Vulnerability Profile, data is extracted at a point in time from each of these systems, and aggregated into a single pupil level list.

The current dispersed nature of the data sources means that the Local Authority has to undertake a number of technical steps to link the data items into a single useable file and then apply the weighting model.

The time consuming nature of this method limits both the frequency of production and also the opportunities to develop alternative models of risk identification. This has an impact particularly when trying to apply the technique to KS3 and KS2 pupils where the characteristics have different sensitivities in the model.

These technical limitations are currently being addressed via the recent procurement of the **Capita One Child Profiling Tool**. The Education Data Improvement Team are planning to implement this Tool during the academic year 2014-2015 in order to improve the process and use of the resulting data. Once implemented, it will bring the following benefits:

- Development of a suite of interactive reports focusing on a range of 'risk scenarios' e.g. risk of poor attendance and attainment
- Enable the tracking of RAG banding movement at a pupil level
- Enable the identification of RAG banding when viewing pupil record
- Removal of the risks associated with data exchange
- Improved data distribution methods

If you require any further information about the data sources used in the creation of Vulnerability Profiling data please contact **John Tratnik, Education Process and Systems Improvement Manager on 01443 744271 or John.Tratnik@rctcbc.gov.uk**

1.6 Privacy, Consent and Information Governance

Schools, the Local Authority and Careers Wales have a statutory requirement to collect and process information related to an individuals' education and employment needs, including identifying any barriers to maximising opportunities of access and progression.

The LA has worked closely with Schools and other partners over the last 18 months to ensure that the collection, analysis, sharing and subsequent use of the data promotes the above responsibility, while adhering to the Data Protection Act. Both pre-16 and post-16 WASPI Information Sharing Protocols are in place.

Parental or pupil consent is not required to share the data for the purposes of this exercise because it falls within the statutory responsibility of all parties concerned. It is facilitated via the following statutory instrument

The Education Information about Individual Pupils(Wales) Regulations 2007

In addition, all pupils directly, or pupils via parents are notified of what data is being collected by schools and the LA, with whom this is shared and for what reason via the issuing to them of a **privacy notice.** A privacy notice is a formal notification to data subjects of the types of data collected, the reasons for doing so and the range of partners with whom this data is shared.

In June 2012 the Director of Education requested that all schools in RCT include the following statement within the privacy notices they issue to parents:

Information held by the school, Early Years providers, Local Authority and the Welsh Government on children and young people, their parents or legal guardians may also be shared with other organisations, for example:

- ***other education and training bodies, including schools, when children and young people are applying for courses or training, transferring schools or seeking guidance on opportunities.***

- ***bodies doing research for the Welsh Government, Local Authority and schools/Early Years providers as long as steps are taken to keep the information secure.***

- ***central and local government for the planning and provision of educational services.***

- ***social services and other health and welfare organisations where there is a need to share information to protect and support individual children and young people.***

Vulnerability Profiling has been designed within the parameters of the statutory instrument and the privacy notices issued by schools.

1.7 SIMS / Capita One

Availability of the data used relies heavily on schools to maintain their SIMS systems in a timely and accurate way. Any delays to input or inaccuracies can significantly impact upon the final analysis and may result in lost opportunities for early intervention.

Schools should not have to undertake additional data entry over and above that required for their current statutory and LA returns. The Local Authority already supports schools in identifying key data errors in SIMS data as part of the daily transfer to the Capita One System. This function will be expanded over the coming months as more services begin using Capita One and different error types and reasons are identified.

The Local Authority is currently revising its specific guidance for SIMS data recording in order to achieve greater consistency and to facilitate implementation of modules not in universal use within schools. e.g. Behaviour Management. Direct support is provided to schools via scheduled training days, workshop support for Statutory Returns (eg PLASC), electronic manuals and notes. The intention is to make these documents available electronically to schools.

If you wish to attend any of the support days or workshops, this can be arranged by contacting the Systems Support Team on 01443 744442.

There is also direct telephone SIMS advice via the Systems Support Team available as part of your SLA.

1.8 Dissemination of the data

As the creation of the profile is dependant on SIMS information maintained by schools the reporting schedule will follow the same lines as the attendance data, where schools are given the first 2 weeks of a new term to ensure the previous term's data is accurate.

The timetable below details when school can expect to receive pupil level Vulnerability Profiling data during the academic year 2014-15:

Term	Week Beginning
Summer 2013 - 2014	15/09/2014*
Autumn 2014 - 2015	19/01/2015
Spring 2014 - 2015	27/04/2015
Summer 2014 - 2015	14/09/2015*

*Whilst scheduled to coincide with attendance data in Sept it may not completely reflect pupil transfers into following academic year.

In order to safeguard the personal information of pupils, Vulnerability Profiling Data will <u>only</u> be sent to schools via the school's RCT Ednet email account.

As an internal email account Ednet currently offers most efficient and secure means to distribute data of this type.

We therefore request that schools ensure their Ednet inboxes are regularly maintained to ensure the efficient dissemination of the data at the times identified above.

1.9 Further development of data sets

Work continues to extend the data sets available for inclusion in the Vulnerability Profiling process in order to improve the accuracy and usefulness of the data. During the academic year 2014-15 these additional data sets will be developed in the following ways:

- Information gathered by schools and collected centrally by the LA
- Changes to internal LA data collection methods

Information gathered by schools

What?	Pupils belonging to the following groups: - Gypsy Travellers - Pregnant school girls / Teenage parent - Children affected by parental imprisonment - Young carers - Children placed for adoption with RCT families
How?	Complete a Wellbeing Notification Form for each pupil Submit completed forms to aws@rctcbc.gov.uk

What?	Pupils belonging to the following groups: - Children of HM Forces families
How?	Ensure the Service Family indicator is ticked in SIMS against the pupil record (training to be provided to schools in September 2014) Data will be pulled through centrally for compilation

Changes to internal LA data collection methods

What?	Pupils belonging to the following groups: - Frequent in-year transfers
How?	Development of new data collection and reporting procedures

There are no intentions to include school held attainment data at present as socio-economic factors outside of the school environment remain the focus of the Vulnerability Profiling tool (see Section 2.3). Schools are advised to analyse the Vulnerability Profiling data alongside the attainment data they hold to create a more holistic picture of a pupil's progress and achievements.

In order to ensure the process of creating new data sets is as co-ordinated as possible, if further information is required the AWS will contact Headteachers in Primary Schools and the Senior Attendance Lead in Secondary Schools as single points of contact in the first instance.

Section Two: Utilising Vulnerability Profiling Data

2.1 Stakeholders

Schools, Local Authority services and external partners all have a key role to play in supporting children and young people to prevent their long term disengagement from learning. The extent to which and the way in which each stakeholder will utilise Vulnerability Profiling data will differ depending on the focus of their work, however effective communication is the key to successful intervention and positive outcomes for young people. In providing stakeholders with a single, central, common early identification method Vulnerability Profiling facilitates this communication, offering the means to appropriately target intervention and focus efforts.

This section offers suggestions for the use of Vulnerability Profiling data by key stakeholders.

2.1.1 Senior Leadership Team

The range of uses for Vulnerability Profiling data at both a strategic level and a pupil level to support a range functions undertaken by the Senior Leadership Team is detailed in the proceeding sections of this handbook. The use of the data to support whole school planning, the opportunity to integrate it with school generated data and the use of it to support self evaluation as part of the ESTYN Common Inspection framework is detailed in sections 2.2, 2.3 and 2.4 respectively.

In order to support the effective roll out of Vulnerability Profiling it is essential that the Local Authority (namely the Data Team and the AWS) has a named single point of contact in schools with which to liaise. In primary schools this central point of contact will be the Head teacher and in secondary schools it will be the Senior Lead for Attendance as a member of the SLT.

There is a role for the SLT to communicate to staff the rationale for the use of Vulnerability Profiling as well as ensuring that the data is securely stored and managed. Pupil level data needs to be appropriately shared with key members of staff where required in a safe and confidential manner. Key staff are likely to be class / form teachers, pastoral teams and Heads of Year.

2.1.2 School Staff

Pupil level Vulnerability Profiling data should only be shared with key members of staff, namely those whose interaction with a pupil would benefit from this information.

Members of staff delivering PSE or World of Work programmes would also benefit from knowing which pupils are at a higher risk of disengagement, in order

to ensure their participation in particular aspects of the curriculum. Knowing the percentage of pupils in each banding within classes also assists in lesson planning and the employment of particular pedagogical approaches in order to enhance engagement.

Class / form teachers play a pivotal role in assessing levels of general engagement in school and VP data can be a helpful diagnostic tool in understanding a pupil's unexpected behaviour. Teachers and support staff need to ensure that any unexplained change in a pupil's behaviour is reported to the relevant person in line with the school's pastoral systems. Any known change in circumstances disclosed by the pupil and/or parents should be reported to relevant staff.

2.1.3 The Local Authority - Engagement and Participation Service

Education and Lifelong Learning has made a commitment to the use of Vulnerability Profiling as its preferred method of early identification of those at risk of disengagement. This is demonstrated by the recent re-configuration of the Engagement and Participation Service where Vulnerability Profiling data is currently being used to drive and shape the provision of targeted support for children and young people aged 5-25 years.

The Engagement and Participation Service was established in November 2013 as part of a wider Directorate re-structure. The service area brings together the work of the Attendance and Wellbeing Service (AWS), the SEETs Team and the Youth Engagement and Participation Service (YEPS) in order to provide a co-ordinated approach to improving the outcomes for children and young people by reducing the barriers they face to attendance, engagement and participation in learning. The Engagement and Participation Service sits within the Access, Engagement and Inclusion department of the Education and Lifelong Learning Directorate. The overarching priorities of the Engagement and Participation Service are:

- Promoting attendance, engagement and wellbeing in education;
- Supporting young people's engagement in education, employment and training (SEETs);
- Ensuring young people's access to youth support services;
- Tackling the barriers to learning for vulnerable groups;
- Tackling the Child Poverty Agenda;
- Partnership working

The Engagement and Participation Service is the first LA Service area to base its service planning, delivery and impact measurement methodology on Vulnerability Profiling data. It is used to define the criteria for referral into the service, provide the rationale for the delivery of particular interventions and inform service improvements.

2.1.4 Attendance and Wellbeing Service

The Attendance and Wellbeing Service has aligned a number of elements of service planning and delivery to incorporate the use of Vulnerability Profiling to enable it to provide a more responsive service for those pupils in most need. This includes requiring schools to identify the VP RAG banding of pupils at point of referral into the service; a swifter response to Emergency Wellbeing referrals for pupils identified as 'Red'; and tailoring the level of support allocated to schools following Data Response Visits based upon school level VP data.

When referring eligible pupils to the AWS schools should identify the pupil's VP banding on the referral form. This will ensure that the process of case allocation and progression is prioritised accordingly. VP will be central to enabling the AWS to undertake statutory duties in regards to wellbeing and the tracking of Children Missing Education (CME).

The AWS relies on effective communication with school staff particularly at transition times and for feedback on the progress of current cases. The discussion the pupil's VP banding will assist in this process in tailoring the intervention undertaken by both schools and the AWS, offering the opportunity for intensive early intervention for identified pupils. From September 2014 the period of no contact with pupil or parents prior to the AWS accepting an Emergency Wellbeing referral will be reduced to 3 days for pupils identified as 'red'.

New legislation has now been introduced and schools will from September 2014 be expected to consider making a request to the local authority to issue a Fixed Penalty Notice for specific circumstances of school absence e.g. persistent lateness and more than ten registered unauthorised absences.

It is therefore essential that the school pastoral system has good communication with parents to explore the reasons behind absence to supports pupils with genuine reasons for not attending school, providing flexible integration opportunities to enable a pupil to overcome their difficulties. Vulnerability Profiling data can give schools a further perspective on potential barriers to attendance and engagement that stem from circumstances outside of the school arena.

The AWS works closely with other education services such as BSS, EPS, EOTAS and Admission Service to prevent vulnerable pupils "slipping through the net" and has a statutory duty to ensure that pupils are not removed from school roll until their destination is known.

For schools receiving Data Response Visits from the AWS, discussion of the schools VP data may evidence the need for tailored additional AWS support (i.e. increased referral thresholds for particular cohorts of pupils).

2.1.5 SEETs Team

Supporting Education, Employment and Training Co-ordinator

The Education, Employment and Training Co-ordinator, manages and directs the work of the Transitional Support Workers to ensure a co-ordinated approach, aligned with the Supporting Engagement in Education, Employment and Training (SEET) Strategy, prevails across RCT.

The role includes working with all partners involved in the SEETs agenda including internal Council departments as well as private and third sector partners and stakeholders across RCT communities. Ensuring that young people at risk of becoming, and those who have become disengaged from education, employment and training are identified appropriately enables the co-ordination of support to facilitate entry into education, employment and training leading to young people living fulfilled lives and contributing to the community.

The SEETs Co-ordinator also fulfils the function of the Engagement and Progression Co-ordinator for RCT as set out in the Welsh Government's Youth Engagement and Progression Framework (see Appendix 2).

Post 16 Transitional Support Workers

RCT have four Post 16 Transitional Support Workers in place, based within the AWS team who provide tailored support to young people in RCT aged 16 - 24 years who are vulnerable to, or have disengaged from education, employment or training (EET). The focus of this support is on removing the barriers to EET faced by young people and increasing their engagement in training, learning, volunteering and work opportunities to increase their skills and resilience. The Transitional Support Workers provide pre-engagement information and guidance and motivation for young people to support their engagement in EET.

The AWS post 16 team also provide continuity of support for young people leaving statutory education and services and work in a multi-agency fashion to ensure the best outcomes for young people are achieved. They provide the Lead Worker function as set out in the Welsh Government's Youth Engagement and Progression Framework (see Appendix 2).

2.1.6 Youth Engagement and Participation Service

The aim of the Youth Engagement and Participation Service is to support young people aged 11-25 years to achieve their potential and overcome barriers to learning and progression. To achieve this aim, the early identification of young people through Vulnerability Profiling is the foundation of the service. Vulnerability profiling provides a consistent approach to the use of early identification of young people across the service to inform the allocation of

support, development of provision, evaluation of its impact and ensure the right young people are receiving the support they need.

The service aims to ensure that the right mix of provision is available across RCT to meet the needs of all young people. Vulnerability Profiling provides the service with a better understanding of the needs of young people and uses this information to ensure the delivery of existing and the planning of new provision meets those needs.

Evaluating the impact of this work is critical in demonstrating the value of the service against educational outcomes. The Vulnerability Profiling tool is therefore being used as an outcome measurement tool in order to evaluate whether the support that is being put in place is working for young people. It enables the service to monitor the participation levels of vulnerable young people across all provision and allows the service to make adjustments as needed and to hold providers and staff to account for the impact of their work.

Although the service is relatively new, this focus on providing targeted support through the use of Vulnerability Profiling will contribute significantly to the preventative and early intervention action taken to reduce the numbers of young people entering other statutory services, becoming NEET and preventing poor outcomes.

Youth Participation Officers

Youth Participation Officers in each of the secondary school clusters in RCT manage the development of a wide range of positive activities for young people. When planning these positive activities they are required to use Vulnerability Profiling information. Youth Participation Officers have been given access to Vulnerability Profiling data for their allocated school to help them plan provision that will engage young people identified as red and/or amber to ensure their engagement and participation in these activities.

Youth Re-engagement Officers

As well as focusing on the increased engagement of vulnerable young people in positive activities, the service also aims to reduce barriers faced by young people identified as red and/or amber through the work of the Youth Re-engagement Officers. The Youth Re-engagement Officers have responsible for providing more intensive targeted one to one support for young people identified as vulnerable and to support them to access educational, employment and training opportunities. They provide the Lead Worker function as set out in the Welsh Government's Youth Engagement and Progression Framework (see Appendix 2).

2.1.7 Careers Wales

The recent re-organisation of Careers Wales and their transfer to the Youth Engagement and Employment Division of the Welsh Government has resulted in a change to the levels of the one to one careers advice and guidance for maintained school pupils. Careers Wales have been mandated to only provide this one to one service for those targeted pupils identified as most at risk of disengagement. From September 2013 Careers Wales began to use Vulnerability Profiling data to calculate their Advisor time allocation to each school in RCT.

Careers Wales have made the commitment that all pupils in these bands will receive one to one advice and guidance in Year 11 as well as providing some additional support for pupils who are lacking in careers management skills or do not achieve expected grades and are not progressing to their planned destination. The figure below identifies the level of support provided by Careers Wales to Year 11 pupils in each of the Vulnerability Profiling RAG bands.

Red	Identified as requiring intensive support	Targeted support will be aimed at those at risk of NEET and potential labour market entrants. This will involve identification of barriers and goal setting, careers guidance, group sessions for those with similar needs, placing support, tracking and transition support including provision planning with opportunity providers.
Amber	Identified as requiring additional support	Careers Wales will keep in touch with the young person over the transition period to ensure they achieve their next step. If there are concerns regarding the young person's progress they may be referred for additional Careers advice and guidance.
Green	Possible additional support identified	Careers Wales contact and engage with all young people following exam results, to confirm each young person has achieved their next step.
White	No additional support needs identified	Online services available.

Figure 1 Level of support provided by Careers Wales by VP RAG banding

Through the Post-16 Information Sharing Protocol the LA provides Careers Wales with Year 11 Vulnerability Profiling data on a termly basis. Monthly meetings are held between Careers Wales and the SEETs Team to report back progress against this data. This enables proactive joint working, the product of

which facilitates the provision of early intervention support for young people who Careers Wales are unable to contact. These cases are referred to the Youth Re-engagement Officers in the first instance, who seek to locate individuals and engage them back into services. Once engaged the cases are passed to the Transitional Support Workers.

Once a year, in the summer term, the LA will provide Careers Wales with Year 10 Vulnerability Profiling data to assist them to calculate their Advisor time allocation to each school. Agreements made with RCT schools are based upon the percentage of current Year 10 pupils in the red, amber and green bands.

2.2 Supporting whole school planning

Wellbeing and learning is at the heart of the School Effectiveness Framework (SEF) and learners need good physical, social and emotional wellbeing to maximise their potential and learn effectively. Schools have an important role to play in providing preventative interventions that improve the emotional wellbeing of children and young people and help to strengthen their resilience and ability to learn. ESTYN's thematic report on Pupil Deprivation was published in May 2014. It brings together key findings of ESTYN reports on tackling poverty and disadvantage and identifies that schools are failing to:

- prioritise tackling poverty and planning strategically to raise the performance of disadvantaged learners;
- take a systematic, coherent whole-school approach to supporting disadvantaged learners;
- identify a senior member of staff to lead and co-ordinate the work;
- target support specifically at disadvantaged learners, particularly those that attain at average or above average levels;
- match support to the needs of individual learners;
- use tracking systems to monitor the progress of disadvantaged learners;
- identify and support particularly disadvantaged learners that may not entitled to free school meals;
- tailor the curriculum and targeting out-of-school-hours learning;
- attend to disadvantaged learners' confidence, motivation and self-esteem;
- ensure there is sufficient support for learners' social and emotional needs;
- evaluate the impact of strategies to improve disadvantaged learners' achievement and wellbeing;
- make the most of community-based work so that it can impact on learners' achievement;
- manage and co-ordinate multi-agency working;
- have strategies to engage parents;
- target support for disadvantaged learners when moving from primary school to secondary school;
- have the skills involved in partnership working and in engaging the community; and
- use the Pupil Deprivation Grant to raise the achievement of all disadvantaged learners and not only lower-ability learners.

It also identifies common weaknesses in the work of Local Authorities:

- challenging and supporting schools to improve the achievement and wellbeing of disadvantaged learners;
- offering schools practical guidance on how to work with local communities and services to tackle disadvantage;
- taking a preventative approach to tackling poverty;

- co-ordinating services for disadvantage families;
- sharing information about disadvantaged learners with other agencies and services;
- ensuring that the different services within local authorities use the same tracking systems to monitor the progress of disadvantaged learners;
- bringing together service plans for education, youth and social services to provide a coherent and comprehensive strategy;
- having specific objectives or measurable targets that can be used to challenge schools to improve outcomes for disadvantaged learners;
- providing training opportunities for school leaders to learn about strategic approaches to tackling the impact of poverty, including how to plan and evaluate different approaches and how well they work; and
- advising schools about how best to use their Pupil Deprivation Grant money.

The use of Vulnerability Profiling addresses many of the points raised by ESTYN both in terms of the actions required of schools and the Local Authority. The data can be used at both a strategic level and a pupil level to support a range of planning cycles in school.

The use of school level VP data within **School Development Plans** evidences the commitment of schools to tackle disadvantage as well as evidencing sound knowledge of the scale of the task they face as individual schools. VP data can also be used to support **curriculum planning**, the provision of proactive **pastoral support programmes** and **nurture provision** to reduce the likelihood of disengagement at key transition periods or resulting from particular incidents.

Vulnerability Profiling data also has a role to play in the production of **Costed Annual Plans, School Action Plans** and **School Spending Plans**, providing the rationale and evidence of need for **SEG** and **PDG** spend in particular areas. Knowing how many of their pupils are in each RAG banding enables schools to accurately cost targeted interventions as well as identify areas where **partnership working** with external agencies is required.

Inclusion of whole school VP data in **Head teachers Reports** for Governing Body meetings supports **School Governors'** understanding of both the demographic of the school population as well as how the school is performing in terms of tackling the closing the gap agenda.

2.3 Integration with whole school data

There are no intentions to include school held attainment data at present as socio-economic factors outside of the school environment remain the focus of the Vulnerability Profiling tool (see Section 2.3). However, schools are advised to analyse the Vulnerability Profiling (VP) data alongside the attainment data they hold to create a more holistic picture of a pupil's progress and achievements.

VP data offers an additional dimension to the analysis of attainment data. Whilst the nature of the data set does not allow for schools to measure their success in terms of the reduction of pupil numbers in each RAG banding, it does allow for tracking the progress of pupils against their RAG banding. If the progress of pupils identified as 'red' compares favourably with their peers identified as 'white', schools can assert that the support in place is contributing to their ongoing engagement in learning despite the external variables known to be impacting on their capacity to engage.

VP data also has a role to play in the target setting process for pupils alongside school generated data, to ensure that pupils are appropriately challenged and supported where known barriers to attainment and progression exist.

2.4 Supporting self evaluation as part of the ESTYN Common Inspection Framework

There is a significant role for Vulnerability Profiling data in supporting the process of school self evaluation. As both an early identification tool to support learner wellbeing and a means of identifying tracking and monitoring pupils at risk of disengagement, VP can be used to evidence performance against a number of Quality Indicators across all three Key Questions within ESTYN's Common Inspection Framework (CIF).

The following table identifies the areas of self evaluation that VP can support mapped to the CIF.

Key Question 1	
CIF 1.2	How do we evaluate wellbeing?
CIF 1.2.2	How much do children participate in and enjoy their learning?
CIF 1.2.3	What is the extent of pupils' community involvement and decision-making
CIF 1.2.4	How good are pupils' social and life skills?
Key Question 2	
CIF 2.3	How do we evaluate care, support and guidance?
CIF 2.3.1	How well do we meet the provision for health and wellbeing, including spiritual, moral, social and cultural development?
CIF 2.3.2	How well are pupils supported with specialist services, information and guidance?
Key Question 3	
CIF 3.1.1	How good is our strategic direction and what is the impact of our leadership?
CIF 3.3	How do we evaluate the effectiveness of our partnership working?
CIF 3.3.1	How strategically do we work with our partners to improve pupils' standards and wellbeing?

Table 3: Areas of self evaluation mapped to the CIF that VP data can be used to support

Section Three: Providing Appropriate Support

3.1 Co-ordinating a graduated response

It is important to recognise that Vulnerability Profiling data does not provide a comprehensive view of the socio-economic circumstances of every pupil. Being identified as 'red' does not automatically mean that a pupil will disengage from learning either. As a tool that deals with indicators it does not account for the myriad of factors that influence an individual's likelihood to disengage. What it serves to do is offer schools an insight into the circumstances a child is experiencing outside of the school environment that schools themselves may not be aware of.

For these reasons it is essential that whilst the interventions suggested in this section are deemed appropriate to the RAG banding, they may not be appropriate to all pupils within that RAG banding. Assessment of the impact of the RAG banding on a pupil's current level of engagement is key to ensuring that appropriate support is put in place if indeed required.

In considering the data schools should ask the following questions of the data both at a whole school level and a pupil level:

- What's your immediate response?
- Are there any surprises in the data?
- What are your concerns?
- Does it reflect your knowledge of your pupils?
- Does it reflect the school data?
    - Attendance?
    - Exclusion?
    - Attainment?
- Is there any immediate action needed?

Where analysis of the data confirms the need to put interventions in place for pupils on an individual basis Figures 2 and 3 below provide suggestions of the types of interventions that may be appropriate in both primary schools and secondary schools. Contact details for key services can be found in Appendix 7.

For pupils in Key Stage 4 the 5 Tier Model for Engagement and Progression as found in Appendix 3 offers suggestions of the types of services most appropriate to respond to the needs of pupils within the different RAG bandings.
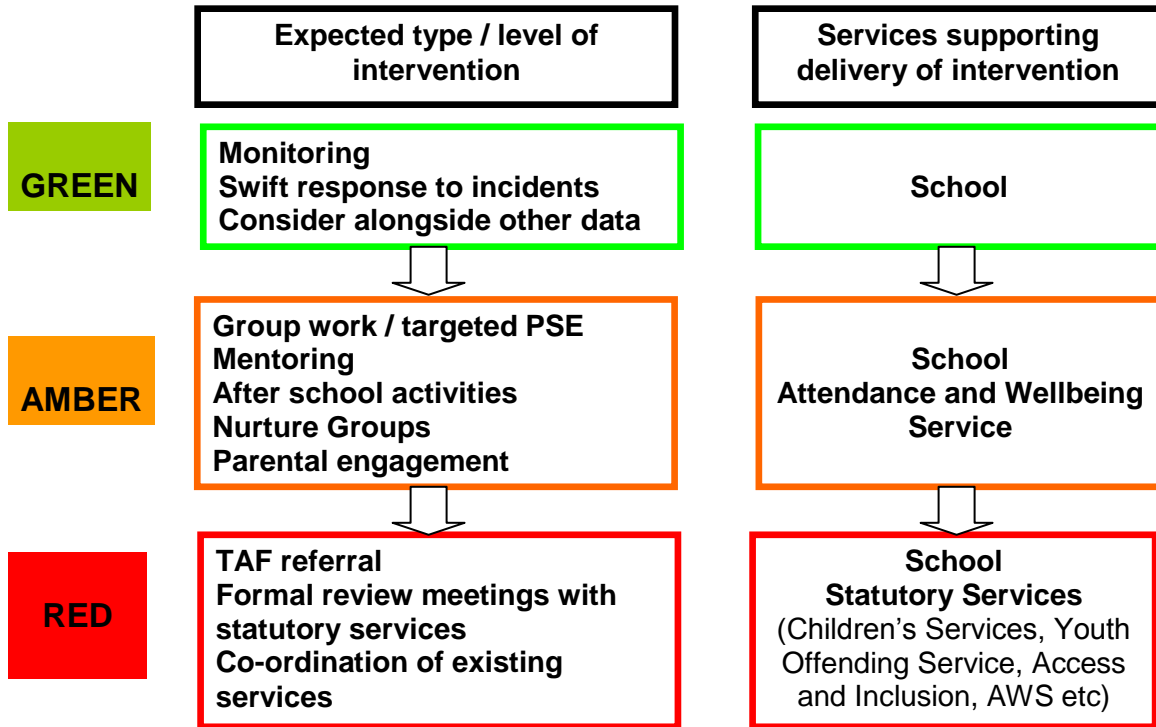
	Expected type / level of intervention	Services supporting delivery of intervention
GREEN	**Monitoring** **Swift response to incidents** **Consider alongside other data**	**School**
AMBER	**Group work / targeted PSE** **Mentoring** **After school activities** **Nurture Groups** **Parental engagement**	**School** **Attendance and Wellbeing Service**
RED	**TAF referral** **Formal review meetings with statutory services** **Co-ordination of existing services**	**School** **Statutory Services** (Children's Services, Youth Offending Service, Access and Inclusion, AWS etc)

Figure 2 Suggested graduated response for Primary Schools

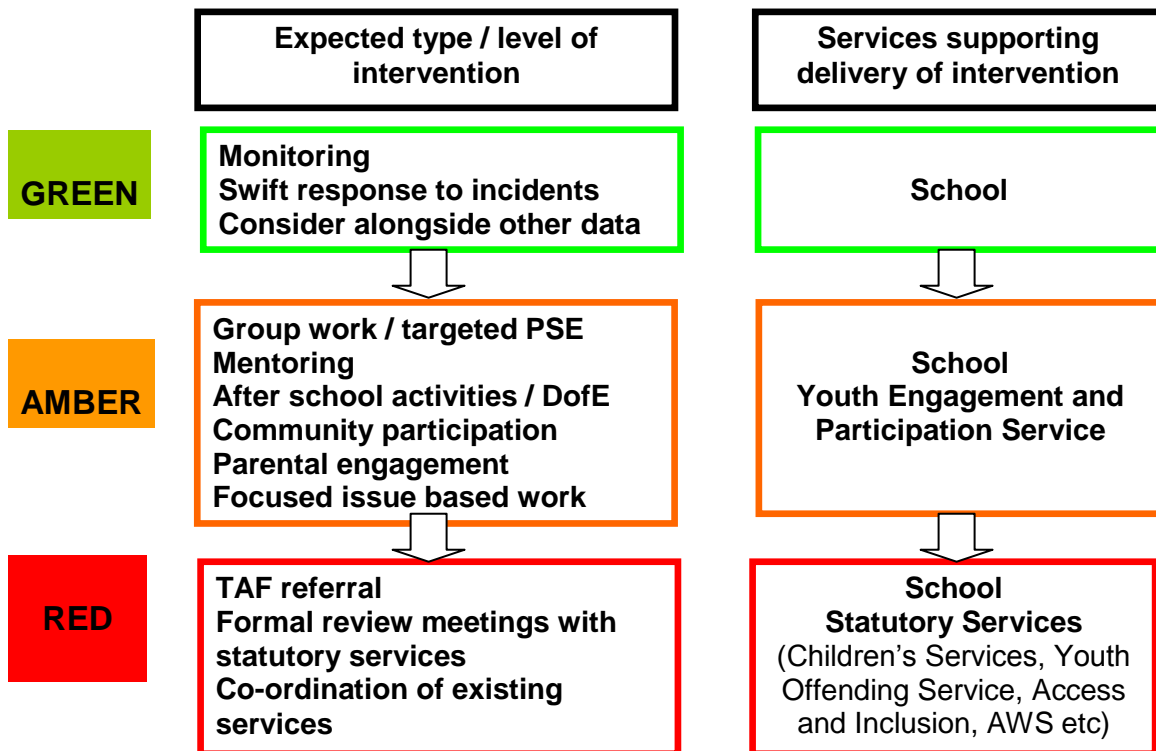|	Expected type / level of intervention	Services supporting delivery of intervention
GREEN	**Monitoring** **Swift response to incidents** **Consider alongside other data**	**School**
AMBER	**Group work / targeted PSE** **Mentoring** **After school activities / DofE** **Community participation** **Parental engagement** **Focused issue based work**	**School** **Youth Engagement and Participation Service**
RED	**TAF referral** **Formal review meetings with statutory services** **Co-ordination of existing services**	**School** **Statutory Services** (Children's Services, Youth Offending Service, Access and Inclusion, AWS etc)

Figure 3 Suggested graduated response for Secondary Schools

3.2 Consideration alongside standard School procedures

Vulnerability Profiling data can be used to build a holistic picture when considering how to respond to incidents involving pupils and/or their families that call for either set school procedures to be invoked or referral on to another service for specialist support.

3.2.1 Exclusion

While exclusion is an appropriate response to some incidents, it must not be seen as an easy answer for pupils whose behaviour is frequently a consequence of very complex and interwoven factors such as domestic upheaval, inappropriate parenting, or diagnosed mental disorders, etc. Although these factors cannot be used to excuse behaviour, they can understandably sometimes explain a young person's conduct at school. Exclusion is intended as a sanction to discourage challenging behaviour but it can also lead to a compounding of the factors that led to the behaviour in the first place e.g. low self-concepts, fear, low self-esteem, low aspirations and difficulty in learning. In order to mitigate against continued challenging behaviour it is important that key members of a school's pastoral team are aware of individual pupil circumstances so that strategies can be used to respond early and hopefully prevent the escalation of events. Vulnerability profiling (VP) data can provide staff with an indication of whether exclusion is likely to compound further disengagement i.e. the impact on a pupil identified as 'red' is likely to be greater than the impact on a pupil identified as 'green'.

Schools are obliged to support the reintegration of pupils after fixed-term exclusion and evidence shows it is good practice for Head teachers to hold a meeting with parents and/or a pupil following a period of exclusion to establish and agree on what is expected going forward.

A Pastoral Support Programme (PSP) would be automatically set up for a pupil who has experienced several fixed term exclusions and who may be at risk of a permanent exclusion or vulnerable to failing through disaffection. Securing a successful PSP will depend on the partnership of school, parents, pupil and the relevant local authority representative to work together in discussing the concerns and agreeing what would be reasonably required of a pupil to put right the situation, both academically and socially.

Schools have agreed to consider managed moves for disengaged pupils and those at risk of exclusion as part of the Protocol for Managed Moves. As part of this process identifying the VP banding of the pupil can be helpful in putting together an appropriate support package.

3.2.2 Safeguarding

Section 17 of the Children Act 1989 places a general duty on the local authority to *"safeguard and promote the welfare of children within the area who are in*

need" and if there is a reasonable cause to suspect that a child/young person is suffering, or likely to suffer significant harm must under section 47 *"make enquiries to enable it to decide whether it should take any action to safeguard or promote the child's/young person's welfare"*.

The following documents provide the framework that underpins the basis for inter-agency/multi-disciplinary co-operation in referral, assessment, care planning, intervention and review processes.

- All Wales Child Protection Procedures 2008
- Safeguarding Children: Working Together under the Children Act 2004
- Safeguarding in Education

The Rhondda Cynon Taf Education and Lifelong Learning Policy and Procedures for Safeguarding state that *'all children and young people deserve the opportunity to achieve their potential'*. In all aspects of the department's work the needs and interests of children, young people and vulnerable adults are a priority. They should be enabled to:-

- Be as physically and mentally healthy as possible;
- Gain the maximum benefit possible from good-quality education opportunities;
- Live in a safe environment and be protected from harm;
- Experience emotional well-being;
- Feel loved, valued and supported by a network of reliable and affectionate relationships;
- Become competent in looking after themselves and coping with everyday living, Have a positive image of themselves with a secure sense of identity, including cultural and racial identity; and
- Develop good interpersonal skills and confidence in social situations

Schools play a pivotal role in safeguarding and protecting their pupils by creating and maintaining safe learning environments, identifying concerns and taking action to address them in partnership with other agencies.

All staff in schools and the local authority are expected to:-

- Treat children's welfare with respect;
- Be vigilant to potential indicators of abuse and neglect;
- Be alert to the risks posed by those individuals who could harm a child or young person
- Be aware of the impact of an abusive and neglectful childhood; and
- Contribute as required to all stages of the safeguarding process.

It is important that where there are safeguarding concerns for pupils, referral should be made immediately to Children's Services in line with the RCT Local Safeguarding Board procedures irrespective of the VP banding of the pupil.

3.2.3 Admissions/In year Transfers

The majority of pupils transfer from primary (junior) to secondary school at the beginning of September each year and traditionally this will be the term following their eleventh birthday. Whilst each primary school has an associated secondary school to which most of its pupils transfer, parents/carers are still required to complete an admission request stating their preferred choice of secondary provision. This must be done at a designated time during the primary phase final year.

Being a registered pupil at an associated primary school does not guarantee or entitle the child to a place at the secondary school of choice due to the legalities of operating School Admission Code of Practice criteria. (details found in the Starting School Booklet produced each year by the local authority)

Changing school at any point in a child's education career is a serious step and for a significant number of pupils it happens as a result of the family moving home. Advice and support with this is available from school and the local authority Admission Service.

However there are some transfer applications made by parents, oftentimes repeatedly, which once considered seriously may not be in the child's best interests. Moving school, particularly at certain key stages can be complicated for a range of reasons so to protect them from potential difficulties the local authority has from September 2014 established a protocol to guide families and schools through the in year transfer process at the secondary school phase. The protocol is new approach for RCT and one which has been developed and designed in partnership with headteachers in response to a number of examples where pupils have clearly failed to successfully integrate and engage in their new school and whose vulnerability has increased because of it. As a pilot study for Years 9, 10 and 11 the following process will be necessary for all transfer applications for 2014-15

- Parents/carers applying for transfer between secondary schools must in the first instance notify their child's current Headteacher that they wish to move their child and discuss with the head teacher the reason why.
- During this discussion attention must be paid to the presenting difficulties (relationships, perceived bullying, and behaviour) and any complications with curriculum choices or examination courses.
- Following this initial meeting parents will be required to complete an *"Intention to Transfer School"* form on which their explanation for the request is outlined alongside the pupil's views on how they feel about starting a new school.
- It is expected that the pupil's current school will also outline their views on the transfer and in circumstances where there has been conflict evidence the detail on what has been tried to prevent the request
- Good practice has shown it to be essential for both the receiving and leaving school to meet together with parents and their child to set out the

benefits and drawbacks of transferring schools in a open and honest dialogue.
- Should the parent and child wish to continue with the transfer a formal admission request is completed and submitted to the local authority Admission Service for processing in the usual way and in accordance with the Code of Practice.

On notification that a pupil is to transfer schools, support will be provided to the pupil during the period of transition by the Youth Re-engagement Officers. The VP banding of the pupil will be included in the information gathered by the LA to effectively support the pupil's transition.

3.2.4 Referral to EOTAS

A small minority of children and young people across RCT are for one reason or another are unable to access mainstream education for a short period of time or sometimes permanently. The reasons vary from accidents/ill health to behaviour and/or mental health concerns. Schools across the Borough have very low numbers of pupils permanently excluded from mainstream school at KS3 and KS4.

When a young person's behaviour is getting in the way of their ability to learn, then they have a special educational need which almost always includes significant learning needs. It is therefore essential for schools to have a graduated and flexible response to such needs including a range of provision.

Only in the most extreme cases, and usually when all other options have been tried and have proven ineffective, should alternative educational provision be considered. Education Authorities and schools are expected to provide mainstream education for all youngsters unless there are exceptional circumstances which prohibit it

While it is generally accepted that pupils have the best opportunity of maximising their educational opportunities within the mainstream education setting for a small percentage this is not always possible Most pupils with Social, Emotional and Behaviour Difficulties (SEBD) will have their needs successfully met within the mainstream environment, often with a degree of support as previously described. However there are a minority of pupils whose needs are so complex and SEBD so challenging that they need specialised teaching and tailored curricula outside of the mainstream system.

RCT has developed considerable resources both within mainstream schools and outside for educating pupils with SEBD with extensive provision across KS1 to KS4. Access to this provision is by panel following significant demonstrable input from schools, Behaviour Support Service and Education Psychology Service. The provision includes:

- Nurture groups;
- Primary SEBD classes;
- Pupil Referral Units
- KS4 alternative provisions;
- Home tuition

In order to successfully access EOTAS provision schools must be able to evidence they have exhausted all their school based resources and strategies and it is clear that there are severe difficulties and lack of progress despite additional learning support and the use of Additional Needs Funding (ANF) then schools must complete a Specialist Placement Request (SPR) via the Access and Inclusion Service. It is a standard expectation that the request is supported with recommendations from the local authority Behaviour Support, Learning Support or Education Psychology Services before applications are considered by the appropriate placement panel.

Priorities for admission to EOTAS provision include: -

- Pupils who have been permanently excluded from two or more schools
.
- Pupils who have been permanently excluded and not accessed another maintained school.

- Pupils at risk of permanent exclusion due to their behaviour and for whom the measures of pupil management ordinarily available over an extended period prove insufficient to bring about patterns of behaviour acceptable to the school

- Pupils whose emotional welfare gives rise to concern, and for whom the measures of support and pastoral care ordinarily available over an extended period prove insufficient to reduce that concern to manageable levels

- Pupils who are "looked after" by the Local Authority will have a higher priority than other pupils, other things being equal.

NB Pupils with long-term attendance difficulties are **not considered** as a high priority for EOTAS.

Out of school tuition is provided for pupils of compulsory school age who are unable to attend school. Individual cases are often complex and most will meet one or more of the following criteria:

1. Medical conditions preventing school attendance

2. Pupils with problems leading to anxiety about attendance (phobic)

3. Pupils awaiting placement at a special school and are unable to attend a mainstream school

4. Pupils for whom school attendance is problematic. Almost every year there is a small group of pupils who have not been excluded from school but who nonetheless refuse to attend at all, attend rarely or find schools unable to meet their needs. In this type of situation consideration will be based on evidence from agencies and involved professionals and decisions made as to whether RCT has a duty to provide in the best interests of the pupil.

In exceptional circumstances, pupils permanently excluded from school

Vulnerability Profiling data can be used to assist in considering whether a pupil would benefit from referral to EOTAS or whether referral to another agency to support the resolution of issues related to out of school circumstances may be of more help.

3.2.5 Referral to AWS

The RCT School Attendance Toolkit provides clear guidance for schools in outlining the criteria for referral into the Attendance and Wellbeing Service (AWS) and it remains essential that schools use all necessary interventions to improve attendance prior to a referral being made. This includes providing evidence of such interventions as part of the referral information, including information on parental engagement.

Referral to the AWS can be made for the following reasons:
- Attendance (85% or below over a six week period)
- Wellbeing (where there is concern that can be directly attributed or linked to a pupil's attendance)
- Attendance and Wellbeing (both criteria above apply)

Schools are also able to make an Emergency Wellbeing Referral where despite their best efforts no contact can be made with pupil or parents for a period of 5 days.

From September 2014 schools will be able to make an Emergency Wellbeing Referral following no contact for a period of 3 days for a pupil who is identified as 'Red' by VP data.

When referring eligible pupils to the AWS schools should identify the pupil's VP banding on the referral form. This will ensure that the process of case allocation and progression is prioritised accordingly.

3.2.6 Referral to SEETs Team

Referrals into the SEETs Team for young people aged 16-25 years are made directly by Careers Wales for young people identified as being in Tier 2 of the 5 Tier Model for Post 16 Vulnerability and Transition (see Appendix 4).

In exceptional circumstances the team may accept referrals from other sources and the SEETs Team referral form can be found in Appendix 5. However, it is advised to contact the team in the first instance for advice on the most appropriate referral route. Their contact details can be found in Appendix 7.

3.2.7 Referral to YEPS

Referrals to the Youth Engagement and Participation Service for young people aged 11-25 years are made for the following reasons:

- Attendance between 86%-90% in Key Stage 4 (via AWS referral process)
- Multiple in-year transfers (via AWS notification)
- Young people aged 16+ in Tier 1 (Education, Employment or Training destination unknown) via SEETs Team
- Vulnerable young people in need of support (Identified as Amber through Vulnerability Profiling)
- Low participation levels

A referral must also be made by a school prior to work with young people commencing. Any concerns schools have on grounds of emergency wellbeing should follow the standard procedure of contact and referral to the AWS. This is not appropriate for YEPS staff to become involved with.

A YEPS referral form template can be found in Appendix 6.

3.3 Working in partnership with external agencies

Vulnerability Profiling supports schools to identify where referral to outside agencies may be of benefit in addressing areas of concern. Where pupils have been identified as 'red' by the VP data they will be known to at least two statutory services.

There has been considerable development over recent years for schools and education services to access community based support for families. Traditionally, concerns for a child's well being have meant a referral to children services. CANOPI partnerships have strengthened community partnerships and improved the knowledge professionals working with children, young people and families and together with RCT's commitment to the Team Around the Family (TAF) approach there are now better preventative services available across the Borough that can be accessed to support vulnerable pupils to help avoid the escalation to more worrying circumstances.

3.3.1 Canopi Partnerships

Canopi is a framework, which enables agencies to plan and work together to deliver services to children, young people and their families in the communities where they live. Its aim is to provide:

- Better access to services for children, young people and their families;
- More integrated delivery of services; and
- Better matching of services to local and individual needs.

Multi-agency working has been shown to be an effective way of supporting children, young people and their families and securing real improvements in their life. Canopi is based on a set of standards for checking and monitoring how well services work together and enables the sharing of good practice. The benefits of Canopi are:

- Improved outcomes for children, young people and their families;
- Increased knowledge and understanding across partnerships of each agencies roles and responsibilities;
- Improved relationships and communication between agencies;
- Enhanced co-ordination of services for children, young people and their families.

There are local Canopi Partnerships in all 12 cluster areas in RCT and are made up of representatives from key stakeholders to plan and co-ordinate local delivery of services for children and young people aged up to 25, and their families within their own communities. Local Canopi partnerships:

- Support the development of integrated multi-agency services by co-ordinating the infrastructure.
- Identify and build upon the range of existing services and planned developments locally.

- Work towards achieving the agreed standards for multi-agency working.

3.3.2 Team around the Family (TAF)

Team Around the Family (TAF) is RCT's Common Assessment Framework for families facing challenges that require more than one intervention. It is a multi-agency initiative and partners include, Local Authority, Health, Police, Voluntary Sector and other agencies e.g. Job Centre Plus and Careers Wales.

TAF offers a means of ensuring that where family difficulties become both multiple & broader than one service can address. To ensure that families:
- Are identified early & effectively
- Have their strengths & needs assessed
- Receive the support they need in a joined-up and coordinated way
- Receive support that addresses the challenges they face in a holistic way

The 'Team' includes all the people who are likely to be able to help and make a difference to a child young person and their family. A key worker will make sure that the things the Team agrees to, actually happens and that the child and young person are involved and supported during this process.

If there is agreement by the family for a TAF assessment to be completed, this can be used to gather the right information to share with others who can help. It will be used to put together a plan of action so the team involved are clear as to what needs to be done and who is going to do it. Families should only need to tell their story once.

Once the team has been agreed and a key worker allocated, the key worker will be the link with the team and will coordinate the plan and make sure children, young people and families receive the help that has been agreed. The key worker will also be the families contact if they have any questions or concerns. Children, young people and families will be involved at all stages of the process.

A Team Around the Family (TAF) assessment is likely to be appropriate where:

- There is concern about a child or young person's progress or wellbeing; and
- The needs are unclear or are broader that one service can address; and
- A whole family assessment (and team around the family) would help to identify the needs and / or draw in other services to help to meet them.

Before starting a TAF assessment you will need to contact your local TAF Co-ordinator to check that a TAF is not already in place and to obtain a TAF assessment form. The relevant contact details can be found in Appendix 7.

3.3.3 Communities First

The Communities First programme has been realigned so that it supports the Welsh Government's tackling poverty agenda (WG, 2012b) and continues to support the most disadvantaged people in the most deprived areas. In 2013, the existing 24 Communities First areas were restructured into 8 geographical cluster areas and the programme delivery was shaped around three key themes:

- Prosperous Communities
- Learning Communities
- Healthier Communities

Funding for this current phase of the programme runs until March 2015.

Each of the 8 Communities First Delivery Teams work with residents, community organisations, business and other key agencies, focusing on actions leading to the long term sustainability and wellbeing of communities. Each of the Delivery Teams are led by Cluster Managers who oversee the activities and services within that cluster, the contact details for whom can be found in Appendix 7.

3.3.4 Careers Wales

The Learning and Skills (Wales) Measure 2009, creates a right for learners aged 14 to 19 to follow a course of study from a local curriculum. It also places a duty upon local authorities, schools and further education institutions to cooperate to ensure that young people have access to a wider choice of options that is better suited to their individual needs. This wider choice is offered at Key Stage 4 and also at post-16.

Careers and World of Work education helps young people to develop the knowledge and skills they need to make successful choices, manage transitions in learning and move into education, training or work.

Schools have a statutory duty to:

- Provide a planned programme of careers and 'World of Work' education for young people in Years 7-14 (11-19 year olds).
- Ensure young people have access to careers advice and guidance when required and appropriate.
- Provide access to a wide range of up-to-date information relating to careers education and career opportunities.
- Ensure that information and advice is impartial and does not unduly promote any particular options or place the school's interests or aspirations before those of its young people.

Traditionally the undertaking of this duty was supported by Careers Wales however, recent changes to the scope and remit of Careers Wales have resulted

in a reduction in the support available to schools to provide 'World of Work' education for pupils.

Careers Wales retains the responsibility for ascertaining the destinations of all statutory school leavers through the Year 11 Leaver Destination Survey. During September and October enrolment data is collected from schools, further education and work-based training providers, and the current situation of all school leavers is confirmed. Where young people do not appear on establishment/provider enrolment lists, Careers Wales staff contact learners to ascertain their current status.

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Appendices

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Appendix 1 – Wellbeing Notification Form

WELLBEING NOTIFICATION FORM / FFURFLEN HYSBYSIAD LLES

Date of Notification/ Dyddiad yr Hysbysiad	
Pupil Tribal Reference Number (office use only)/ Cyfeirnod y Disgybl ar Tribal (at ddefnydd swyddfa yn unig):	

Notification made by/Hysbysiad gan:	Position/Swydd:	Contact Details / Manylion Cyswllt:
 	 	

1. Young Person Personal Details / Manylion Personol y Person Ifanc

Forename(s)/ Enw(au) Cyntaf		**Surname/ Cyfenw**	
Date of Birth/ Dyddiad Geni		**Gender/ Rhyw**	
Address/ Cyfeiriad			
School/Ysgol:		**Year/ Bl.**	
Siblings / Enwau Brodyr a Chwiorydd:	 		

Gypsy Traveller Sipsiwn / Teithiwr	☐	**Parent In Prison / Rhiant wedi'i garcharu:**	☐
Young Carer/ Cynhaliwr Ifanc	☐	**Pregnant / Teenage Parent Beichiog / rhiant yn ei arddegau**	☐
Placed in RCT from Out of County for fostering / adoption/ Wedi symud i RhCT o leoliad y tu allan i'r sir ar gyfer maethu / mabwysiadu	☐		

Name of Parent/Guardian / Enw'r rhiant/gwarcheidwad	
Contact Telephone No/ Rhif Ffôn cyswllt	

Please email completed forms to aws@rctcbc.gov.uk
Llenwch y ffurflen a'i hanfon i presenoldeballes@rctcbc.gov.uk

Appendix 2 – Youth Engagement and Progression Framework

Youth Engagement Progression Framework

The Welsh Government 'Youth Engagement and Progression Framework 2013' (YEPF) is focused on reducing the number of young people aged 11 to 25 who are not engaged in education, employment or training (NEET). The plan sets out the different roles and responsibilities of key players and expectations for how each partner will deliver.

The framework has six key elements.
- *Identifying* young people most at risk of disengagement.
- Better *brokerage* and coordination of support.
- Stronger *tracking* and transitions of young people through the system.
- Ensuring *provision* meets the needs of young people.
- Strengthening *employability* skills and opportunities for employment.
- Greater *accountability* for better outcomes for young people.

The YEPF gives local authorities a key strategic leadership role and links with the implementation of the new post-16 planning and funding system in 2014 and the recommendations from the Review of 14–19 Qualifications. Post-18 Welsh Government's wider work to boost youth employment through Jobs Growth Wales, traineeships and apprenticeships will also be critical to overall success.

The framework is built around the needs of young people. It contains two specific offers to young people.
- The first is the allocation of a lead worker to the most at-risk young people to help ensure that support is delivered in a coordinated way and that works to meet their needs.
- The second is the development of a proactive and positive Youth Guarantee that will help to ensure that every young person has access to a suitable place in learning post-16.

Key agencies have a significant role in implementing the new framework including the Welsh Government, Local authorities, Careers Wales, Youth Service, School and post 16 providers.

The Welsh Government believes those young people who are at risk of disengaging, or who have disengaged, should have access to an individual who can provide consistent coordinated support and help, described as the 'lead worker'. In RCT the Lead Worker role is fulfilled by either Post 16 Transitional Support Workers or Youth Re-engagement Officers (see sections 2.1.5 and 2.1.6 of this handbook)

Appendix 3 – 5 Tier Model for KS4 Engagement and Progression

RCT 5 Tier Model for KS4 Engagement and Transition

Tier	Indicator	Transition Support Required
Tier 5 **Engaged and sustaining learning with low career management support needs**	• Engaged in learning process • Likely to have low VP score and identified as white • Low Career Management support Needs (Careercheck tool) • No personal / social development needs	• School • Online Careers Support • Groupwork
Tier 4 **Engaged and sustaining learning with medium career management support needs**	• Engaged in Learning • Likely to have a low/ medium VP score and identified as green • Medium Career Management support Needs (Careercheck tool) • No personal / social barriers	• School • Careers adviser support • Groupwork • Short term 1 to 1 input
Tier 3 **Engaged with some risk of disengaging from mainstream provision and / or high career management support needs**	• Engaged in Learning • Likely to have a medium VP score and identified as amber • High Career Management support needs (Careercheck tool) • Some personal / social development issues	• School / PRU / EOTAS • Education support services (e.g. EPS, BSS) • Careers adviser support • Some AWS (AWO&Transitional Support Workers) / Youth Re-engagement Officer intervention
Tier 2 : **Little or no engagement in learning and significantly high risk of disengagement**	• Engagement and intensive support required or being received • Location known but may not be attending • Likely to have a high VP score and identified as red • Multiple barriers to overcome • Homeless/criminal justice system	• PRU / EOTAS • Careers adviser support • Education support services (EPS) • Significant AWS / Youth Re-engagement Officer Social Worker, YOS Worker, LAC Worker intervention
Tier 1 **Missing in Education Disengaged**	• Location not known • Children Missing Education Status • Safeguarding concerns	• AWS • Careers Wales • Youth Re-engagement Officer • Police - child protection

5 Tier Model for Post 16 Vulnerability and Transition

Tier	Indicator	Transition Support Required	Description
Tier 5 Young People Engaged and sustaining learning with low career management needs	• Engaged in learning process • Likely to have low VAP score and identified as green • Low Career Management Needs (Career check tool) • No personal / social development needs	• School • College • Training Provider. • Online Careers Support • Groupwork	Services for Children and Young People Engaged in Sustained Education, Employment and Training. Such as School, Colleges and Training Providers. For example LEA Behaviour Support Services, Learning Coach/Pastoral Support Programme, College student support.
Tier 4 Young People Engaged and sustaining learning with medium career management needs	• Engaged in Learning • Likely to have a low/ medium VAP score and identified as amber • Medium Career Management Needs (Career check tool) • No personal / social barriers	• School • College • Training Provider • Online Careers Support	Services for Children and Young People which provide alternative and wider curriculum opportunities to support engagement in Education, Employment and Training. For example Careers Wales 1:1 advisors, AWS, PRU. Red, Amber, Green Year 11 pupils and currently those identified as at risk of disengagement via Careers Wales Career Management Self Assessment in Year 10.
Tier 3 Young People Engaged with risk of disengaging from mainstream provision and / or high career management needs	• Engaged in Learning • Likely to have a medium or high VAP score which could be red or amber • High Career Management needs (Career check tool) • Some personal / social development issues • (RAG KS4 pupils)	• School • College • Training Provider • Careers adviser support - intensive 1 to 1 • Post 16 transitional support worker involvement / YRO	Services for Children and Young People which provide additional support, Advice and Guidance. eg AWS Post 16 Transitional Support, EOTAS, Youth Re-engagement Officers Red, Amber, Green Year 11 pupils without destinations planned with Careers Wales at the end of May
Tier 2 : Young People with Little or no learning and a significantly high risk of disengagement	• Engagement and intensive support required or being received • Location known but may not be attending • Year 11 RAG without destinations agreed with Careers Wales at end June • Multiple barriers • Homeless/criminal justice system	• Careers adviser support 1 to 1 • Post 16 Transitional Support Worker, Youth Worker, Social Worker, YOS Worker, LAC Worker / YRO	Services for Children and Young People which provide intensive support to encourage engagement into Education, Training and Employment. E.g. Services which respond to specific identified barriers – drugs and alcohol, mental health or AWS Post 16 Transitional Support, Youth Re-engagement Officers, Post 16 Pre engagement Adult mentors (Your Future First) Red, Amber, Green Year 11 pupils without destinations planned with Careers Wales at the end of June
Tier 1 Unknown whereabouts	• Location not known • Location known but may not be attending	• Youth Re-engagement Officers • Police • Child or Vulnerable Adult protection team	Services for Children and Young People to ensure that all are known to Careers Wales and are provided with appropriate support and adult mentoring. e.g AWS Post 16 Transitional Support, Police, Children's Services and Youth Re-engagement Officers All learners leaving EET

Appendix 5 – SEETs Team Referral Form

POST 16 TRANSITIONAL SUPPORT REFERRAL FORM
CYMORTH PONTIO ÔL-16 – FFURFLEN ATGYFEIRIO

Date of Referral:
Dyddiad atgyfeirio:

Pupil Tribal Reference Number (office use only):
Cyfeirnod y Disgybl ar Tribal (at ddefnydd y swyddfa yn unig):

Referral made by: Atgyfeiriwyd gan:	Position: Swydd:	Organisation: Sefydliad:
Address & Post Code: **Cyfeiriad a chod y post:**	**Email address:** **Cyfeiriad e-bost:**	**Tel:** **Ffôn:**

Young Person's Details / Manylion y Person Ifanc			
Forename(s): **Enw(au) cyntaf:**	\<Forename / Enw cyntaf\> \<Middle name(s) / Enw(au) canol\>	**Surname:** **Cyfenw:**	\<Legal Surname / Cyfenw cyfreithiol\>
Date of Birth: **Dyddiad geni:**	\<DOB / Dyddiad geni\>	**Gender:** **Rhyw:**	\<Gender / Rhyw\>
Address: **Cyfeiriad:**	\<AddressLine / Llinell y cyfeiriad\>		
Tel. (home): **Ffôn (cartref):**		**Tel: mobile:** **Ffôn symudol:**	**Age:** **Oedran:**

Which organisations are currently involved with or working with the young person? Ar hyn o bryd, pa sefydliadau sy'n gysylltiedig â'r person ifanc neu sy'n gweithio gyda'r person ifanc?			
Careers Wales **Gyrfa Cymru**	☑	**Social Services** **Gwasanaethau Cymdeithasol**	☑
YOS – Youth Offending Service **Gwasanaeth Troseddau Ieuenctid**	☑	**Job Centre** **Canolfan Byd Gwaith**	☑
Team Around Family **Carfan o amgylch y Teulu**	☑	**Child & Adolescent Mental Health Service** **Gwasanaethau Iechyd Meddwl Plant a'r Glasoed**	☑
None **Dim**	☑	**TEDS** **Gwasanaethau Triniaeth ac Addysg Cyffuriau**	☑

Disabled Childrens Team	■	School: Ysgol:	■
Other: **Arall:**			

Name of the Support/Keyworker at that agency? **Enw'r gweithiwr cymorth/allweddol yn y sefydliad hwnnw?**	

What is the young person doing now? e.g. School; College; Training Provider; At Home **Beth ydy'r person ifanc yn ei wneud ar hyn o bryd? e.e. Ysgol; Coleg; Darparwr hyfforddiant; Gartref**	

At what stage of the tier model is the young person at? (Please tick) Ar ba haen mae'r person ifanc? (Ticiwch)	
Tier 1 – Unknown to be engaged with any service or provider Haen 1 – Anhysbys o ran ymgysylltiad ag unrhyw wasanaeth neu ddarparwr	■
Tier 2 – Known but not ready to access education, employment or training Haen 2 – Hysbys ond ddim yn fodlon manteisio ar addysg, cyflogaeth neu hyfforddiant	■
Tier 3 – Working with services to find appropriate education, employment or training Haen 3 – Yn gweithio gyda gwasanaethau i ddod o hyd i addysg, cyflogaeth neu hyfforddiant priodol	■
Tier 4 – In education, employment or training but at risk of becoming disengaged Haen 4 – Mewn addysg, cyflogaeth neu hyfforddiant ond mewn perygl o ymddieithrio	■

What support/additional support has the young person received so far? **Pa gymorth/cymorth ychwanegol mae'r person ifanc wedi'i dderbyn hyd yn hyn?**	
What factor/s are preventing this young person from moving into education, employment or training? **Pa ffactorau sy'n rhwystro'r person ifanc yma rhag manteisio ar addysg, cyflogaeth neu hyfforddiant?**	

How could the Post 16 Transitional Support Team assist the young person? (Tick as many as required) Sut gallai Carfan Cymorth y Cyfnod Pontio ôl-16 roi cymorth i'r person ifanc? (Ticiwch bob blwch perthnasol)					
Explore career ideas Syniadau gyrfa	☑	1-2-1 Support Cymorth un-i-un	☑	Advocacy Eiriolaeth	☑
Post 16 options Opsiynau ôl-16	☑	Application forms Ffurflenni cais	☑	Personal Issues Materion personol	☑
Goal Setting Gosod targedau	☑	Interview Skills Sgiliau cyfweliad	☑	CV	☑
Self Esteem/Motivation Hunan-barch/ Ysgogiad	☑	Support to stay engaged Cymorth i gadw ymgysylltiad	☑	Work Experience	☑
Other Arall	☑	If other please describe: Os arall rhowch ddisgrifiad:			

What is the young person's current career aspiration? Beth yw dyheadau gyrfaol y person ifanc ar hyn o bryd?	

Is the young person aware of this referral? Yes/No Ydy'r person ifanc yn ymwybodol o'r atgyfeiriad yma? Ydy/Nac ydy	
Reason for referral? Rheswm dros atgyfeirio?	
What does the young person hope to get out of the referral? Beth ydy'r person ifanc yn gobeithio ei gyflawni trwy gael ei atgyfeirio?	

Please comment on the young person's general behaviour: (positives and negatives) Rhowch sylwadau ar ymddygiad y person ifanc yn gyffredinol: (cadarnhaol a negyddol)

Please email completed forms to post16aws@rctcbc.gov.uk
Llenwch y ffurflen a'i hanfon i myllol16@rctcbc.gov.uk

Appendix 6 – YEPS Referral Form

YEPS REFERRAL FORM / Ffurflen Atgyfeirio	
Date of Referral/Dyddiad Atgyfeirio:	
Pupil Tribal Reference Number (office use only):	

Referral made by/Atgyfeiriwyd gan:	Position/Swydd:	Contact Details / Manylion Cyswllt:

1. Young Person Personal Details / Manylion Personol y Disgybl

Forename(s)/ Enw(au) Cyntaf		Surname/ Cyfenw	
Date of Birth/ Dyddiad Geni		Gender/ Rhyw	
Address/ Cyfeiriad			
School/Ysgol:		Year/ Bl.	
Siblings / Enwau Brodyr a Chwiorydd:			

Child Protection Register/ Gofrestr Amddiffyn Plant	☐	In LA Care/ Dan ofal ALl	☐
Young Carer/ Cynhaliwr Ifanc	☐	Youth Offending Service/ Gwasanaeth Troseddu Ieuenctid	☐
Parent In Prison / Rhiant wedi'I carcharu:	☐		☐

Any special needs / unrhyw anghenion arbennig:	

Name of Parent/Guardian / Enw'r rhiant/gwarcheidwad	
Contact Telephone No/ Rhif Ffôn	

2. Additional Information / Manylion Ychwanegol:

Other Agencies Involved/ Asiantaethau	Learning Support	☐	School Nurse	☐	School Counselling	☐
	Behaviour	☐	SENAS	☐	On Track	☐

eraill sydd ynglŷn â'r achos Y/N	Support					
	Child & Adolescent Mental Health Service	☐	Education & Child Psychology Service	☐	PLACE / Ymbarel	☐
	Other (Please describe)	☐				
	Other (Please describe)	☐				

Is the young person aware of this referral? Ydy'r person ifanc yn adnabyddus o'r atgyfeiriad hyn?	

3. Nature of contact with referrer (including length of contact) / Natur y cyswllt gyda'r person sy'n atgyfeirio (yn cynnwys amser y cyswllt):

4. Reason for Referral / Rheswm dros Atgyfeirio:

5. Please comment on the young persons' behaviour (positive and negative) / Sylwebwch a'r ymddygiad y berson ifanc (positif neu negatif)

Please email completed forms to yeps@rctcbc.gov.uk

For Official Use Only:	
Referral Received by:	
Referral Received on:	

Appendix 7 – Useful Contacts

SEETS Team

Syd Dennis - SEETS Co-ordinator
syd.b.dennis@rctcbc.gov.uk
01443 744213

Bethan Parsons - Transitional Support Worker (Rhondda)
07824 541 682

Hayley Thomas - Transitional Support Worker (Cynon)
07769 164 739

James Goodman - Transitional Support Worker (Taf)
07557 082 864

Youth Engagement and Participation Service

Derek James - YEPS Manager
Derek.james2@rctcbc.gov.uk
01443 744000

Kelly Cobb - YEPS Team Leader (Rhondda)
Kelly.a.cobb@rctcbc.gov.uk
01443 744000

Nicola Cornwall - YEPS Team Leader (Cynon)
Nicola.j.cornwall@rctcbc.gov.uk
01443 744000

Claire Hutcheon - YEPS Team Leader (Taf)
Claire.hutcheon@rctcbc.gov.uk
01443 744000

Attendance and Wellbeing Service

Jessica Allen - AWS Manager
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01443 744192

Claire Jones - AWS Team Leader (Rhondda)
claire.jones@rctcbc.gov.uk
01443 7444188

Kimberley Bowditch-Jones - AWS Team Leader (Initiatives)
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01443 7444054

Elaine Howells - AWS Team Leader (Child Employment)

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01443 7444045

Debbie Davies - AWS Coding and Referral Officer
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01443 7444464

Team Around the Family / Canopi Co-ordinators

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Debra.Hanney@rctcbc.gov.uk
07880044520

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07824541721

Team Around the Family Administrator - Sian Campbell
Sian.E.Campbell@rctcbc.gov.uk
01443 744210

Communities First

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e-mail: Vicky.snook@rctcbc.gov.uk

Lower Cynon Cluster
tel: 01443 476750
e-mail: Darren.Jones@rctcbc.gov.uk

Rhondda Fach Cluster
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Upper Rhondda Fawr Cluster
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Mid Rhondda Cluster
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Porth Cluster

tel: 01443 497176

e-mail: Wendy.F.Rees@rctcbc.gov.uk

Taf Cluster

tel: 01443 671312

e-mail: Andrew.k.Phillips@rctcbc.gov.uk

Pontypridd Cluster

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Careers Wales

Laura James
Team Manager Taf | Rheolwr Tîm
Careers Wales | Gyrfa Cymru
Telephone Number | Rhif ffôn: 0300 123 38 33 Ext | Est: 2196
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