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West Sussex Education and Learning Strategy 2022 - 2025

Themes and Workstreams



Council Plan measures 2021 – 2025

Which inform priorities within the Education and Learning Strategy 2022 - 2025

Our Council Plan 2021-2025			
Priority	Keeping people safe from vulnerable situations	A sustainable & prosperous economy	Helping People & communities to fulfil their potential
Outcome	Support to people when they need it	Supporting people to develop the skills they need for the future	Access to excellent education and learning
KPI	8. Support for care leavers to achieve their aspirations – percentage of care-leavers aged 19-21 who are in Employment, Education or Training	21. The percentage of young people attaining Grade 4 and above for Maths and English GCSE by age of 16 years old	25. Percentage of schools with OFSTED rating 'good' or 'outstanding' 26. Percentage of pupils and students accessing Ofsted 'good' or 'outstanding' schools 27. Percentage achieving expected standard in reading, writing and maths combined at the end of KS2 28. Average attainment 8 score of students at Key Stage 4 including English and Maths 29. Percentage attainment gap of disadvantaged pupils compared with non-disadvantaged peers at the end of KS2 30. Combined percentage of 16-17-year olds that are Not in Education, Education and Training or whose activity is not known

Baseline referred

Education and Learning Strategy 2022 - 2025

Themes

24. The strategic priorities forming the Education and Learning Strategy cover seven key areas, two of which are child and student outcome focused, and five of which cover areas of provision and strategic support. Each of the key themes is supported with specific workstreams. These workstreams contribute towards achieving West Sussex County Council's education and learning goals and ambitions for the next three years, whilst setting the foundations to meet the national education policy ambitions for 2030.

25. The seven key themes support the Council Plan 2021-2025 priorities and the broader plans and initiatives embedded in the Children, Young People and Learning (CYPL) department. Collaborative working and co-ordination between different teams across the department aims to ensure synergy between them and that the drivers and enablers within the CYPL plans are drawn. Only through this can we fulfil the Council's education and learning ambitions for our children and young people.

West Sussex Education and Learning Strategy 2022 - 2025

Theme 1: Improving outcomes for all children and young people

Theme 2: Responding to the learning needs of under-performing groups

Theme 3: Embedding and developing the Council's SEND & Inclusion Strategy

Theme 4: Ensuring high quality provision that meets the needs of all children and young people

Theme 5: Securing sufficient and sustainable provision to meet changing nature the county's education and learning needs

Theme 6: Service development and increasing partnership working

Theme 7: Adult Learning and employability



Theme 1: Improving outcomes for all children and young people

Workstream	KPI	Baseline	Target Yr1	Target Yr2	Target Yr3	Target Yr4	Owner/ Lead	Stakeholders
1. Securing high achievement in literacy and numeracy competencies for all pupils and students	Percentage achieving expected standard in reading, writing and maths combined at the end of Key Stage 2	62.7%	64.0%	68.0%	71.0%	72.0%	Head of Service, Yasmin Maskatiya	Standards and Effectiveness, representative Primary and Secondary Schools
	Average attainment 8 score of students at Key Stage 4 including English and Maths	46.9	47.5	48.3	49.0	49.5		
2. Working collaboratively with the Early Years sector to improve outcomes for young children including early language, reading, and personal, social and emotional development	This workstream feeds into the corporate measures Workstreams and associated action plans. This is an operational workstream [page 19] . Overarching data set [page 18] is reviewed monthly to track performance and prioritise actions against the West Sussex Education and Learning Strategy 2022 – 2025.						Head of Service, Yasmin Maskatiya	Standards and Effectiveness; FIS; Childcare Sufficiency Team; EY providers; PH, Early Help; representative Primary and Secondary Schools, Special Schools, INMS Settings, Alternative Provision and Nursery
3. Ensuring smooth transitions for all so that every child is well prepared for their next stage of learning	This workstream feeds into the corporate measures Workstreams and associated action plans. This is an operational workstream [page 19] . Overarching data set [page 18] is reviewed monthly to track performance and prioritise actions against the West Sussex Education and Learning Strategy 2022 – 2025.						Head of Service, Yasmin Maskatiya Head of Service, Helen Johns	Standards and Effectiveness, SEND and Inclusion, Pupil Entitlement, Early Help, representative Primary and Secondary Schools, Special Schools, INMS Settings, Alternative Provision and Nursery
4. Ensuring that all children, irrespective of the learning provision they attend, have access to a curriculum of relevance and meaning to enable them to develop a	Percentage achieving expected standard in reading, writing and maths combined at the end of Key Stage 2	62.7%	64.0%	68.0%	71.0%	72.0%	Head of Service, Yasmin Maskatiya	Standards and Effectiveness, SEND and Inclusion, Pupil Entitlement, Early Help, representative Primary and Secondary Schools, Special Schools, INMS Settings,
	Average attainment 8 score of students at Key Stage 4 including English and Maths	46.9	47.5	48.3	49.0	49.5		

broad knowledge and diverse range of skills that motivate and inspire learning and achievement									Alternative Provision and Nursery
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Workstream	Actions
1. Securing high achievement in literacy and numeracy competencies for all pupils and students	<ul style="list-style-type: none"> • Service redesign to consolidate 4 service areas to effectively allow the team to create a new relationship with schools that focuses on journey of a child through their education • Core School Improvement Offer for 2023 -24 being developed withing budget and capacity • Cross Department working on improving outcomes for vulnerable and children exploited • Establishing D&B cross department working around vulnerable pupils to ensure learning provision meets their needs • Recruitment of SEND transition specialists, starting with Early Years. • Effective use of School Management Information System to inform monitoring and intervention plans
4. Ensuring that all children, irrespective of the learning provision they attend, have access to a curriculum of relevance and meaning to enable them to develop a broad knowledge and diverse range of skills that motivate and inspire learning and achievement	



Theme 2: Responding to the learning needs of under-performing groups

Workstream	KPI	Baseline	Target Yr1	Target Yr2	Target Yr3	Target Yr4	Owner/ Lead	Stakeholders
1. Tackling the attainment gap for disadvantaged by working to overcome the barriers to success	Percentage attainment gap of disadvantaged pupils compared with non-disadvantaged peers at the end of Key Stage 2	26.0%	24.0%	20.0%	16.0%	14.0%	Head of Service, Yasmin Maskatiya Head of Service, Helen Johns Head of Service, Sarah Clark	Standards and Effectiveness, SEND and Inclusion, Pupil Entitlement, Early Help, representative Primary and Secondary Schools, Special Schools, INMS Settings, Alternative Provision and Nursery Communities and Public Health, Early Help and Family Safeguarding.
2. Raising the attainment and achievement of those groups of children and young people who are vulnerable, for example, children we care for, asylum seekers, young carers, children with SEND, those young people not in education, employment or training (NEET), and those both at risk of criminal exploitation and	Combined percentage of 16-17-year olds that are Not in Education, Education and Training or whose activity is not known (3-month average Dec-Feb annually)	11.7%	7.0%	6.5%	6.0%	5.5%	Assistant Director, Paul Wagstaff Head of Service, Sarah Clark	Standards and Effectiveness, SEND and Inclusion, Pupil Entitlement, Early Help, representative Primary and Secondary Schools, Special Schools, INMS Settings, Alternative Provision and Nursery Communities and Public Health, Early Help and Family Safeguarding.

with Youth Justice oversight								
3. Supporting schools in early identification and providing appropriate provision for children and young people who are at risk of exclusion, rebalancing resourcing towards prevention, and greater partnership working between schools and alternative providers to achieve positive outcomes	This workstream feeds into the corporate measures Workstreams and associated action plans. This is an operational workstream [page 19] . Overarching data set [page 18] is reviewed monthly to track performance and prioritise actions against the West Sussex Education and Learning Strategy 2022 – 2025.						Head of Service, Yasmin Maskatiya Head of Service, Helen Johns Head of Service, Sarah Clark Head of Service, Graham Olway	Standards and Effectiveness, SEND and Inclusion, Pupil Entitlement, Early Help, representative Primary and Secondary Schools, Special Schools, INMS Settings, Alternative Provision and Nursery

Workstream	Actions
1. Tackling the attainment gap for disadvantaged by working to overcome the barriers to success	<ul style="list-style-type: none"> • Cross Department working on improving outcomes for vulnerable and children exploited • Establishing D&B cross department working around vulnerable pupils to ensure learning provision meets their needs • New process to Quality Assure the Alternative Provision to ensure it meets the need of excluded children • Post 16 strategy to be developed through stakeholder engagement in light of the ending of the Think Futures project at the end of 2023 • Adding value through the Holiday Activity and Food Programme by ensuring places for refugee children, children with SEND or those 'Looked after' to reduce barriers outside of school and offer children enrichment with links to the curriculum where feasible
2. Raising the attainment and achievement of those groups of children and young people who are vulnerable, for example, children we care for, asylum seekers, young carers, children with SEND, those young people not in education, employment or training (NEET), and those both at risk of criminal exploitation and with Youth Justice oversight	

Theme 3: Embedding and developing the Council's SEND & Inclusion Strategy

Workstream	KPI	Baseline	Target Yr1	Target Yr2	Target Yr3	Target Yr4	Owner/ Lead	Stakeholders
1. Securing inclusive practice as the core of all learning provision across the county	This workstream feeds into the corporate measures Workstreams and associated action plans. This is an operational workstream [page 19] . Overarching data set [page 18] is reviewed monthly to track performance and prioritise actions against the West Sussex Education and Learning Strategy 2022 – 2025.						Head of Service, Helen Johns	SEND and Inclusion, Standards and Effectiveness, Pupil Entitlement, Early Help, representative Primary and Secondary Schools, Special Schools, INMS Settings, Alternative Provision and Nursery
2. Strengthening the education, health and care needs assessment process to improve timeliness of Education, Health and Care Plans (EHCPs) within the context of increasing demand	The percentage of Education, Health and Care Plans (EHCPs) completed within 20 weeks	6% (October Y 2022)	n/a	n/a	35.0%	49.0%	Head of Service, Helen Johns	SEND and Inclusion, representative Primary and Secondary Schools, Special Schools, INMS Settings, Alternative Provision and Nursery
3. Implementing the local authority's Alternative Provision Strategy towards early intervention and reducing exclusions	This workstream feeds into the corporate measures Workstreams and associated action plans. This is an operational workstream [page 19] . Overarching data set [page 18] is reviewed monthly to track performance and prioritise actions against the West Sussex Education and Learning Strategy 2022 – 2025.						Head of Service, Helen Johns	SEND and Inclusion, representative Primary and Secondary Schools, Special Schools, INMS Settings, Alternative Provision and Nursery

								Pupil Entitlement and Early Help
4. Embedding therapeutic thinking as a core tool to secure a culture change in the management of behaviour across all providers and localities	This workstream feeds into the corporate measures Workstreams and associated action plans. This is an operational workstream [page 19] . Overarching data set [page 18] is reviewed monthly to track performance and prioritise actions against the West Sussex Education and Learning Strategy 2022 – 2025.						Head of Service, Helen Johns	SEND and Inclusion, representative Primary and Secondary Schools, Special Schools, INMS Settings, Alternative Provision and Nursery Public Health
5. Securing appropriate increases in specialist places in the county's schools and academies, thereby reducing the High Needs Grant overspend	Percentage of Children and young people with Education, Health and Care Plans (EHCPs) accessing Mainstream Education	34.3% (October Y 2022)	n/a	n/a	37.0%	39.5%	Head of Service, Helen Johns Growth and Recovery Partner, Rachel Conway	SEND and Inclusion, Standards and Effectiveness, Pupil Entitlement, Early Help, representative Primary and Secondary Schools, Special Schools, INMS Settings, Alternative Provision and Nursery Finance, Procurement and Capital
	Percentage of Children and young people with Education, Health and Care Plans (EHCPs) accessing Independent and Non-maintained Special Schools (INMSS)	10.8%	n/a	n/a	9.0%	7.5%		
6. Incorporating key themes arising from the national SEND policy review	This workstream feeds into the corporate measures Workstreams and associated action plans. This is an operational workstream [page 19] . Overarching data set [page 18] is reviewed monthly to track performance and prioritise actions against the West Sussex Education and Learning Strategy 2022 – 2025.						Head of Service, Helen Johns	SEND and Inclusion, representative Primary and Secondary Schools, Special Schools, INMS Settings, Alternative

			Provision and Nursery Public Health
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Workstream	Actions identified
2. Strengthening the education, health and care needs assessment process to improve timeliness of Education, Health and Care Plans (EHCPs) within the context of increasing demand	<ul style="list-style-type: none"> • IMPOWER undertaking a diagnostic for Demand Management and to include an Early Intervention / Advice Trial and establish a demand/ cost baseline trajectory
5. Securing appropriate increases in specialist places in the county's schools and academies, thereby reducing the High Needs Grant overspend	<ul style="list-style-type: none"> • Improved monitoring and scrutiny of the High Need Recovery Plan through new Finance lead • Participation in the DfE Delivering Better Value programme to improve delivery of SEND services for children and young people while ensuring services are sustainable

Theme 4: Ensuring high quality provision that meets the needs of all children and young people

Workstream	KPI	Baseline	Target Yr1	Target Yr2	Target Yr3	Target Yr4	Owner/ Lead	Stakeholders
1. Ensure that children and young people have equal access to Good or Outstanding learning provision irrespective of where they live	Percentage of schools with OFSTED rating 'good' or 'outstanding'	87.6%	88.5%	90.0%	90.5%	91.0%	Head of Service, Yasmin Maskatiya	Standards and Effectiveness, SEND and Inclusion, Pupil Entitlement, Early Help, representative Primary and Secondary Schools, Special Schools, INMS Settings, Alternative Provision and Nursery, Capital Planning, Transport
	Percentage of pupils and students accessing OFSTED 'good' or 'outstanding' schools	86.6%	88.0%	89.0%	90.0%	91.0%		
2. Work with schools and post 16 providers to ensure efficient use of public funds in providing a diverse range of options for young people to access education, employment or training locally	Combined percentage of 16-17-year olds that are Not in Education, Education and Training or whose activity is not known (3-month average Dec-Feb annually)	11.7%	7.0%	6.5%	6.0%	5.5%	Head of Service, Yasmin Maskatiya and Peter Waters, Senior Education Adviser Head of Service, Derry Richardson with Andrew Bishop, Adult Community Education Contracts and Commissioning Manager and Andrew Jenkins, Business Development and Partnership Manager	Standards and Effectiveness, Adult Community Education Team, Communities, Adults, Public Health, external providers, representative Secondary Schools, Special Schools, INMS Settings and Alternative Provision, Colleges and FE sector, Inspectorates, Districts and Boroughs, vulnerable adult groups and

							representative residents' groups	
3. Strengthen the use of new technologies to enhance learning opportunities for all children and young people, and develop digital literacy as a core skill	This workstream feeds into the corporate measures Workstreams and associated action plans. This is an operational workstream [page 19] . Overarching data set [page 18] is reviewed monthly to track performance and prioritise actions against the West Sussex Education and Learning Strategy 2022 – 2025.						Head of Service, Yasmin Maskatiya	Standards and Effectiveness, SEND and Inclusion, representative Primary and Secondary Schools, Special Schools and Nursery
4. Implement a recruitment strategy to secure a high-quality workforce to support children and young people's learning, whilst engaging with partners to secure continuing professional development to maintain and further develop a talented workforce.	This workstream feeds into the corporate measures Workstreams and associated action plans. This is an operational workstream [page 19] . Overarching data set [page 18] is reviewed monthly to track performance and prioritise actions against the West Sussex Education and Learning Strategy 2022 – 2025.						Jenny Gumbrell, HR Business	HR, Standards and Effectiveness, SEND and Inclusion, representative Primary and Secondary Schools, Special Schools and Nursery, Education Communication and Enterprise

Workstream	Actions identified
1. Ensure that children and young people have equal access to Good or Outstanding learning provision irrespective of where they live	<ul style="list-style-type: none">• Worthing and Durrington Review and associated Consultations• Consider and explore the options for an LA MAT
2. Work with schools and post 16 providers to ensure efficient use of public funds in providing a diverse range of options for young people to access education, employment or training locally	<ul style="list-style-type: none">• Post 16 strategy to be developed through stakeholder engagement in light of the ending of the Think Futures project at the end of 2023• Skills strategy and national priorities linking into both Post 16 and Adult Community Education

Theme 5: Securing sufficient and sustainable provision to meet changing nature the county's education and learning needs

Workstream	Education and Skills Operational Workstreams	Owner/ Lead	Stakeholders
1. Reduce surplus school places to ensure sustainable and financially viable schools into the future	This subset of workstreams feeds into the corporate measures Workstreams and associated action plans. This is an operational workstream [page 19] . Overarching data set [page 18] is reviewed monthly to track performance and prioritise actions against the West Sussex Education and Learning Strategy 2022 – 2025.	Head of Service, Graham Olway	Organisation and Planning, Standards and Effectiveness, Finance, Capital Planning, legal and HR
2. Work together with the early years sector to ensure sufficient high quality and accessible places for learning and care local to need		Head of Service, Yasmin Maskatiya	Standards and Effectiveness, Early Help, SEND and Inclusion, Family Information, Communities, Pupil Entitlement, Nursery and Early Years sector representation including families
3. Develop a strategic county wide plan for the longer-term provision of a diverse range of high quality Multi Academy Trusts to meet future demand		Paul Wagstaff, Assistant Director with Head of Service Graham Olway	Heads Executive, MATs Executive, Diocese, Organisation and Planning, legal, HR, Finance, West Sussex Governors Association, representative schools, colleges and nursery settings

Theme 6: Service development and increasing partnership working

Workstream	Education and Skills Operational Workstreams	Owner/ Lead	Stakeholders
1. Embed a co-ordinated approach alongside broader local partnerships to support schools, early years providers and families to ensure timely support where needed	This subset of workstreams feeds into the corporate measures Workstreams and associated action plans. This is an operational workstream [page 19] . Overarching data set [page 18] is reviewed monthly to track performance and prioritise actions against the West Sussex Education and Learning Strategy 2022 – 2025.	Head of Service, Derry Richardson With Andrew Jenkins, Business Development and Partnership Manager and Lisa Hickman, Education Business and Communication Manager	Standards and Effectiveness, (including Early Years and Governance), SEND and Inclusion, Family Information, Early Help, representative Primary and Secondary Schools, Colleges, Special Schools and Nursery, Education Communication and Enterprise, External partners including colleges, national providers, external delivery partners, Teaching Schools, Research Schools, Subject Hubs and MATs
2. Work in partnership with stakeholders to ensure best use and deployment of the Service support teams		Head of Service, Derry Richardson With Andrew Jenkins, Business Development and Partnership Manager and Lisa Hickman, Education Business and Communication Manager	Education and Skills, Business Support, HR, education stakeholders including schools, colleges and nurseries, external delivery partners
3. Work with the sector to ensure a professional and commercial range of services responsive to need and which makes best use of the expertise of partners to secure a sector led approach to support		Head of Service, Derry Richardson With Andrew Jenkins, Business Development and Partnership Manager and Lisa Hickman, Education Business and Communication Manager	Standards and Effectiveness, SEND and Inclusion, representative Primary and Secondary Schools, Special Schools and Nursery, Education Communication and Enterprise, External partners including colleges, national providers, Teaching Schools, Research Schools, Subject Hubs and MATs

Theme 7: Adult Learning and employability

Workstream	KPI	Baseline	Target Yr1	Target Yr2	Target Yr3	Target Yr4	Owner/ Lead	Stakeholders
1. Ensure a sustainable model of support for adult community-based learning that reaches the county's most vulnerable adults and provides high quality and responsive provision	This workstream feeds into the corporate measures Workstreams and associated action plans. This is an operational workstream [page 19] . Overarching data set [page 18] is reviewed monthly to track performance and prioritise actions against the West Sussex Education and Learning Strategy 2022 – 2025.						Head of Service, Derry Richardson with Andrew Bishop, Adult Community Education Contracts and Commissioning Manager	Adult Community Education Team, Communities, Adults, Public Health, external providers, Inspectorates, Districts and Boroughs, vulnerable adult groups and representative residents' groups
2. Work with schools and those young people not in education, employment or training to secure appropriate and robust pathways into further learning or employment	Combined percentage of 16-17-year olds that are Not in Education, Education and Training or whose activity is not known (3-month average Dec-Feb annually)	11.7%	7.0%	6.5%	6.0%	5.5%	Head of Service, Derry Richardson with Andrew Bishop, Adult Community Education Contracts and Commissioning and Pete Waters, Senior Education Adviser	Standards and Effectiveness, SEND and Inclusion, Pupil Entitlement, , representative Secondary Schools, Special Schools, INMS Settings, Alternative Provision and Colleges
3. Through working with strategic partners, implement a high-quality programme to improve adult numeracy skills through the national Multiply programme	This workstream feeds into the corporate measures Workstreams and associated action plans. This is an operational workstream [page 19] . Overarching data set [page 18] is reviewed monthly to track performance and prioritise actions against the West Sussex Education and Learning Strategy 2022 – 2025.						Head of Service, Derry Richardson with Andrew Bishop, Adult Community Education Contracts and Commissioning Manager	Adult Community Education Team, Communities, Adults, Public Health, external providers, Inspectorates, Districts and Boroughs, vulnerable adult groups and representative residents' groups

Workstream	Actions identified
2. Work with schools and those young people not in education, employment, or training to secure appropriate and robust pathways into further learning or employment	<ul style="list-style-type: none"><li data-bbox="595 225 2054 272">• Post 16 strategy to be developed through stakeholder engagement in light of the ending of the Think Futures project at the end of 2023<li data-bbox="595 272 2054 320">• Pursue the provision of vocational pathways to employment through the Adult Education Budget, and explore additional funding to support this offer

Education and Skills Data Set – Baseline 2022

Data set used monthly to track performance and prioritise actions against the West Sussex Education and Learning Strategy 2022 – 2025.

Ref	Measure	Frequency	Target	Previous Results	Latest Results	Direction of Travel	Year-End Forecast
25	Percentage of schools with OFSTED rating 'good' or 'outstanding'	M	90.00%	91.40% (Nov 22)	91.40% (Dec 22)	→	Green
26	Percentage of pupils and students accessing OFSTED 'good' or 'outstanding' schools	M	89.00%	93.60% (Nov 22)	93.60% (Dec 22)	→	Green
30	% Of 16-17 year olds who are not in education, employment or training (NEET) or whose status is Not Known	Q	6.50%	11.80% (Nov 22)	9.00% (Dec 22)	↑	Green
21	BASICS - Percentage of pupils achieving 9-4 pass in English and Maths	A	67.50%	75.20% (20/21)	69.40% (21/22)	↓	Green
28	Average attainment 8 score of students at Key Stage 4 including English and Maths	A	48.3	51.6 (20/21)	49.0 (21/22)	↓	Green
27	Percentage achieving expected standard in reading, writing and maths combined at the end of Key Stage 2	A	68.00%	62.70% (18/19)	52.50% (21/22)	↓	Red
29	Percentage attainment gap of disadvantaged pupils compared with non-disadvantaged peers at the end of Key Stage 2	A	20.00%	25.30% (18/19)	22.80% (21/22)	↑	Red

For NEET and Not Known the figures above are provisional at the end of December 2022 and for the official measured period, December 2022-February 2023, this will be available towards to end of March 2023

** Due to the impact of the COVID-19 pandemic, most exams and assessments did not take place in the 2019/20, or 2020/21 academic years. The government also announced that it would not publish school or college level results data on Compare school and college performance (also commonly referred to as school and college performance tables) in autumn 2020 or autumn 2021, and that this data would not be used to hold schools and colleges to account. The DfE have also made clear that results data from 2020/21 will not be used in school and college level performance measures in future years. For 2022 results these are early unvalidated data and further updates will be available during the Autumn Term 2022.

*** For Key Stage 2 in 2022 SATS results have been released nationally and the picture is lower than in 2019, mainly due to the Covid-19 pandemic having an adverse effect on students, especially in Writing.

Education and Skills Operational Workstreams

This subset of Workstreams feed into the corporate measures and associated action plans. These Workstreams reflect our business as usual and are tracked monthly against our operational KPIs.

WS	Theme One	Owner/Lead	Theme Two	Owner/Lead	Theme Three	Owner/Lead	Theme Four	Owner/Lead	Theme Five	Owner/Lead	Theme Six	Owner/Lead	Theme Seven	Owner/Lead
1					Securing inclusive practice as the core of all learning provision across the county	Head of Service, Helen Johns			Reduce surplus school places to ensure sustainable and financially viable schools into the future	Head of Service, Graham Olway	Embed a co-ordinated approach alongside broader local partnerships to support schools, early years providers and families to ensure timely support where needed	Head of Service, Derry Richardson With Andrew Jenkins, Business Development and Partnership Manager and Lisa Hickman, Education Business and Communication Manager	Ensure a sustainable model of support for adult community-based learning that reaches the county's most vulnerable adults and provides high quality and responsive provision	Head of Service, Derry Richardson with Andrew Bishop, Adult Community Education Contracts and Commissioning Manager
2	Working collaboratively with the Early Years sector to improve outcomes for young children including early language, reading, and personal, social and emotional development	Head of Service, Yasmin Maskatiya							Work together with the early years sector to ensure sufficient high quality and accessible places for learning and care local to need	Head of Service, Yasmin Maskatiya	Work in partnership with stakeholders to ensure best use and deployment of the Service support teams	Head of Service, Derry Richardson With Andrew Jenkins, Business Development and Partnership Manager and Lisa Hickman, Education Business and Communication Manager		
3	Ensuring smooth transitions for all so that every child is well prepared for their next stage of learning	Head of Service, Yasmin Maskatiya Head of Service, Helen Johns	Supporting schools in early identification and providing appropriate provision for children and young people who are at risk of exclusion, rebalancing resourcing towards prevention, and greater partnership working between schools and alternative providers to achieve positive outcomes	Head of Service, Yasmin Maskatiya Head of Service, Helen Johns Head of Service, Sarah Clark Head of Service, Graham Olway	Implementing the local authority's Alternative Provision Strategy towards early intervention and reducing exclusions Embedding therapeutic thinking as a core tool to secure a culture change in the management of behaviour across all providers and localities	Head of Service, Helen Johns	Strengthen the use of new technologies to enhance learning opportunities for all children and young people, and develop digital literacy as a core skill	Head of Service, Yasmin Maskatiya	Develop a strategic county wide plan for the longer-term provision of a diverse range of high quality Multi Academy Trusts to meet future demand	Paul Wagstaff, Assistant Director with Head of Service Graham Olway	Work with the sector to ensure a professional and commercial range of services responsive to need and which makes best use of the expertise of partners to secure a sector led approach to support	Head of Service, Derry Richardson With Andrew Jenkins, Business Development and Partnership Manager and Lisa Hickman, Education Business and Communication Manager	Through working with strategic partners, implement a high-quality programme to improve adult numeracy skills through the national Multiply programme	Head of Service, Derry Richardson with Andrew Bishop, Adult Community Education Contracts and Commissioning Manager

4					Embedding therapeutic thinking as a core tool to secure a culture change in the management of behaviour across all providers and localities	Head of Service, Helen Johns	Implement a recruitment strategy to secure a high-quality workforce to support children and young people's learning, whilst engaging with partners to secure continuing professional development to maintain and further develop a talented workforce.	Jenny Gumbrell, HR Business						
5														
6					Incorporating key themes arising from the national SEND policy review	Head of Service, Helen Johns								

