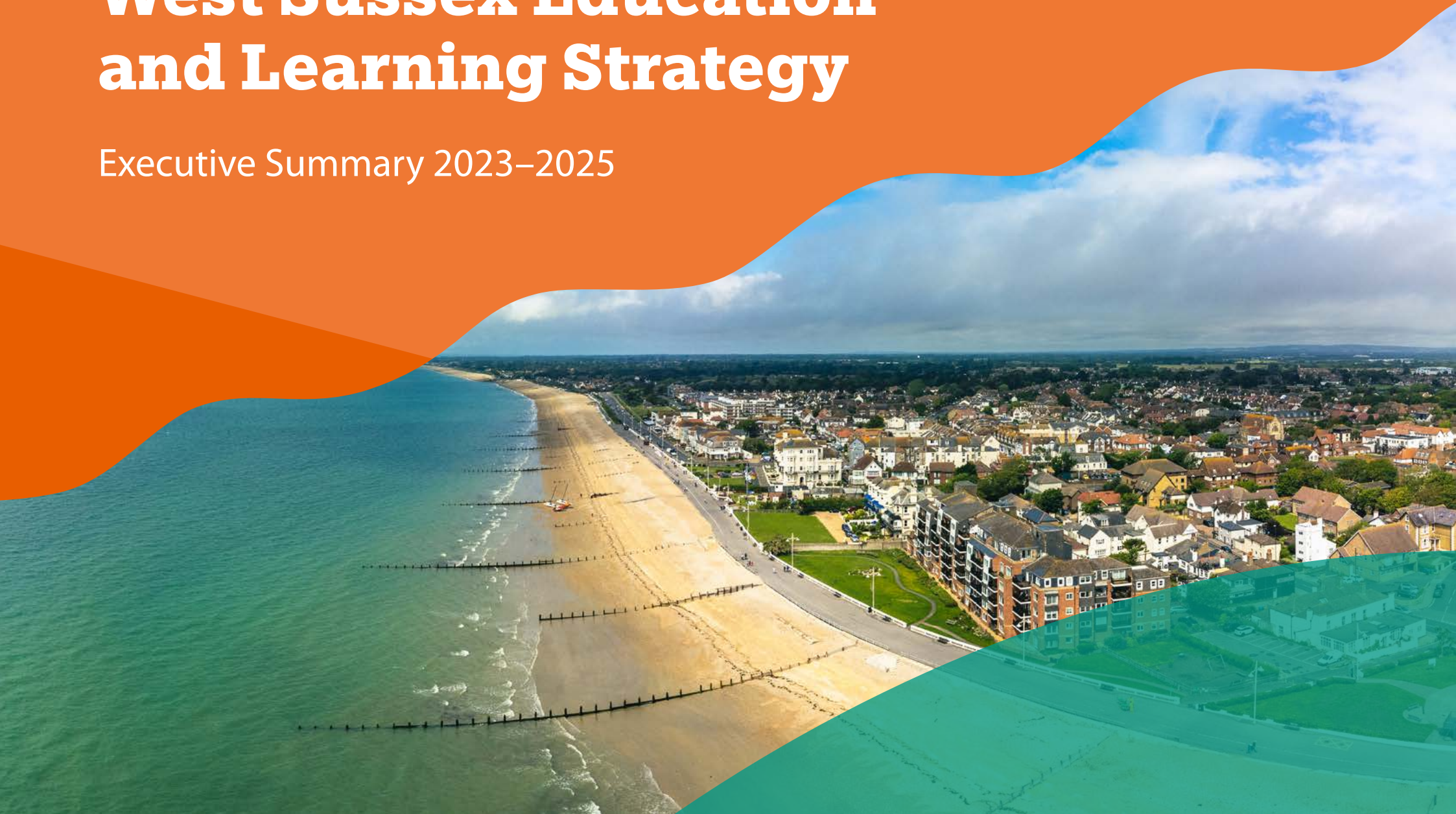


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# West Sussex Education and Learning Strategy

Executive Summary 2023–2025



## Our vision

We want to enable every learner to secure the skills, knowledge, and confidence to achieve their ambitions.

## Our ambition

We aim to address inequality in education and learning and level up the quality of provision where it does not meet the needs of all.

## Our view

We take a single view of the learner, including their life experiences both at home and school, from the early years through to post 16 and adult education.

# Principles

There are some key principles which underpin the Education and Learning Strategy and which are at the core of what we wish to achieve.

1. Improving learning is about creating a lifelong passion of curiosity.
  2. All children and young people should be able to achieve as well as they can.
  3. All learners should have safe spaces to learn confidently, free from intimidation, prejudice, and harassment.
  4. Inclusive practice is fundamental for all centres of learning.
  5. Strong partnerships and collective ownership of actions are the only ways to improve.
  6. Outcomes and opportunities will not depend on where learners live.
  7. 'Live local – learn local' will be embraced wherever feasible, especially for those with specialist learning and support needs.
  8. Sustainability and climate change will feature in our plans to extend buildings and create new school places for now and the future.
  9. West Sussex County Council will provide leadership in securing the strategic direction and collaborate by coaching and supporting schools and education providers to achieve joint ambitions.
  10. The Education and Learning Strategy will form part of the 'West Sussex Children and Young People Plan'.
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# Reasons for change

The role of the local authority is changing. As children and schools emerge from covid with gaps in learning and increasing anxieties about what the future holds and increasing pressures are faced in the High Needs Block as the numbers of children with complex learning needs increases, the council needs to refocus and involve external expertise through partnership working

Ten challenges were posed to stakeholders and discussed through an online survey and at engagement sessions in February – June 2022

1. Assessment and examination results in 2022 reflect the significant disruption to learning over the last two years and some families face additional challenges which put them at a disadvantage.
  2. Inclusive practice is not consistent in schools across West Sussex to enable children who have special educational needs and disabilities (SEND) or are vulnerable achieve as well as their peers
  3. Too many children fall out of education through exclusions or as parents choose home education
  4. The curriculum and learning opportunities are dependent on where children live within the county resulting in an 'inequality of access'
  5. Underachievement of our disadvantaged children is notable even before children reach school age and their readiness for school.
  6. Removing the barriers to academic success for some children and young people are complex and resources require the engagement of many partners
  7. Provision for students after 16 years can be limited in parts of the county leading to students having to travel or pursue courses that weren't their first choice
  8. Some of our most vulnerable young people are at risk of criminal exploitation, exclusion, or harm
  9. The amount of specialist placements in our maintained schools and academies is insufficient to meet escalating demand, leading to children having to travel or attend private schools
  10. Surplus places in our primary schools are increasing as the birth rate falls and house building slows down, placing pressure on the ability for schools to meet children's needs with less resources.
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# Themes and workstreams

## THEME 1

### Improving outcomes for all children and young people

#### Workstreams

- Securing high achievement in literacy and numeracy competencies for all pupils and students
- Working collaboratively with the Early Years sector to improve outcomes for young children including early language, reading, and personal, social and emotional development
- Ensuring smooth transitions for all so that every child is well prepared for their next stage of learning
- Ensuring that all children 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

#### Workstreams

- Tackling the attainment gap for disadvantaged by working to overcome the barriers to success
- Raising the attainment and achievement of children and young people who are vulnerable and those at risk of criminal exploitation or with Youth Justice oversight
- Working in partnership with schools to improve the attendance of children and learners
- Supporting the early identification and appropriate provision for children and young people at risk of exclusion, rebalancing resources towards prevention, and partnerships between schools and alternative providers

### THEME 3

## Embedding and developing the Council's SEND & Inclusion Strategy

### Workstreams

- Securing inclusive practice as the core of all learning provision across the county
- Improve the timeliness of the needs assessment of Education, Health and Care Plans (EHCPs) whilst meeting needs and managing increasing demand
- Implement a Alternative Provision Strategy towards early intervention and reducing exclusions
- Embed therapeutic thinking as a tool for behaviour management across all providers and localities
- Increasing specialist places in the county's schools and academies, to reduce the High Needs Grant overspend
- Incorporating key themes arising from the national SEND policy review

### THEME 4

## Ensuring high quality provision that meets the needs of all children and young people

### Workstreams

- All children and young people to be able to access Good or outstanding learning irrespective of where they live
- Work with schools and post 16 providers to provide a local and diverse range of options for education, employment, or training with efficient use of public funds
- Use technologies to enhance learning opportunities and develop digital literacy as a core skill
- Implement a recruitment strategy to secure a high-quality workforce whilst engaging with partners to secure continuing professional development to maintain and further develop a talented workforce

## THEME 5

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

#### Workstreams

- Reduce surplus places to ensure sustainable and financially viable schools into the future
- Respond to Basic Need and work to increase places locally where demand requires
- Work with the early years sector to ensure sufficient high quality and local places for learning and care
- Develop a county plan for long-term provision of high quality Multi Academy Trusts to meet future demand

## THEME 6

### Service development and increasing partnership working

#### Workstreams

- Embed timely, co-ordinated local partnership to support schools, early years providers and families
- Work with stakeholders to ensure best use and deployment of the councils' Service Support Team
- Develop a professional and commercial range of services responsive to need making the best use of expertise across the sector

## THEME 7

### Adult Learning and employability

#### Workstreams

- 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
- Work with schools and those young people not in education, employment, or training to secure appropriate and robust pathways into further learning or employment
- Through working with strategic partners, implement a high-quality programme to improve adult numeracy skills through the national Multiply programme



# Performance measures

The impact of the Education and Learning Strategy will be measured in different ways. Key measures and performance outcomes including the achievement of improvement targets and

outcomes provide one way of evaluating progress. The external measures below link the strategy directly to the council's plan for improving outcomes for our children and young people.

Measure description	Baseline 2020	Target Year 1	Target Year 2	Target Year 3	Target Year 4
Percentage of schools with OFSTED rating 'good' or 'outstanding' (November 2022)	91.4%	90%	91%	92%	94%
Percentage of pupils and students accessing OFSTED 'good' or 'outstanding' schools (November 2022)	93.6%	92.5%	93%	93.5%	94%
Percentage achieving expected standard in reading, writing and maths combined at the end of Key Stage 2 (revised)	55%	55%	57%	59%	61%
Average attainment 8 score of all students at Key Stage 4	49.1	50	51.5	53	54.5
Percentage attainment gap of disadvantaged pupils compared with non-disadvantaged peers at the end of Key Stage 2	24.6%	24%	23.5%	22%	20.5%
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) (revised to due to Covid-19)	8%	7%	6%	5%	4.25%
Percentage of children and young people with Education, Health and Care Plans (EHCPs) accessing Mainstream Education (October 2022)	34.3%	37%	39.5%	40%	42%
Percentage of children and young people with Education, Health and Care Plans (EHCPs) accessing Independent and Non-maintained Special Schools (INMSS) (October 2022)	10.8%	9%	7.5%	7%	6%
The percentage of Education, Health and Care Plans (EHCPs) completed within 20 weeks (October 2022)	6%	35%	49%	55%	60%



