Single Agency Plan to achieve our priorities around Neglect

Education services:

These actions will be reviewed on a quarterly basis to ensure we achieve our priorities. A data report will be used to track quantitative progress.

A REDUCTION IN:	KEY ACTIONS
Number of 16-18 years who are NEET (Not in Education, Employment or Training), where support was / is being provided.	• Delivery of Post-16 NEET Support Service, to be expanded to include dedicated CLA/Care Leaver support (in partnership with Surrey Virtual School) to support re-engagement in education and training. • Join up with NEET clinics and initiatives to engage young people in EET within the Leaving Care Service • Provide targeted workshops through Surrey Adult Learning Family Learning to support parent/carer understanding of support for young people who are NEET. • Integration of NEET reporting within Disparity Working Group agenda to identify and address disparity in access to education and training, with a focus on underserved groups of young people • Scope of 'Developer Contribution Guide' to be expanded to include

	the consideration of post-16 provision within Section 106 agreements.
Number of school absence, particularly for those children who are either severely or persistently absent.	• Include attendance as a focus for early years networks to convey key message to be shared with parents and carers to support their understanding of the importance of school attendance right from the start of the child's educational journey. • Inclusion of attendance related targets in statutory plans of children receiving social care services • School attendance recognised as 'everyone's business' and viewed by all as a key protective factor for our most vulnerable children and young people • Awareness by all of the gap between pre and post pandemic levels of attendance for children in social care and other vulnerable groups • Education services will support the work of the Virtual School in developing attendance practice across the Partnership for children with an allocated Social Worker • To work with and support Early Help and Social Care services to identify children who are at risk of educational neglect
Number of exclusions.	• New guidance for schools around roles and responsibilities for commissioning of alternative provision, focussed on high quality, DFE registered provision delivering early intervention, with a focus on supporting reintegration back into school • Guidance to recognise that being in school or full-time registered AP is a significant protective factor for our most vulnerable children, whereas being suspended or permanently excluded may increase their level of vulnerability. • To support the development of a partnership response to reducing

	exclusion from school recognising the holistic needs of children and families

AN INCREASE IN:	KEY ACTIONS
the number of under 5s attending early education and childcare settings, especially for those with an open social care plan for neglect.	• Initial meetings with family safeguarding teams across the county to promote the early years funding offer available. • Support social care colleagues to understand the importance of early education regarding early intervention and monitoring of needs. • Brokerage of places for specific families as identified by professionals. • Ongoing coms regarding early years funding offer. • Joint work with health colleagues to promote funded entitlement offer, especially linked to the integrated 2-year review and those identified as requiring targeted support.
Improvement in school attainment for children, especially for those with an open social care plan for neglect.	• Ensure key adults have an awareness of children's experiences, background and needs so that pastoral support is in place and children feel included in all educational experiences. • Ensure education settings are aware of the varied CPD offer around attachment awareness and trauma informed practice • Provide training focusing on the impact of neglect to early years staff to support the development of relationships with families to create an open environment where children and families feel supported. • Implementation of robust quality assurance mechanisms for all alternative provisions settings which focus on outcomes. • Use of SCC approved AP (DPS list) only which has been checked for quality and safeguarding
Improvement in engagement and participation in personal development	• Provide training to early years providers on the use of the neglect

opportunities, especially for those with an open social care plan for neglect.	screening tool to ensure that the child and family are support by a full understanding of child and families need.
	• Ensure that children who are / have experienced neglect are encouraged and supported to access schools' extra-curricular offer including breakfast and after school clubs

IMPACT

Agencies to provide details of the impact and evidence on a quarterly basis.

- *Through improved access to 0-5 provision children and family's needs are identified early, can be closely monitored and intervention takes place at the right time for the children and family.*
- *Improved education outcomes for children.*
- *Decrease in statutory services as needs are best met under early help.*
- *Reduction in the proportion of the 16- and 17-year-old cohort who are NEET.*
- *Reduction in the length of time young people remain NEET.*
- *Narrow the attainment gap at all key stages*
- *Increased reintegration rates from alternative provision to school settings.*
- *Reduction in demand of alternative provision placements*