

Year End Head of Service Performance Report School Services (LLL Directorate)

REPORT AUTHOR: *Primary, Secondary and Inclusion Lead Officers*

REPORT DATE: 19TH MAY 2014

REPORT PERIOD: **APRIL 2013 – MARCH 2014**

Introduction

The Head of Service report is produced on a half yearly basis and provided to Executive Members for review and assurance and will be available for Overview and Scrutiny Committees as part of their Forward Work Programmes.

The approach is based on exception reporting to summarise key information that the Head of Service feels Members should be aware of, including both good and poor performance. Emerging issues / operational risks should also be highlighted. The report is split into 3 distinct sections: -

1. Improvement Priorities & Service Plan Monitoring – this section is used to discuss the progress being made towards the Improvement Priorities which do not have an in year focus and therefore are not included within the quarterly progress report on the Improvement Plan. It is also used to highlight good news and key issues (including operational risks and the actions necessary to control them) arising from monitoring the progress being made towards delivering the service plan.

2. Internal and External Regulatory Reports – this section summarises regulatory work reported in the half year and its outcomes and intended actions arising from recommendations.

3. Corporate Reporting – this section summarises the performance in relation to corporate issues i.e. Sickness absence, Complaints

Appendix 1- NSI & Improvement Target Performance Indicators – summary table of the performance for the NSI and Improvement Targets. Graphs (where appropriate) and commentary are included in section 1 for those indicators shown with a red RAG status.

1. Improvement Priorities & Service Plan Monitoring

Skills and Learning/ Improving learner outcomes through the best use of targeted funding / Activity-led funding for schools and support services

A conference, focusing on the Sutton Trust strategies to improve learner outcomes has been organised to support schools as part of a series of sessions on the effective use of the Pupil Deprivation Grant.

An Early Language Intervention project has been established to support the identification and targeted support of language acquisition in the Foundation Phase. This was initiated in light of concerns at end of Foundation Phase outcomes and a significant increase in the number of children for whom English is an additional language. The project ran initially for 2013/14 but following the evaluation of positive impact for learners, will continue in 2014-15.

A joint training package between Betsi Cadwallader University Health Board (BCUHB) and FCC has been developed to implement a motor programme aimed at improving all areas of development for Foundation Phase learners. This targets the main methods of learning through movement including visual, motor, perceptual and sensory. This is also an ongoing programme.

The LA Inclusion Service has targeted funding at Primary schools to improve the understanding of schools' responsibilities towards children with Additional Learning Needs. This has had a particular focus on multi-agency involvement with the aim of identifying effective strategies of support and the successful implementation of external professional recommendations into individual education plans.

Funding is also targeted at the Foundation Phase Partnerships. These facilitate collaborative working between schools and ensure best practice is cascaded and implemented and contributed to the improved Foundation Phase outcomes in 2013. This is recognised as an effective model and is ongoing.

Working in partnership regionally, all 6 LAs in North Wales contribute an element of retained School Effectiveness Grant towards the National Support Programme and the employment of Associate Partners (APs) who in turn support schools to improve literacy and Numeracy skills in learners. APs work with targeted schools on identified areas of need and 15 schools within Flintshire have accessed support across the year. The impact of the intervention will be monitored through learner outcomes in the National Literacy & Numeracy Tests and will be available in the Autumn term 2014.

Retained funding from the grant was also used to support identified schools with specific needs in meeting the national challenges and targets (literacy, numeracy and reducing disadvantage)

A 'Talk for Writing' training event, focused on the strategies promoted by Pie Corbett has been targeted at the primary sector. This was well attended and received excellent feedback from attendees. A number of schools have identified an intention to further build on this buying in additional training in this area from their own resources or future delegated grant.

WG Attendance grant has been administered regionally and led by Flintshire officers. A menu of support has been made available to targeted schools, who have been identified through attendance data or self referral.

14-19 grant in 2013-14 was used to support a range of vocational and other collaborative activities for learners in English and Welsh mediums. This has contributed to schools meeting the needs of the Learning and Skills Measure and achieving improved outcomes in the Level 1 & 2 Threshold. The 14-19 grant criteria for 2014-15 focuses on the Youth Engagement and Progression Framework and in particular the reduction of the number of 16 year olds Not In Education, Employment and Training (NEET). It will support:

- Personal Support Programme in Inclusion Service to re-introduce those already disengaged and in danger of becoming NEET
- A programme of skills development for 14-16 year old learners who have disengaged from mainstream schools, delivered at Coleg Cambria
- A pilot programme of activities designed to engage, build confidence, fitness, self discipline and motivation to work effectively in a team, targeting young people identified as likely to disengage from learning in school, aiming to ensure they maintain their school place and make the best of the learning opportunities provided.

Welsh in Education Strategic Plan (WESP) progress report

Welsh Government officers have monitored Flintshire's WESP plan and given very positive feedback on the progress being made and the structures for delivery. Progress in delivering additional Welsh medium provision in the Shotton area is on track to open in September 2014. There is good partnership working through the WESP Forum including Menter Iaith Sir y Fflint, Mudiad Meithrin, Coleg Cambria, Syfflag and the Urdd.

Governor Development

In partnership with neighbouring authorities, Flintshire continues to deliver the Wales Government statutory training programme for school governors. Twenty two Governing Bodies to date are currently working towards the Bronze Quality Mark Award with seven achieved to date and three governing bodies have been awarded the Silver Quality Mark Award. Only six silver quality marks have been awarded to date in Wales with three of the Awards going to Flintshire Governing bodies

FCC Support for Newly Qualified Teacher Induction

Meetings have been held to inform schools of their responsibilities in light of the revised guidance from WG. An experienced member of staff from a school is working as Flintshire's external coordinator to lead on the LA's support programme, which has included a series of successful events for Newly Qualified Teachers designed to meet the needs identified by officers, schools and the teachers themselves.

2. Internal and External Regulatory Reports

Title & Inspectorate e.g. Estyn / WAO

Outcomes of Estyn School Inspections April 13 – March 14

One Secondary School (Castell Alun) has been inspected during this period. Outcomes achieved were 'Good' for both current performance and prospects for improvement.

During the year 2013-14 there were inspections at ten Flintshire Primary schools and three Estyn revisits. Of the ten schools inspected, seven were judged to be 'Good' for both current performance and prospects for improvement. Of these, four have been placed in Local Authority monitoring as just one Quality Indicator out of ten was judged to be

'Adequate'. Two schools have been placed in Estyn Monitoring. One school has been placed in the most serious Estyn category of Special Measures and a further two, who were revisited by Estyn, are now identified as needing significant improvement. One other school, which had been in Estyn monitoring has made sufficient progress and has been removed from any category of monitoring.

Title & Inspectorate e.g. Estyn / WAO

There has been no Estyn Local Authority Inspection or follow-up during this time period.

A Wales Audit Office National Study on Safeguarding included Flintshire as one of the contributing authorities. Lifelong Learning officers and Cabinet Member were interviewed as part of this process. The LA has not received any formal feedback in respect of this as yet.

3. Corporate Reporting

Complaints / Compliments

18 complaints received; 12 responded to within time (66.6%)

Sickness Absence

Sickness absence in Schools services is broadly in line with the whole LLL Directorate. Figures in Improvement Services are skewed by one long term absence in Q4 against a small headcount.

Employee Turnover

Turnover rates are continuing to be low.

Employee Appraisals

Rolling programme continues.

Data Protection Training

Checks of staff requiring DP Training was undertaken and identified specific target groups across the service. Relevant training has been provided.

Freedom of Information Requests

Figures for Lifelong Learning Directorate: 144 received, 112 responded to within time (78%)

Appendix 1 - NSI & Improvement Target Performance Indicators

Key

R	Target missed
A	Target missed but within an acceptable level
G	Target achieved or exceeded

The RAG status of the indicators for the half year position are summarised as follows:








Graphs and commentary are included in section 1 for those indicators shown with a red RAG status.


Note 1 – NSI = National Statutory Indicator Imp T = Improvement Target



Note 2 – Change (Improved / Downturned) is based on comparison with the previous quarter. Where it is more appropriate to compare performance with the same period in the previous year this should be stated in the commentary.





* Please note; Targets are based on assessments of learners undertaken annually. Outturn information for each quarter is therefore not applicable. Outcomes at Key Stage 4 are validated by Welsh Government in advance of publication and are reported in Quarter 3.






Indicator	NSI / Imp T (Note 1)	Annual Target 2013/14 (Summer 2013)	2013/14 Outturn (Summer 2013)	2012/13 Outturn (Summer 2012)	RAG	Change e.g. Improved / Downturned (Note 2)	Commentary
EDULM5aii The percentage of learners assessed as achieving Level 5 or above at the end of Key Stage 3, in Mathematics	IMP T	85.1%	86.5%	83.9%	G	Improved	Flintshire outcome of 86.5% in 2013 increased on 2012 outcome of 83.9%. Wales has increased from 81.1% in 2012 to 83.9% in 2013.
EDULM5aiii The percentage of learners assessed as achieving Level 4 or above at the end of Key	IMP T	86%	88.2%	86.3%	G	Improved	Flintshire outcome of 88.2% in 2013 increased on 2012 outcome of 86.3%. Wales has increased from 86.8% in





Indicator	NSI / Imp T (Note 1)	Annual Target 2013/14 (Summer 2013)	2013/14 Outturn (Summer 2013)	2012/13 Outturn (Summer 2012)	RAG	Change e.g. Improved / Downturned (Note 2)	Commentary
Stage 2, in Mathematics							2012 to 87.5% in 2013.
EDULM5bii The percentage of learners assessed as achieving Level 5 or above at the end of Key Stage 3, in English	IMP T	84.7%	85.8%	83.1%		Improved	Flintshire outcome of 85.8% in 2013 increased on 2012 outcome of 83.1%. Wales has increased from 79.3% in 2012 to 82.9% in 2013.
EDULM5biii The percentage of learners assessed as achieving Level 4 or above at the end of Key Stage 2, in English	IMP T	85.4%	88.0%	83.8%		Improved	Flintshire outcome of 88.0% in 2013 increased on 2012 outcome of 83.8%. Wales has increased from 85.2% in 2012 to 87.1% in 2013.
EDU/004 The percentage of learners achieving the Core Subject Indicator at Key Stage 3	IMP T	77.2%	80.0%	76%		Improved	Flintshire outcome of 80.0% in 2013 increased on 2012 outcome of 76.0%. Wales has increased from 72.5% in 2012 to 77.0% in 2013.
EDU/003 The percentage of learners achieving the Core Subject Indicator at Key Stage 2	IMP T & NSI	81.7%	85.0%	81.3%		Improved	Flintshire outcome of 85.0% in 2013 increased on 2012 outcome of 81.3%. Wales has increased from 82.6% in 2012 to 84.3% in 2013.
EDU/002i The percentage of all pupils (Including those in local authority care), in any local authority maintained School, aged 15 as at the preceding 31 August that leave	NSI & PAM	0.2%	0.72%	0.17%		Downturned	As, the number of young people involved is small, it only takes a few learners to make a large proportionate difference to this indicator. The thirteen young people involved have been identified




Indicator	NSI / Imp T (Note 1)	Annual Target 2013/14 (Summer 2013)	2013/14 Outturn (Summer 2013)	2012/13 Outturn (Summer 2012)	RAG	Change e.g. Improved / Downturned (Note 2)	Commentary
compulsory education, training or work based learning without an approved exter.							and the factor they share in common is an inability/unwillingness to engage with the opportunities offered by school or services provided through Inclusion, including the PPRU. Figures could be affected in this year by the inclusion of learners who were targeted for pre 16 course at the college on PPRU roll, this was not the case in all previous years. One learner was withdrawn from service to be elective home educated and should not have been counted.
EDU 002ii The percentage of pupils in local authority care in any local authority maintained School, aged 15 as at the preceding 31 August that leave compulsory education, training or work based learning without an approved external qualification.	NSI & IMP	0.00%	0.00%	0.00%		Maintained	






Indicator	NSI / Imp T (Note 1)	Annual Target 2013/14 (Summer 2013)	2013/14 Outturn (Summer 2013)	2012/13 Outturn (Summer 2012)	RAG	Change e.g. Improved / Downturned (Note 2)	Commentary
EDU 003 The percentage of pupils assessed at the end of Key Stage 2, in Schools maintained by the local authority, achieving the Core Subject Indicator, as determined by Teacher Assessment.	NSI, PAM & IMP	81.70%	85.00%	81.3%		Improved	
EDU 004 The percentage of pupils assessed at the end of Key Stage 3, in Schools maintained by the local authority, achieving the Core Subject Indicator, as determined by Teacher Assessment	PAM & IMP	77.20%	79.99%	76.02%		Improved	
EDU 006ii The percentage of pupils assessed, in schools maintained by the local authority, receiving a Teacher Assessment in Welsh (first language) at the end of Key Stage 3.	NSI	Not Set	5.70%	4.64%	N/A	N/A	

Indicator	NSI / Imp T (Note 1)	Annual Target 2013/14 (Summer 2013)	2013/14 Outturn (Summer 2013)	2012/13 Outturn (Summer 2012)	RAG	Change e.g. Improved / Downturned (Note 2)	Commentary
EDU 011 The average point score for pupils aged 15 at the preceding 31 Aug, in schools maintained by the local authority	NSI PAM & IMP	496.00	526.73	509.03		Improved	
EDU 015a The percentage of final statements of special education need issued within 26 weeks including exceptions	NSI	100%	92.31%	90.77%		Improved	
EDU 015b The percentage of final statements of special education need issued within 26 weeks excluding exceptions	NSI	100%	100%	100%		Maintained	
EDU 016a The percentage of pupil attendance in primary schools	PAM	94.60%	94.16%	94.54%		Downturned	
EDU 016b The percentage of pupil attendance in secondary schools	PAM	93.30%	93.33%	93.05%		Improved	

Indicator	NSI / Imp T (Note 1)	Annual Target 2013/14 (Summer 2013)	2013/14 Outturn (Summer 2013)	2012/13 Outturn (Summer 2012)	RAG	Change e.g. Improved / Downturned (Note 2)	Commentary
EDU 017 The percentage of pupils aged 15 at the preceding 31st August, in schools maintained by the local authority who achieved the Level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics.	NSI & IMP	62.80%	62.15%	59.6%		Improved	
EDULM11L Decrease the percentage of learners who are NEET (Yr11)	LOCAL & IMP	2.20%	3.6%	2.3%		Downturned	
EDULM1L Percentage of learners achieving the Core Subject Indicator at Key Stage 4	LOCAL & IMP	62.30%	59%	57.6%		Improved	
EDULM2L Percentage of learners achieving the Level 1 threshold.	LOCAL & IMP	96.70%	94.3%	95.6%		Downturned	
EDULM3L Capped Point Score - Improve performance of cohort of learners entitled to Free School Meals (FSM) to reduce the gap in performance of FSM and non FSM learners.	LOCAL & IMP	319.30	293	267.8		Improved	

Indicator	NSI / Imp T (Note 1)	Annual Target 2013/14 (Summer 2013)	2013/14 Outturn (Summer 2013)	2012/13 Outturn (Summer 2012)	RAG	Change e.g. Improved / Downturned (Note 2)	Commentary
EDULM3L Level 1 threshold - Improve performance of cohort of learners entitled to Free School Meals (FSM) to reduce the gap in performance of FSM and non FSM learners.	LOCAL & IMP	93.80	91.2	89.5		Improved	
EDULM3L Level 2 threshold – Improve performance of cohort of learners entitled to FSM to reduce gap in performance of FSM and non FSM learners.	LOCAL & IMP	48.00	35.7	26		Improved	
EDULM4L KS2 - Improve outcomes achieved by boys for CSI at each Key Stage (Level 2 threshold including English/Welsh and Maths at Key Stage 4.	LOCAL & IMP	78.10	83	77.6		Improved	
EDULM4L KS3 - Improve outcomes achieved by boys for CSI at each Key Stage (Level 2 threshold including English/Welsh and Maths at Key Stage 4.	LOCAL & IMP	75.00	75.4	73.7		Improved	

Indicator	NSI / Imp T (Note 1)	Annual Target 2013/14 (Summer 2013)	2013/14 Outturn (Summer 2013)	2012/13 Outturn (Summer 2012)	RAG	Change e.g. Improved / Downturned (Note 2)	Commentary
EDULM4L KS4 -Improve outcomes achieved by boys for CSI at each Key Stage (Level 2 threshold including English/Welsh and Maths at Key Stage 4.	LOCAL & IMP	61.00	56.90	55		Improved	
EDULM5aL KS2 - Improve outcomes in Mathematics	LOCAL & IMP	86.00	88.2	86.3		Improved	
EDULM5aL KS3 - Improve outcomes in Mathematics.	LOCAL & IMP	85.10	86.5	83.9		Improved	
EDULM5aL KS4 - Improve outcomes in Mathematics.	LOCAL & IMP	71.50	68.5	69.4		Downturned	
EDULM5bL KS2 - Improve outcomes in English.	LOCAL & IMP	85.40	88	83.8		Improved	
EDULM5bL KS3 - Improve outcomes in English.	LOCAL & IMP	84.70	85.8	83.1		Improved	

Indicator	NSI / Imp T (Note 1)	Annual Target 2013/14 (Summer 2013)	2013/14 Outturn (Summer 2013)	2012/13 Outturn (Summer 2012)	RAG	Change e.g. Improved / Downturned (Note 2)	Commentary
EDULM5bL KS4 - Improve outcomes in English.	LOCAL & IMP	75.10	72.7	69.2		Improved	
EDULM5cL KS2 - Improve outcomes in Welsh (first language).	LOCAL & IMP	86.50	90	78.9		Improved	
EDULM5cL KS3 - Improve outcomes in Welsh (first language).	LOCAL & IMP	80.00	67.7	67.9		Downturned	
EDULM5cL KS4 - Improve outcomes in Welsh (first language) KS 3.	LOCAL & IMP	73.00	71.3	61.8		Improved	
EDULM6L Improvement of outcomes in Capped Points score, including increasing the proportion of A* and A grades.	LOCAL & IMP	339.50	337.1	336.8		Improved	
EDULM8aL The number of school days lost due to fixed term exclusions during the academic year in primary schools.	LOCAL & IMP	94.00	TBC	99.00	TBC	TBC	

Indicator	NSI / Imp T (Note 1)	Annual Target 2013/14 (Summer 2013)	2013/14 Outturn (Summer 2013)	2012/13 Outturn (Summer 2012)	RAG	Change e.g. Improved / Downturned (Note 2)	Commentary
EDULM8bL The number of school days lost due to fixed term exclusions during the academic year in secondary schools.	LOCAL & IMP	460.00	TBC	509.00	TBC	TBC	
EDULM9L FP - Reduce the frequency of fixed term exclusions of six days or more.	LOCAL & IMP	TBC	TBC	TBC	TBC	TBC	
EDULM9L KS2 - Reduce the frequency of fixed term exclusions of six days or more.	LOCAL & IMP	6.00	TBC	9.00	TBC	TBC	
EDULM9L KS3 - Reduce the frequency of fixed term exclusions of six days or more.	LOCAL & IMP	10.00	TBC	14.00	TBC	TBC	
EDULM9L KS4 - Reduce the frequency of fixed term exclusions of six days or more.	LOCAL & IMP	23.00	TBC	25.00	TBC	TBC	

WELSH LANGUAGE

<p>Welsh Language Skills Audit: Percentage complete</p>	<p>Not available</p>
<p>Please give narrative updates on the following questions:</p>	
<p>What is your capacity to deliver the following bilingual services ?</p> <ul style="list-style-type: none"> • Electronic Signatures bilingual? • Out of Office Messages bilingual? • Letters bilingual or in preferred language (preferred language recorded) 	<p>Schools Services has the capacity to deliver bilingual Electronic Signatures and Out of Office Messages.</p> <p>Schools Services does not have the ability to generate bilingual letters, or letters through the medium of Welsh where this is the preferred language, without access to the corporate translation service. Corporate communication from the service to schools in the form of letters are always sent in both languages.</p>
<p>Update on progress with ensuring that guidance e.g. email, bilingual answering of telephone calls, auto-signatures, disclaimers and out of office replies.</p>	<p>There has been a drive to increase the use of bilingualism and work continues to secure full compliance by September 2014.</p>
<p>What has been done to identify opportunities to encourage and</p>	<p>The Welsh in Education Strategic Plan is a key driver in promoting and delivering education services through the medium of Welsh. Through the partnership working of lead agencies, equality</p>

support others to adopt practices which promote equality between the Welsh and English languages and develop action plans?	is promoted for learners across Flintshire, e.g. the opening of the Welsh Medium Foundation Phase provision in Shotton in September 2014.
How is the Welsh Language Scheme integrated into your service planning?	Through service planning, consideration is given to the availability of training, services and provision through the medium of Welsh to support access. Where this facility is not available, other options are considered, e.g. staff training to develop Welsh Language skills, support from neighbouring LAs etc.

EQUALITY – please give narrative update – short paragraph only

What has been undertaken to meet the Strategic Equalities plan?	<p>Key Stage Assessments continue to show a trend of girls performing better than boys across the combined core indicators. The proportion of boys achieving the Foundation Phase Indicator increased from 75.2% in 2012 to 80.0% in 2013. However, the girls performance also increased and the gap between them was 8.9% in 2012 remained at 8.8% in 2013. At Key Stage 2 the proportion of boys achieving the Core Subject indicator increased from 77.6% in 2012 to 83.0% in 2013. Outcomes for girls improved from 85.0% in 2012 to 87.0% in 2013 so the gap between them reduced from 7.3% to 4.0%. At Key Stage 3 the proportion of boys achieving the Core Subject indicator increased from 73.7% in 2012 to 75.4% in 2013. Outcomes for girls improved from 78.4% in 2012 to 85.1% in 2013 so the gap between them increased from 4.8% to 9.7%. At Key Stage 4 the proportion of boys achieving the Core Subject indicator increased from 53.6% in 2012 to 53.7% in 2013. Outcomes for girls improved from 61.7% in 2012 to 64.2% in 2013, the best in Wales, so the gap between them increased from 8.1% to 10.5%. Schools continue to be focused on outcomes for boys and in 2013 Flintshire boys achieved 8.2% better than boys across Wales on this indicator at Key Stage 4.</p> <p>Outcomes achieved by the group of Flintshire learners entitled to Free School Meals at Key Stage 4 rose from 26.0% in 2012 to 35.7% in 2013. In this same period outcomes for this cohort of learners across Wales rose from 23.4% to 25.8%. This disadvantage group performed better than their counterparts across the country by 9.9%.</p> <p>Proportion of Flintshire 16 year olds identified as being Not in Education, Employment or Training</p>
---	---

	<p>(NEET) fell from 2.7% in 2011 to 2.3% in 2012. This was the second lowest figure in Wales but in 2013 3.6% of Flintshire 16 year olds were recorded as being NEET at the end of October. The 14-19 grant criteria for 2014-15 focuses on the Youth Engagement and Progression Framework and in particular the reduction of the number of 16 year olds Not In Education, Employment and Training (NEET). It will support:</p> <ul style="list-style-type: none"> • Personal Support Programme in Inclusion Service to re-introduce those already dis-engaged and in danger of becoming NEET • A programme of skills development for 14-16 year old learners who have dis-engaged from mainstream schools, delivered at Coleg Cambria • A pilot programme of activities designed to engage, build confidence, fitness, self discipline and motivation to work effectively in a team, targeting young people identified as likely to disengage from learning in school, aiming to ensure they maintain their school place and make the best of the learning opportunities provided. <p>Outcomes achieved by learners identified as being “Looked After Children” (LAC) show a general trend of improvement with the average wider points score increasing from 106 in 2011 to 147 in 2013. Flintshire outcomes remain comparatively lower than the majority of other LAs in Wales however the number of learners is small and an Officer group is investigating whether the Flintshire cohort is representative of the LAC cohort across Wales.</p>
<p>Please list E impact assessments' undertaken and dates completed.</p> <p>Were any actions undertaken to reduce impact as a result of the EIA?</p>	<p>As part of the Value for Money work streams identified within Schools Services, Equality Impact Assessment screening documents have been completed.</p> <p>No further activity was required.</p>
<p>Please list the systems in place in your area to monitor the diversity of customers.</p> <p>Please give an example of how monitoring data has been used to</p>	<p>English as an Additional Language & Gypsy /Traveller services hold information in relation to ethnicity, first language and English language competency to support service allocation for all ethnic minority pupils across Flintshire Schools</p> <p>This information is used bi-annually to allocate additional teaching support, advice to schools and outreach work / liaison with parents.</p>

<p>improve services or identify and reduce barriers to accessing services within your area of responsibility.</p> <p>Have you put in place any initiatives to capture equal monitoring data so that you are able to better understand the profile of your customers?</p>	<p>No</p>
<p>Please give an example of how the Translation and Interpretation facilities for different languages and formats have been promoted to customers within you area of responsibility.</p>	<p>This service is promoted regularly via officers and specialist staff through meetings, posters in public areas and schools, Moodle and service information documents.</p>
<p>Do you have any examples of initiative to promote equality, eliminate discrimination and promote good community relations?</p>	<p>Inclusion Service provides targeted support for learners (and families) with identified characteristics which may link to discrimination, e.g. Gypsy Traveller, Autistic Spectrum Condition, Sensory impairments etc.</p> <p>Activities and events are organised to support community relation, e.g. Show Racism the Red Card workshops, Diversity lessons for pupils, RespectFest, collaborative activities with partners such as Barnados (One Community - family support groups), displays, activities and competitions around Gypsy Traveller History month etc.</p>