

**The Forum Centre  
LOCAL MANAGEMENT COMMITTEE – FULL BOARD**

**Minutes of the meeting**

**Wednesday 24 January 2024**

**Present:**

Kim Rickford, Headteacher, The Forum Centre  
Guy Godmon, The Forum Centre  
Mark Lawson, Locality Lead, East  
Phil Gavin, Christchurch LC  
Kieren Hasler, Lytchett Minster School  
Thyrza Pickering, Education Challenge Lead  
Claire Lock, Ferndown Upper  
Rachel Stevens, Purbeck  
Alison Walter, Parent  
Jess Roebuck, Deputy Head, TFC  
Jo Herald, Teacher, Arts Award  
Sandra de Montagnac

*Staff Representative*  
*Staff Representative*  
*Community Member/ Chair/SG*  
*Community Member/H&S*  
*Community Member/Chair of Finance*  
*Local Authority/Wellbeing*  
*Community Member*  
*Community Member*  
*Parent governor*  
*Guest*  
*Guest*  
*Clerk to the Committee*

1.	<p><b>Apologies</b></p> <p>Mark Willis, Queen Elizabeth’s School Laura Howieson, Wimborne Academy Trust Niall Clinton, The Blandford School</p>	<p><i>Community Member/Chair T&amp;L/Careers</i> <i>Community Member/Vice Chair</i> <i>Community Member</i></p>
2.	<p><b>Minutes of the previous meeting:</b></p> <p>The minutes of the previous meeting held on 26 September 2023 were agreed as accurate and signed by the Chair.</p>	
3.	<p><b>Matters arising:</b></p> <p>Rachel Stevens, representative for Purbeck School and Alison Walter, parent governor has joined the Management Committee, a vote took place and was unanimous in support of both new members.</p>	
4.	<p><b>Action Log:</b></p> <p>Actions from the meeting in September were carried out and approved by the board:</p> <ol style="list-style-type: none"> <li>1. add the referral category to the EHCP list.</li> <li>2. correct typo in exam 2020 data</li> <li>3. clerk to circulate OT report with the minutes.</li> <li>4. share ECLs reports with governors.</li> </ol>	

5.	<p><b>Any Other Business:</b>  <b>Business interests:</b></p> <ul style="list-style-type: none"> <li>• Register of Business Interest / Data Information – no changes</li> </ul>
6.	<p><b>Presentation of HT report:</b>  <b>Pupils on roll:</b></p> <p>There were 64 students on roll at the beginning of the spring term with 8 referrals in progress, bringing the total to 72 with only 66 funded places. The number of medical referrals has increased and many of these are exhibiting as internalised behaviour rather than SEMH needs.</p> <p>There are 16 short term places referred through the DR process but a number of these require an EHCP assessment which TFC will need to process therefore are not a quick turn-around.</p> <p>KR will be working with LA around how to manage these referrals going forward and the different aspects of SEMH.</p> <p>TFC currently have an Outreach teacher going into the home to make initial contact/form good relationships and facilitate re-engagement work. TFC have now introduced an after school tuition programme for the young people who are struggling to attend during the school day, alongside a medical group, long term SEMH referrals and PEX students that are attending during the normal school day. KR explained that the groups require variable types of provision and there is a lot to manage in a small setting.</p> <p>KR attended the DASH meeting recently and the outcome was the need for short stay early intervention. Unfortunately, there is no capacity in the LCs to provide this support at present, therefore children are struggling in school for long periods of time and their attendance drops. When they are referred to a LC it is very difficult to re-engage the YP with a formal curriculum. KR felt that there is potential for short term referrals to be successful as long the children can access a mainstream curriculum.</p> <p>A number of places are occupied by children who would fit the profile for a specialist setting but there are no places currently available therefore these young people will remain on the LC roll occupying places that schools could utilise. Conversations are happening to see how this can be moved along. KR explained that she would like to build a team before the new school opens in September 2025 and is looking at other sites in the interim period so that all 56 places will be available to schools as soon as the site is open. KR is in discussions with the LA regarding funding for additional places in the short term and gradually decrease numbers thereafter.</p> <p><b>One governor queried how many pupils the Outreach teacher is supporting?</b> KR stated that the work going on has been very successful and we are seeing young people who were previously not engaging with any learning are now starting to come in to the Centre and working towards their GCSEs. However, there are too many pupils for one teacher to support and she is hoping that the LA will commit to the programme for 3 years in order to employ more staff and resources to support the amount of referrals coming through.</p>

*Mark Lawson*

**Attendance:**

Attendance is impacted by the number of pupils with emotional based school avoidance. Attendance in this category of pupil stands between 0% to a maximum of just under 50%. KR felt that it was unrealistic to expect these young people who have been out of education for long periods to achieve over 80% attendance and has been working with SEN regarding a way to separate the data in order to avoid impacting overall attendance figures.

Attendance figures rise to 86% when EBSA data is removed from the calculations, a vast improvement compared to 56% attendance at the point of referral.

**EBSA (Emotionally Based School Avoidance):** KR stated that the Centre continues to develop work with pupils that have been out of education for a long time. The EP has been invited in to deliver some training with the staff and KR offered to share some excellent resources with the governors.

**Attendance in vulnerability groups:**

CiC attendance is slightly lower than in previous years. There are 6 CiC pupils currently on roll and attendance is excellent with the exception of one child with health issues that has affected his normal 100% and all CiC pupils are attending and are well supported.

CP and CIN numbers are consistent with previous data. Pupil Premium stands at 50% of the cohort, again, consistent with previous data. There were two days lost to suspensions, KR explained that normal practise is to do restorative work with the child, parents and sometimes by other professionals, to modify behaviour and to re-establish good relationships between staff and pupils.

**Suspensions:**

Suspensions are necessary on occasions where health and safety is being compromised, but these are minimal. Last year's data indicates that there were 7 days lost to suspensions; no suspensions have been recorded this term so far.

**CiC Progress and Academic data:**

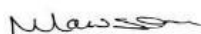
KR talked about all the children in care; full report on each pupil was shared in the Headteacher report. KR explained that it is taking up to a term and a half for transition work to begin for pupils who are transitioning to a new setting; one pupil who was planned to start transition work in January is now delayed until the summer term. All pupils are well supported by TFC staff and those in Y11 are supported by the Careers Advisor around their post 16 choices. KR stated that there is another Designated Teacher on site and she has taken on the responsibilities of the PEP meetings.

**EHCP:**

There are currently 32 pupils with an EHCP or one in progress, 17 were referred under a different category then consulted and placed into resourced provision. Careful consideration is given to all consultations to ensure that the correct setting is identified.



	<p><b>Centre news:</b></p> <p><b>Starters from September:</b> one agency TA now has a permanent position following a successful interview last year and has settled well in KS3.</p> <p><b>Staff leavers:</b> one teacher resigned at the end of the autumn term due to personal reasons. A KS3 teacher has been appointed to fill the vacancy and will start towards the end of the spring term.</p> <p>KR stated that she would like to appoint additional staff in order to free some staff to support the outreach work which has become unmanageable for one person.</p> <p>One unqualified teacher has now achieved NQT status from 01 January 2024.</p> <p>One teacher has achieved an MSc in Education Leadership &amp; Management and Level 7 apprenticeship in Senior Leadership</p> <p>One TA will start his QTS training in maths from September 24.</p> <p><b>Staff training:</b> details of staff training during the autumn term was included in the Headteacher report.</p> <p><b>Student Achievements:</b></p> <p>KR was pleased to report that 14 pupils were entered for their FS exams and 12 passed; two were absent on the day. One pupil has been entered for level 2. The pupils that have passed have been entered for level 2 and pupils that weren't ready last term will be entered for level one.</p> <p><b>Re-integrations:</b> 6 pupils transitioned back to mainstream and special schools.</p> <p><b>Inventory purchases:</b> details in the HT report.</p>
9.	<p><b>Review progress of Centre Improvement Plan priorities:</b></p> <p>KR stated that there has been good progress in the most areas and fully achieved in several areas across the plan. Staff have undergone EKLAN (Speech and Language) training to support those pupils with S&amp;L needs stated in their EHCP. However, there are some issues around the level of language used that pupils are not able to access easily. Further training is required for the staff to support the neuro diverse group of pupils.</p> <p>Reading across the school: LEXIA has been successful in KS2 and 3 but has not been as successful in the KS4 group. One governor offered to share some other literacy options that they are currently using. KR reported that a lot of the pupils respond well to be read to by the teacher.</p> <p>The Occupational Therapist has been working with staff to implement strategies within the classroom and has had a positive impact on the pupils; this has highlighted sensory needs that may have been missed previously. Sensory targets have been written in to the PM</p>



	<p>system and every member of staff has a target to improve the quality of/and meeting sensory needs.</p> <p>SG is investing a lot of time in work related learning. A number of pupils are interested and attending work experience although often it only lasts for a few weeks before a pupil decides it isn't suitable.</p> <p>Protected characteristics; a lot of work has been going on in this area to improve the way staff work with different groups of children. The Space Youth Project visited last term to deliver awareness training for staff to support young people who identify as LGBT+</p> <p>Relational Practice; KR has amended the policy and delivered training to staff, a further training session will take place before half term.</p> <p>Attendance; regular meetings are taking place and clear targets and outcomes are set up to address the more persistent absentees.</p> <p>Performance Management; KR stated that the Centre is no longer using FILIO, instead the staff have developed an in-house system which is running smoothly.</p> <p>Plans for new premises have been signed off and moving ahead on schedule, although currently, slightly over budget.</p>
10.	<p><b>Finance update:</b> Place numbers are now at capacity and the Centre is heading towards a small surplus by the end of the year. There are monies outstanding from the LA for some of the re-engagement places.</p> <p>Discussion took place around the possibility of mainstream schools running an outreach programme in their setting, as there are already too many referrals for after school places for TFC to manage. The community governors expressed that they would be interested although associated costs such as travel would need to be considered. All agreed that it would be a good model to re-engage EBSA pupils and also pupils that are struggling during the school day. KR will raise the possibility with the LA when she meets with them next week.</p>
	<p><b>CPD Update:</b> MAYBO training takes place annually for a small group of key staff. The Centre uses a therapeutic approach to behaviour, however, for more serious incidents, KR explained that it is more effective to have a limited number of staff that can be called upon to support pupils if the need arises.</p> <p><b>SELF:</b> ROH talked about SELF lessons across the school. The Centre is using the PHSE Association's guidance/programme and resources to put together a thematic approach to PHSE and RSE,</p>

*Mark Lawson*

	<p>from primary up to Y11. The curriculum is divided into 3 subject areas; relationships, living in the wider world and health and wellbeing. All years will be studying the same topic progressively throughout the school. The programme has been well received by the pupils who seem more comfortable to discuss areas of concern in a small group with their keyworker. ROH is planning learning walks, book scrutinies and an audit for staff to complete around any areas that need improvement.</p>
11.	<p><b>Safeguarding update:</b> A full safeguarding report is shared with governors at the Teaching and Learning/Safeguarding Committee, this was held in December 2023.</p> <p>SG stated that she has completed the Safeguarding Audit and awaiting feedback.</p> <p>There are currently 9 children on CIN Plans and 2 on Child Protection, SG Attends all the CIN and CP meetings and continues to offer support emotionally for a number of pupils on a daily basis.</p> <p>Safeguarding update training took place in December and SG regularly sends out reminders and guidance for recording any concerns on Myconcern and Behaviourwatch.</p>
	<p><b>Careers Update:</b> There are no major updates since the meeting in December. Pupils are supported well by SG and the careers advisor, Penny, who visits the Centre every Monday. The Y11s are showing a greater interest in work experience and college.</p> <p><b>One governor raised that the cohort at TFC is much bigger and more complex and felt that additional support is required to support SG around safeguarding and careers?</b> Discussions were had regarding appointing additional staff with the view to expanding the team in preparation for the new site. SG suggested that it would be easier to hand over the careers work, all agreed that this would work better to maintain continuity within these areas.</p>
12.	<p><b>Policies for review:</b></p> <ul style="list-style-type: none"> <li>• TFC pay policy (Teaching staff and Support staff) 2023-2024</li> <li>• One to One and Home Tuition Policy</li> <li>• Remote Learning Policy</li> </ul> <p><b>ACTION:</b> The clerk will attach the 'Reintegration' plan to the 'Home Tuition/One to One' policy and send out to governors.</p>
16.	<p><b>Date of next meetings:</b> Finance/Health and Safety: Wednesday 21<sup>st</sup> February at 2.30pm Teaching and Learning/ Safeguarding: Wednesday 20<sup>th</sup> March at 2.30pm Full Board: Wednesday 8<sup>th</sup> May 2024 at 2.30pm</p>