

## **Effective LA management of Every Child a Reader and Every Child Counts**

### **Where there is effective management:**

- Steering arrangements promote wide ownership of ECaR & ECC amongst LA teams and schools.
- The programmes are well integrated into other local authority Primary and inclusion work, and all relevant LA teams briefed.
- The LA supports headteachers and SMTs in managing ECaR & ECC effectively.
- The LA promotes strategies that will enable transfer of the child's learning from classroom to intensive support teaching and vice versa.
- ECaR & ECC are seen as a school improvement strategy that can impact on all children, rather than just an intervention; the LA promotes the wider involvement of the intensive support teacher in raising standards in the school.
- The LA 'contracts' clearly with schools, for example making clear to schools the importance of not pulling intensive support teachers off for other duties.
- The LA promotes the importance of involving parents.

### **Other things to think about:**

Has improving the quality of literacy and numeracy intervention been defined as a strategic priority for the local authority linked to its identified issues e.g. KS1 standards, social class attainment gap, high levels of social exclusion in particular communities? Is there high-level and overt support for Every Child a Reader and Every Child Counts – for example:

- Are the programmes included in LA strategic plans?
- Has the interest of elected members been secured?
- Will members and senior staff visit schools to see the programme in action?
- Will results be reported regularly to Assistant Director and Director level and to members?
- Is there a good communications strategy ready to disseminate information about the impact of the programme?

Has there been any strategic planning about how to harness funding sources such as regeneration, or how to influence schools' own choices for spending their personalisation and delegated SEN funding?

Is there a clear model that identifies, on the basis of FSP data, where the children indicated to achieve W/low Level 1 at the end of KS1 are, and allocates funding accordingly (schools with very high numbers who may need 2 intensive support teachers, schools needing 1 teacher, schools with low numbers who may need access to a shared teacher in their extended schools or other cluster)?

Is the LA thinking about maintenance of children's gains after they have exited the programme?