Cabinet
Agenda

Thursday 11 April 2019

The Cabinet will meet at SHIRE HALL, WARWICK on Thursday 11 April 2019 at 13.45.

Please note that this meeting will be filmed for live broadcast on the internet and can be viewed on line at warwickshire.public-i.tv. By entering the meeting room and using the public seating area you are consenting to being filmed. All recording will be undertaken in accordance with the Council's Standing Orders.

The agenda will be:

1. General

   1) Apologies for Absence

   2) Members' Disclosures of Pecuniary and Non-Pecuniary Interests

   Members are required to register their disclosable pecuniary interests within 28 days of their election of appointment to the Council. A member attending a meeting where a matter arises in which s/he has a disclosable pecuniary interest must (unless s/he has a dispensation):

- Declare the interest <u>if s/he has not already registered it</u>
- Not participate in any discussion or vote
- Must leave the meeting room until the matter has been dealt with.
- Give written notice of any unregistered interest to the Monitoring Officer within 28 days of the meeting

   Non-pecuniary interests must still be declared in accordance with the Code of Conduct. These should be declared at the commencement of the meeting.

  3) Minutes of the meeting held on the 7 March 2019

   To approve the minutes of the meeting held on 7 March 2019.

  4) Public Speaking

   To note any requests to speak in accordance with the Council's Public Speaking Scheme (see footnote to this agenda).

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2. **2019/2020 Service Estimates**

It is important that Members retain an overview of the Council's financial plans and are able to ensure that resources are allocated as intended when the Council's overall budget was approved on 7 February 2019. Therefore, this report also identifies and seeks approval for any changes in the allocations since the budget was set.

Cabinet Portfolio Holder: Councillor Peter Butlin

3. **Council Investment Funds – Criteria for the Allocation of Resources**

The 2019/20 Revenue Budget Resolution approved by Full Council on 7 February 2019 included a funding package for two new funds; an Early Intervention, Prevention and Community Capacity Fund and a Children's Transformation Fund. This report concerns the criteria by which those funds will be allocated.

Cabinet Portfolio Holder: Councillor Peter Butlin

4. **Education (Schools) Capital Programme 2019/20 and Approval of Statutory Proposals**

This report recommends proposals for allocating resources in the Education (Schools) Capital Programme to specific projects. In addition, it recommends a change in the age range of Newdigate Primary and Nursery from 3-11 to 4-11 from September 2019.

Cabinet Portfolio Holder: Councillor Colin Hayfield

5. **SEND and Inclusion Strategy 2019 - 2023**

The Special Education Needs and Disability (SEND) and Inclusion Strategy 2019-2023 builds upon the Vulnerable Learners Strategy 2015 – 2018. It is a key document for setting the direction of commissioning for SEND locally and for local area inspection by Ofsted. This report seeks Cabinet approval of the strategy.

Cabinet Portfolio Holder: Councillor Colin Hayfield

6. **On Street Parking Pricing Review and Changes to Virtual Permitting Scheme**

This report seeks approval to changes to on-street parking charges and the introduction of a revised virtual permit scheme.

Cabinet Portfolio Holder: Councillor Jeff Clarke

7. **Building Acquisition Nuneaton**

   A public report concerning the County Council's support for the acquisition of the Co-operative Building in Nuneaton.

   Cabinet Portfolio Holders: Councillor Izzi Seccombe and Councillor Peter Butlin

8. **Any Urgent Items**

   Any other items the Chair considers are urgent

9. **Reports Containing Confidential or Exempt Information**

   To consider passing the following resolution:

   'That members of the public be excluded from the meeting for the items mentioned below on the grounds that their presence would involve the disclosure of exempt information as defined in paragraph 3 of Part 1 of Schedule 12A of the Local Government Act 1972'.

10. **Building Acquisition Nuneaton**

    An exempt and expanded version of the report concerning the County Council's support for the acquisition of the Co-operative Building in Nuneaton.

    Cabinet Portfolio Holders: Councillor Izzi Seccombe and Councillor Peter Butlin

Monica Fogarty
Chief Executive
Warwickshire County Council
April 2019

Cabinet Membership and Portfolio Responsibilities

Councillor Izzi Seccombe OBE **(Leader of the Council and Chair of Cabinet)**
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Councillor Peter Butlin **(Deputy Leader, Finance and Property)**
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Councillor Les Caborn **(Adult Social Care and Health)**
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Councillor Jeff Clarke **(Transport & Planning)**
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Councillor Andy Crump **(Fire & Rescue and Community Safety)**
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Councillor Colin Hayfield **(Education and Learning)**
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Councillor Kam Kaur **(Customer and Transformation)**
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Councillor Jeff Morgan **(Children's Services)**
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Councillor David Reilly **(Environment and Heritage & Culture)**
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Non-voting Invitees -

Councillor Jerry Roodhouse **(Leader of the Liberal Democrat Group),**
cllrroodhouse@warwickshire.gov.uk

Councillor Richard Chattaway **(Leader of the Labour Group)**
cllrchattaway@warwickshire.gov.uk

or their representatives.

Public Speaking

Any member of the public who is resident or who works in Warwickshire may speak at the meeting for up to three minutes on any item on the agenda for this meeting. This can be in the form of a statement or a question. If you wish to speak please notify Paul Williams (see below) in writing at least two clear working days before the meeting. You should give your name and address and the subject upon which you wish to speak. Full details of the public speaking scheme are set out in the Council's Standing Orders (Standing Order 34).

General Enquiries: Please contact Paul Williams, Democratic Services Team Leader

Tel 01926 418196 or email: paulwilliamscl@warwickshire.gov.uk

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All public papers are available at www.warwickshire.gov.uk/cmis

00 Agenda Cab 19.04.11

Minutes of the meeting of the Cabinet
held on 7 March 2019

Present:

Cabinet Members:

Councillors	Izzi Seccombe OBE	Leader of Council and Chair of Cabinet
	Peter Butlin	Deputy Leader (Finance and Property)
	Les Caborn	Adult Social Care & Health
	Jeff Clarke	Transport & Planning
	Andy Crump	Fire & Rescue and Community Safety
	Colin Hayfield	Education and Learning
	Jeff Morgan	Children's Services
	Dave Reilly	Environment and Heritage & Culture

Non-Voting Invitees:

Councillor Richard Chattaway   Leader of the Labour Group
Councillor Sarah Boad (attending for Councillor Jerry Roodhouse, Leader of the Liberal Democrat Group)

Other Councillors:

Councillors Judy Falp, Jenny Fradgley, Clare Golby, Keith Kondakor, Bill Olner, Dave Parsons, Wallace Redford, Kate Rolfe and Alan Webb

Public attendance:

12

1.   General

(1)   Apologies for absence

Councillor Kam Kaur - Portfolio Holder for Customer & Transformation
Councillor Jerry Roodhouse – Leader of the Liberal Democrat Group

(2)   Members' Disclosures of Pecuniary and Non-Pecuniary Interests

None

(3)   Minutes of the meeting held on 14 February 2019 and Matters Arising

The minutes for the meeting held on 14 February 2019 were agreed as an accurate record and signed by the Chair.

(4)   Public Speaking

Councillor Izzi Seccombe (Leader of the Council and Chair of Cabinet) welcomed four members of the public who wished to address Cabinet on matters pertaining to agenda item 2, "Approval to Submit Funding Bids to the Homes England Housing Infrastructure Fund".

Mr Richard Thomas made the following points:

- The Stratford South Western Relief Road (SWRR) will not be delivered and therefore nor will the Long Marston Garden Village. This will not please the government.

- For planning permission to be granted the Stratford on Avon District Council Core Strategy will need to be revised. The SWRR proposal is in contravention of at least eight paragraphs of the Core Strategy.

- An environmentally sustainable set of transport infrastructures with long term ambitions is required for Stratford-upon-Avon and Long Marston.

- Decision makers have not acted for two years. It is doubtful if either of the two alternatives can be delivered on time with 1300 residents and significant consultees watching closely.

- Warwickshire County Council should force a rethink of the scheme by not applying for the funding.

Mr Roger Hollerton stated:

- The proposal for improvements on the A5 and that for the SWRR are starkly contrasting. The A5 is an important transport corridor that is widely accepted to be in need of improvement. The SWRR is an unbuilt 3km road over a flood plain that would connect no strategic points in Stratford's road network. It is proposed by a developer, to be built by a civil engineering contractor with Warwickshire County Council as the client. It has already attracted significant opposition.

- The design life of the road is 100-150 years.

- Some elected members have privately declared that the proposed new road will have outlived its usefulness in a handful of years. This brings a reputational risk to the Council as it will be seen as a "white elephant".

- The report references "wider strategic aspirations for the A5". This would not apply to the SWRR.

- The County Council has sought to protect itself from risk and has an agreement with CALA Homes for a bond. In practice, however, no project is without cost growth and any contractor will be indifferent to any bond arrangement that might exist with CALA. Any doubts held by County Councillors should lead to the rejection of the proposal for the new road.

- The SWRR plugs a planning hole created by Stratford upon Avon District Council.

- Approval of the scheme will create a risk of the County Council's decision-making competence being called into question by central government.

Mr Lionel Whitehead stated:

- It is clear that inadequate risk management and contingency planning has not been ensured with this project to date.

- No robust risk assessments have been carried out to qualify the £130 million required for the SWRR.

- SDC & WCC should not be allowing developers to deliver road infrastructure that is linked to housing development, this doesn't give a balanced approach to solving problems and delivering the best outcomes.

- From day one CALA have submitted unrealistic cost assurances, hence you finding yourself in a position where additional funding is required because CALA's promise of a 'free road' that would only cost them £30 million to build, has now increased by 433% to £130 million.

- The £130million that this road is predicted to cost, is disproportionate and equivalent to each one of the 3,100 houses at Long Marston Airfield contributing £41,936 per house to generate the £130million required for the SWRR.

- Based on the average UK house price being £226,906, the £41,936 would be equivalent to 18.5% of this average house value.

- When evaluating cost-benefit rationalisation, for every pound invested what is the 'financial worth' of benefits verses this cost of £130 million. What evidence is there to demonstrate that SWRR represents good value for money when considering the extortionate escalating costs growing from £30 million to £130 million, far more than originally budgeted.

- Lack of commercial skills within the Council and lack of experience of managing major construction projects, such as the SWRR, from CALA has found WCC having to bailout CALA and SDC with their reckless, naïve approach.

- It is evident that the location of this proposed SWRR should have been aborted and reallocated to a more deliverable location years ago.

- Regardless of whether the SWRR is 'fit for purpose' or 'not', the Core Strategy is dependent on the SWRR being delivered, therefore the SWRR's value to the council is to protect the Core Strategy, this is not a reason to allow the SWRR development to be approved.

- This request for additional funding should be rejected so that a more effective, cost efficient, morally improved and robust joined up strategy can be implemented to truly address the traffic concerns of Stratford and its suburbs.

Councillor Molly Giles (Stratford on Avon District Council) observed:

- The proposal for the SWRR carries risks in terms of its delivery date and cost.

- The CALA Homes application is not in a state on which it can be consulted on with questions remaining over modelling assumptions used.

- Stratford on Avon District Council's Heritage Assessor has disputed CALA Homes' assertion that the route of the SWRR would not impact significantly on aspects of heritage. There is a general lack of credibility within the current proposals that will lead to delays in implementation.

- CALA Homes have not thoroughly considered mitigation measures which may lead to a significant increase in construction costs.

- Each house built at Long Marston will be required to contribute a significant sum to the building of the road which itself will bring little benefit to the town of Stratford upon Avon.

Councillor Izzi Seccombe thanked members of the public for their contributions and attendance.

2. Approval to Submit Funding Bids to the Homes England Housing Infrastructure Fund

Councillor Jeff Clarke (Portfolio Holder for Transport and Planning) introduced revised recommendations before summarising the key elements of the report. He emphasised that the proposals for the A5 and Stratford South Western Relief Road were based on Local Plans and on identified needs for housing. Any bid would be submitted on the basis that it carried no financial liability for the County Council.

Councillor Izzi Seccombe described the continuing need for improvements on the A5 and reminded Cabinet of the County Council's responsibility to ensure that the County's economy continues to thrive.

Councillor Jenny Fradgley expressed her concerns over the proposed route of the SWRR adding that she had originally been led to believe it would be remote from the SSSI. Councillor Fradgley was concerned over the increasing anticipated cost of the road and its visual impact. These views were supported by Councillor Kate Rolfe.

Councillor Keith Kondakor observed that any housing development should make provision for younger and older residents who are unlikely to need or desire to drive to work or other facilities. They require a good public transport system. The money being sought from the HIF could be used to support sustainable transport solutions

around the County. In addition, there is an increase in the number of empty houses in Warwickshire. This should be addressed before new ones are built.

Councillor Dave Parsons recognised the need for improvements on the A5 but expressed reservations over the link between the HIF bid and housing provision as set out in the North Warwickshire Borough Council Local Plan. Councillor Parsons was of the opinion that Highways England should pay for any enhancements on the A5.

Councillor Bill Olner expressed disappointment that having made an expression of interest in September 2017 the County Council had only two weeks to submit a bid. He stressed the need for attention to be given to the stretch of the A5 between the Hinckley Island and MIRA.

Councillor Dave Reilly expressed his support for both the proposals as set out in the report reminding Cabinet the Stratford on Avon District Core Strategy had been deemed to be sound by a government inspector.

Councillor Alan Webb noted that the HIF had been established to address developers' inability to fund major highway schemes. He asked what might happen if the construction of homes stalls and funds are no longer available from developers.

Councillor Richard Chattaway (Leader of the Labour Group) acknowledged the contentious nature of the SWRR scheme and noted that major capital schemes always come in over budget.

Councillor Peter Butlin (Deputy Leader – Finance and Property) emphasised to Cabinet that the matter before it was the submission of a bid for funding. Comments and concerns around either scheme would be noted and taken account of by Homes England in considering the bids. The County, he stated, needs housing and the HIF has been established to support schemes that are too large for S106 funding to support. If the bid for the SWRR fails, there is a chance that so too will the Stratford Local Plan. That in turn would lead to speculative development by builders.

Councillor Colin Hayfield (Portfolio Holder for Education and Learning) expressed his support for the A5 bid adding that the short timescale imposed on the Council was regrettable.

Councillor Izzi Seccombe stressed the need to support district and borough councils in the delivery of their local plans.

Resolved

1) That Cabinet approves the submission of the following funding bids to the Homes England Housing Infrastructure Fund (HIF), subject to sign off by the Strategic Director of Resources, Strategic Director of Communities and the Section 151 Officer and to the principle that the County will accept no cost or financial liability for the schemes:

- A5 Transport Corridor – North Warwickshire; and
- Stratford-upon-Avon South Western Relief Road

2) That, should the bids be successful, Cabinet requests a further report to confirm that this principle and other funding conditions have been achieved before any funding agreements are signed.

3. Allocation of 2019-20 Dedicated Schools Grant

In introducing the published report Councillor Peter Butlin emphasised particular pressures in the early years block and high needs block. Attention was drawn to recommendation 5 that requires a further report to Cabinet in April on the pressures on the high needs budget.

Councillor Sarah Boad affirmed the pressures schools are currently under regarding high needs pupils.

Councillor Keith Kondakor requested that in future reports tables setting out increases in pupil numbers provide an indication of geography by district and borough. He also drew the distinction around housing development bringing in the first instance a growth in primary school numbers followed by secondary school growth.

Councillor Colin Hayfield observed that the Council has little discretion on how the DSG is allocated. The report, he suggested, raised a number of questions around school finance, early years payment and pressures on high needs. These would be addressed at another time.

In response to a request from Councillor Chattaway it was agreed that the Children and Young People Overview and Scrutiny Committee be invited to review DSG allocations.

Resolved

That Cabinet:

1) Support the continued allocation of the Schools Block DSG, as outlined in Section 3, in line with the National Funding Formula for Schools;

2) Support the continuation of the current Early Years formula of a universal rate of £3.96 per hour and a deprivation rate of £0.53 per hour for eligible children for 2019/20 budget allocations for all early year providers;

3) Request that proposals from the Early Years Working Group in relation to the allocation of 2020/21 Early Years DSG are brought forward for consideration as part of the 2020/21 DSG budget setting process;

4) Approve the proposed allocation of the High Needs DSG budget for 2019/20, as set out in Section 5 and Appendix A of the report;

5) Request that a further report is brought to Cabinet in April 2019 on the pressures on the High Needs DSG budget and the detail of the plans for bringing the budget back into balance; and

6) Agree the proposals for allocating the Central School Services DSG budget, as set out in Section 6 and Appendix B, for 2019/20 that will go forward for approval by the Schools Forum on 14 March 2019.

4. **Capital Investment Fund 2018-19 Quarter 4 Report**

Councillor Peter Butlin introduced the report with Councillor Jeff Morgan (Portfolio Holder for Children's Services) expressing his support for all three schemes set out in it.

Regarding casualty reduction schemes Councillor Keith Kondakor suggested that it would be useful to know which other ones are being developed.

Members expressed their overall support for the three schemes. Regarding children's centres the meeting was informed that most of the enhancement work would be internal. They were referred to officers for more detail.

Resolved

That Cabinet:

1) Approve the allocation of £0.280m from the Capital Investment Fund to fund the adaptation of ten existing Children's Centres to Children and Family Centres and addition of the scheme to the Capital Programme at this value;

2) Approve the conditional allocation of £1.601m from the Capital Investment Fund to fund the current design of the Temple Hill/Lutterworth Road, Wolvey Casualty Reduction Scheme development and addition of the scheme to the capital programme at a total cost of £1.635m, with the remaining funding coming from Cllr Warwick's 2019/20 delegated budget. The allocation is conditional upon the outcomes of the consultation process and if this leads to cost increase or significant redesign a new Capital Investment Fund bid must be submitted and approved at the earliest opportunity, with the scheme halted until this is complete; and

3) Approve the allocation of £0.526m from the Capital Investment Fund to fund the purchase of replacement waste handling and compaction equipment at Household Waste and Recycling Centres (HWRCs) and addition of the scheme to the capital programme at a total cost of £0.726m, with remaining funding to come from the 2018/19 and 2019/20 HWRC maintenance programmes (£0.160m) and capital receipts from selling the equipment being replaced (£0.040m). The allocation is conditional on the outcome of a full leasing appraisal when costs are known with certainty to identify the approach offering the best value for money for the Council.

5. **Treasury Management Strategy**

Councillor Peter Butlin drew members' attention to a list of investments on page 2 adding that criteria for investment had been revised and tightened.

Resolved

That Cabinet recommends that:

1) the Treasury Management Strategy and Investment Strategy for 2019/20 (Appendix A-I of the report) be approved by County Council and their provisions have effect from 1st April 2019;

2) the County Council requires the Strategic Director of Resources to ensure that gross borrowing does not exceed the prudential level as specified in Appendix B of the report, taking into account current commitments, existing plans, and the proposals in the budget report;

3) the County Council delegate authority to the Joint Managing Director (Resources) to undertake all the activities listed in Appendix H of the report; and

4) the County Council requires the Joint Managing Director (Resources) to implement the Minimum Revenue Provision Policy as specified in Appendix I of the report.

6.   **Agency/Interim Staffing – Approval to Procure**

Following an introduction from Councillor Peter Butlin members agreed the published recommendations.

Resolved

That Cabinet authorises the Joint Managing Director (Resources) to:

1) Commence appropriate procurement processes for the provision of agency/interim staff; and

2) Enter into all relevant contracts for the provision of agency/interim staffing on terms and conditions acceptable to him.

7.   **Warwickshire Fire & Rescue Service Integrated Risk Management Plan Action Plan 2019-20**

Councillor Andy Crump (Portfolio Holder for Fire & Rescue and Community Safety) explained that the matter before Cabinet concerned consultation on the IRMP action plan. The IRMP and action plan had been considered by the cross-party Fire and Rescue Working Group.

Regarding the review of fire stations in the Nuneaton and Bedworth area Councillor Bill Olner observed that having a single such facility in the east of the borough may leave the west vulnerable. Councillor Olner suggested that two fire stations (one in the east and one in the west) would satisfy the requirement. In addition, Councillor

Olner asked that any consultation on fire stations be thorough and that it involve the district and borough councils.

Councillor Richard Chattaway expressed a general concern over the action plan whilst Councillor Kondakor suggested that the optimum location for a fire station may be in the middle of a town like Nuneaton. Councillor Clare Golby counselled against suggesting that fire stations would be closed. Nothing, she added, had been agreed.

Councillor Wallace Redford stated that it is important to ensure that effective plans are in place for the period during the construction of HS2. On the subject of HS2 Councillor Boad welcomed that the references in the action plan no longer confined themselves to north Warwickshire. HS2 she added will impact on the south of the county as well.

Members agreed that it was of paramount importance to locate equipment in the right place to reduce attendance times.

For clarification David Carter (Joint Managing Director for Resources) confirmed that Council would only need to review the action plan if it was not in accordance with the agreed IRMP.

Resolved

That Cabinet provide approval to consult upon the Warwickshire Fire & Rescue Service (WFRS) Integrated Risk Management Plan (IRMP) Action Plan 2019-20.

8. **Review of Section 75 Partnership Agreement for the Provision of Integrated Mental Health Services between Warwickshire County Council and Coventry & Warwickshire Partnership NHS Trust**

Following a brief introduction by Councillor Les Caborn (Portfolio Holder for Adult Social Care and Health) members agreed the published recommendations.

Resolved

That Cabinet:

1) Agrees to a further Partnership Agreement between Warwickshire County Council and Coventry and Warwickshire Partnership NHS Trust for the provision of integrated community mental health and social care services for a term of 3 years from 1st April 2019;

2) Authorises the Strategic Director for People Directorate to enter into the Agreement on terms and conditions acceptable to him and the Joint Managing Director (Resources); and

3) Expects that the partnership arrangements will be subject to a review at least one year prior to expiry of the Agreement.

9. **Constitutional Review – Contract Standing Order**

After an introduction by Councillor Peter Butlin Cabinet's attention was drawn to paragraph 2.3 of the report which set out the key changes to the Contract Standing Orders.

Resolved

That Cabinet recommend the revised Contract Standing Orders, as outlined in the appendix of the report, to Council for approval.

10. Any Urgent Items

None

The meeting rose at 15.20.

……………………………
Chair

Cabinet

11 April 2019

2019/20 Service Estimates

Recommendations

It is recommended that Cabinet:

(i)   Approve the detailed revenue budget, savings plan and capital programme for each of the authority's services set out in Appendices A to M.

(ii) Approve the adjustments to service budgets as a result of the realignment of budgets within and between directorates since the budget was set on 7 February 2019, as outlined in Section 3 and Appendix N.

1.0   Key Issues

1.1   The County Council is responsible for providing a wide range of services which involve spending significant amounts of both revenue and capital funds. To help ensure that these funds are used effectively, financial responsibilities are delegated to the most appropriate level.

1.2   The Council budget setting meeting on the 7 February 2019 agreed the financial plan for the authority for 2019/20, as well as approving the final year of the One Organisational Savings Plan for 2017-20.The purpose of this report is to seek agreement at a detailed level as to how each Service plans to use the resources allocated in 2019/20.

1.3   It is important that Members retain an overview of the Council's financial plans and are able to ensure that resources are allocated as intended when the Council's overall budget was approved on 7 February 2019. Therefore, this report also identifies and seeks approval for any changes in the allocations since the budget was set.

1.4   The figures will form the basis for financial monitoring in the quarterly One Organisational Plan Progress Reports throughout the forthcoming financial year. It is important as part of their governance role that Members understand and support any changes made to the budget during the year. Therefore,

Cabinet will receive an additional appendix in the quarterly OOP monitoring reports highlighting and explaining movements in budgets which exceed the lower of £0.500 million or 5% of the Service's net revenue budget. Given the on-going implementation of the transformation programmes and the new operating model there are expected to be more changes to budgets than in previous years. In particular, the budget structure in this report and its accompanying appendices has not been fully constructed on the commissioning/delivery basis at this point in time. This makes ensuring strong financial control arrangements more important than ever.

1.5   A number of team lines in Appendices A to M have zero budgets, the purpose of this is to show where these functions sit in the new organisational structure but acknowledges that further work is needed to calculate which budgets are in scope. Adjustments will be made during 2019/20 and reported quarterly to Cabinet.

2.0   Spending Power

2.1   Table 1 provides a summary of the available resources to each Service and the savings it is required to deliver in 2019/20. In considering the savings figures it should be noted that the level of savings shown in the table is only those to be delivered in 2019/20. Service budgets have already been reduced on an on-going basis by £42.393 million for savings delivered in OOP 2017-20 so far. By March 2020 the council plans to have delivered savings of £56.614 million as part of OOP 2017-20. As the savings for the 2017-2020 Medium Term Financial Plan are spread over three years the distribution when looking at an individual year in isolation may appear uneven.

2.2   A more detailed breakdown of the net revenue spend (direct cost less income), capital programme and savings plan by each service is shown in Appendices A to M. It is these figures that will form the starting point for the financial monitoring element of the quarterly One Organisational Plan Progress Reports in 2019/20.

2.3   Other Services planned capital spend of £55.008 million is the level of the Capital Investment Fund available for allocation in 2019/20. £38.683 million of this is notionally set aside for the named priority schemes, such as Transforming Nuneaton, pending the completion and approval of business cases with a further £16.325 million for new schemes. The £55.008 million is £5.044 million lower than the figure included in the 2019/20 budget resolution. This is because schemes for Rugby Parkway, casualty reduction, the refurbishment of children's centres and equipment for household waste recycling centres have been approved in the interim.

Table 1: Summary of 2019/20 Spending Power and Savings Plan by Service		Net Revenue Spend	Savings Plan	Capital Spend
App.	Service	£M	£M	£M
	Communities Directorate			
A	• Education Services	110.971	0.156	51.346
B	• Environment Services	21.977	1.347	67.838
C	• Fire & Rescue	20.370	0.369	5.241
D	• Strategic Commissioner for Communities	25.615	0.399	19.125
	People Directorate			
E	• Adult Social Care	152.761	2.240	3.350
F	• Children & Families	56.311	4.930	0.474
G	• Strategic Commissioner for People	33.018	2.820	0.657
	Resources Directorate			
H	• Business and Customer Services	11.071	0.125	0.024
I	• Commissioning Support Unit	3.228	0.150	0.692
J	• Enabling Services	20.584	0.735	19.408
K	• Finance & ICT	4.450	0.095	0
L	• Governance & Policy	2.559	0.855	7.470
M	**Other Services**	(159.301)	0	55.008
	Total	303.614	14.221	230.633

3.0   Changes in Revenue Spend and Resourcing

3.1   Appendix N to the report outlines the changes to the revenue budget since it was set on 7 February 2019. These changes generally reflect technical adjustments and changes in responsibilities but for 2019/20 also represent further changes resulting from the Doing Things Better organisational restructure. As and when the structure is finalised, the budgets will be updated accordingly.

3.2   Numerous structural changes have taken place within Communities Directorate, primarily from Environment Services to Strategic Commissioner for Communities Directorate, including transfers of £19.080 million for Waste Management, £1.664 million for Transport & Highways and £2.385 million for Road Safety & Traffic Projects. Some smaller budget movements have been made from Strategic Commissioner for Communities Directorate to Environment Services including Planning, Development & Flood Risk (£0.546

million), Domestic Abuse (£0.690 million) and Community Safety (£0.366 million).

3.3 One large transfer has taken place from People Directorate into Communities Directorate to move of SEND and Inclusion budgets totalling £6.648 million from Children & Families to Education Services to align these budgets with other education functions.

3.4 Another large transfer has been made from Communities Directorate to Resources Directorate for the £2.638 million movement of Localities and Partnerships team from the Strategic Commissioner for Communities Directorate to Business & Customer Services.

3.5 Members are asked to approve these changes as summarised in Appendix N.

4.0 Type of Spend

4.1 Our spending on services funded from council tax (including the Adult Social Care Precept), and reserves in 2019/20 is planned to be £303.6 million. However, this net figure includes £315.7 million of income. Of this, £153.7 million is from government grants, £67.8 million is from business rates and £1.5 million is additional council tax from previous years. The remaining £92.7 million comes mainly from other grants and contributions, fees and charges, and interest.

4.2 The gross spend of the authority on services in 2019/20 is therefore forecast to be £619.3 million. This compares to a gross spend figure of £579.2 million in 2018/19. The main reasons for the increase of £40.1 million are funding for inflation and additional spending pressures allocated to services at February budget.

4.3 Chart 1 shows a breakdown of the gross revenue budget by type of expenditure (Excluding Schools):

Financing and Leasing, 4%
Employees, 27%
Premises, 3%
Supplies & Services and Other Running Costs, 15%
Third Party Payments, 51%
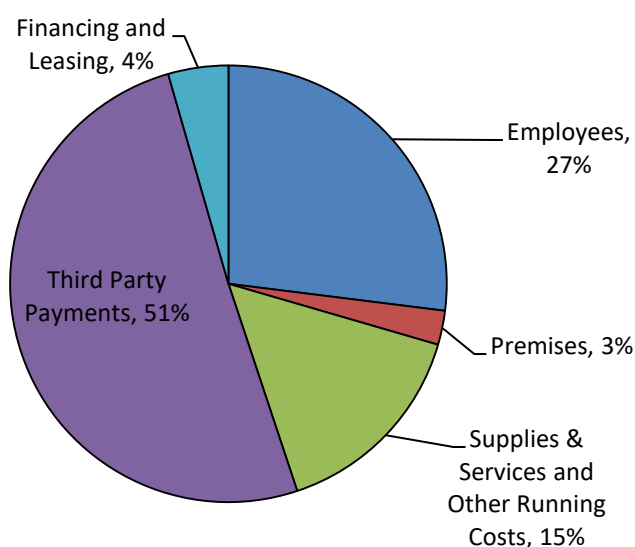
4.4 Over recent years the organisation has moved from a predominantly provider-led, traditional local authority model to a business-led commissioning and enabling organisation. This has resulted in the type of spend changing, with the majority of costs now being third party payments (payments to providers) rather than employee costs. This is demonstrated in Table 2 which shows that only 27% of our expenditure is on staffing. There has been a 3% increase in the ratio of Third Party payments between 2018/19 and 2019/20 as shown in Table 2.

Table 2: How spending has changed by % of gross budget		
Expenditure type	2018/19 %	2019/20 %
Employees	27	27
Premises	4	3
Supplies and Services and Other Running Costs	16	15
Third Party Payments	48	51
Financing and Leasing Costs	5	4
Total	100	100

Note: Third Party Payments relate to expenditure for services which are provided by companies and other organisations and not directly by the County Council.

5.0 Background Papers

5.1 None.

	Name	Contact Information
Report Author	Andrew Harper	01926 412666 Andrewharper@warwickshire.gov.uk
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Strategic Director	Rob Powell	01926 412564 Robpowell@warwickshire.gov.uk
Portfolio Holder	Cllr Peter Butlin	Peterbutlin@warwickshire.gov.uk

No Elected Members have been consulted in the preparation of this report.

Education Services - Paul Senior (Interim)
Strategic Director - Mark Ryder
Portfolio Holder - Colin Hayfield

2019/20 Revenue Budget

Service	Service Description	Direct Cost A £'000	External Income B £'000	Internal Income C £'000	Total Income D=B+C £'000	2019/20 Budget E=A+D £'000
Assistant Director - Education Services	AD and PA salaries, general service support costs	4,592	(145)	(66)	(211)	4,381
Education & Early Years (Commissioning & Strategy)	School Improvement, School and Early Years sufficiency, Admissions Policy, Early Years, Alternative Provision, Education Safeguarding, Virtual School, Mainstream Home to School Transport	56,255	(4,247)	(103)	(4,350)	51,905
SEND and Inclusion (Commissioning & Strategy)	SENDAR, Children with Disabilities, Specialist Teaching Services, Post 16 SEND, SEND Home to School Transport	56,452	(913)	(2,115)	(3,028)	53,424
Education Service Delivery	Admissions, Attendance, Education Psychology, EMTAS, Adult Learning, Warwickshire Music, Outdoor Education, Governance, Safeguarding	8,911	(4,911)	(2,739)	(7,650)	1,261
Net Service Spending		**126,210**	**(10,216)**	**(5,023)**	**(15,239)**	**110,970**
					2019/20 Non-Recurring Budgets	2,103

Savings Plan 2019-20

Reference	Savings Proposal Title	2019/20 £'000
	Access and Organisation; a reduction in planning costs, the removal of funding for vacant sites and removing the provision for the set-up costs of new schools	35
	Stop funding redundancy costs for schools and only provide for existing commitments	121
	Total	**156**

Capital Programme 2019-20

Scheme Title	Earlier Years £'000	2019/20 £'000	2020/21 £'000	2021/22 and Later Years £'000	Total £ 000's
Education Services					
High Meadow Infant School new classrooms, group rooms and toilets	250	1,400	0	0	1,650
Long Lawford Primary permanent expansion	2,740	402	0	0	3,142
The Ferncumbe Primary School temporary classroom	100	50	0	0	150
The Ferncumbe Primary School additional classroom	69	331	0	0	400
Welford on Avon Primary School improvement works	300	1,472	0	0	1,772
Newdigate Primary School expansion and internal referb	364	900	0	0	1,264
Wellesbourne Primary School new small hall and servery to the annex site	138	762	0	0	900
Michael Drayton Primary expansion	1,140	1,126	0	0	2,266
Aylesford Primary School new primary provision at Aylesford school	3,009	7	0	0	3,016
New School, The Gateway, Rugby	50	1,100	2,000	0	3,150
Water Orton Primary School (re HS2 Conditional)	2,999	3,028	0	0	6,027
Eastlands Primary Temporary Classroom	122	20	60	0	202
Long Lawford Primary temporary classroom	331	40	0	0	371
Kineton High School refurbishment phase 1	3,167	128	0	0	3,295
Campion Phase 1 (incl Sports Hall refurb)	350	4,950	2,200	0	7,500
Coleshill Secondary School modular build with additional classrooms	500	1,580	0	0	2,080
Etone Secondary School grounds resurfacing and expansion enabling works	41	34	0	0	75
Welcombe Hills vehicle access alterations	8	442	0	0	450
Paddox Primary SISG	2	298	0	0	300
Ridgeway School reconfiguration of classrooms	0	0	60	0	60
Round Oak School reconfiguration of classrooms	0	0	190	0	190

Keeping SEND pupils local	200	130	0	0	330
Exhall Grange modular pod	514	332	0	0	846
Water Orton evergreen unit	50	600	0	0	650
Education Capital - Unallocated	0	32,216	4,934	0	37,150
Total Education Services	**16,444**	**51,346**	**9,444**	**0**	**77,235**

Environment Services - Scott Tompkins
Strategic Director - Mark Ryder
Portfolio Holder - Jeff Clarke

2019/20 Revenue Budget

Service	Service Description	Direct Cost A £'000	External Income B £'000	Internal Income C £'000	Total Income D=B+C £'000	2019/20 Budget E=A+D £'000
Assistant Director - Environment Services	AD and PA staffing, general service management	174	0	0	0	174
Trading Standards & Community Safety	Trading Standards functions, Community Safety and Gypsy & Traveller services	3,665	(1,377)	(65)	(1,441)	2,224
County Highways	Highway Maintenance including Winter Maintenance, Network Management, Road Safety and School Safety Zones, Parking Management, Traffing Planning, Delegated Budgets, Forestry Services.	22,186	(9,427)	(2,798)	(12,225)	9,961
Planning Delivery	County Planning including Highway response, S38 road adoptions, HS2 Highway Consents, Flood Prevention and schemes, Archaeology and Ecology services.	3,287	(2,643)	(181)	(2,824)	463
Transport Delivery	County Fleet service, Transport Operations including Adult and Home to School Transport, Concessionary Travel and Park & Ride provision.	36,834	(3,684)	(24,615)	(28,299)	8,535
Engineering Design Services	Highway scheme design, Structural Design, S278 schemes and Highway scheme delivery.	6,285	(421)	(5,404)	(5,825)	460
Emergency Management	CSW Local Resilience Forum and Emergency Management	245	(73)	(11)	(84)	161
Net Service Spending		**72,675**	**(17,626)**	**(33,072)**	**(50,698)**	**21,977**
					2019/20 Non-Recurring Budgets	232

Savings Plan 2019-20

Reference	Savings Proposal Title	2019/20 £'000
	Increased income as a result of pricing changes in Design Services, bringing our charges in line with the sector norm.	50
	Generate income by an increase in the fees payable for licences and permits, including skips, scaffold, street café licenses and vehicular access requests.	5
	Increased income from the permit scheme for working on the highway as a result of systems development efficiencies and a more targeted site inspection regime will ensure compliance with permit scheme approvals.	165
	Energy savings as a result of the capital investment into LED technology within our street lighting stock.	300
	Increased income and surplus from County Fleet Maintenance following the installation of an MOT test facility at the new Hawkes Point site.	25
	Generate new income from the implementation and operation of a highway permit scheme for Solihull MBC. The County Council currently manages a similar permit scheme for Coventry City Council.	25
	Winter gritting route optimisation as a result of rationalising depots to a single south depot.	25
	Increase income targets to reflect current activity levels from Section 184 and Minor Works, Section 38 Agreements and pre application advice for highways.	10
	Increase parking income as a result of re-tendering for the Civil Parking Enforcement operation, increased residential parking permits and on-street parking charges	44
	Increased income by the introduction of a new charging schedule for parking permits, including a consideration of a business parking permit scheme.	698
	Total	**1,347**

Capital Programme 2019-20

Scheme Title	Earlier Years £'000	2019/20 £'000	2020/21 £'000	2021/22 and Later Years £'000	Total £ 000's
Pump Priming allocation for LED street lighting	3,190	2,000	0	0	5,190
Casualty reduction schemes	551	978	0	0	1,529
Rugby Western Relief Road	59,146	100	0	0	59,246
A47 Hinckley Road Corridor Scheme	0	3,485	0	0	3,485
M40 Junction 12	11,855	157	60	0	12,071
Rugby Gyratory Improvements	1,563	15	0	0	1,578
A444 Coton Arches, Nuneaton	3,270	450	0	0	3,720
A46 Stanks Island, Warwick	1,691	4,899	0	0	6,590
A444 Corridor Improvements - Phase 2	54	1,017	2,528	1,000	4,600
A3400 Bham Road Stratford Corridor Improvements	182	3,318	0	0	3,500
A452 Myton Road and Shire Park roundabouts	19	0	3,781	0	3,800
A452 M40 spur west of Banbury Road	0	1,600	6,000	0	7,600
A46 Stoneleigh Junction Improvements	3,031	7,000	0	0	10,031
Portobello Bridge	528	66	1,461	5	2,060
Highways maintenance	0	13,058	13,058	0	26,116
Traffic Signals	254	59	0	0	313
Countryside Rural Services Capital Maintenance - Gypsies & Travellers	0	20	0	0	20
Whiteacre Health Flood Alleviation	43	4	0	0	47
Safety Camera Funded Schemes	1,576	20	0	0	1,596
Home to school routes	595	1,396	0	0	1,991
School safety zones	3,278	410	0	0	3,688
Lawford Road / Addison Road Casualty Reduction	150	696	0	0	846
Temple Hill Lutterworth Road Wolvey - Casualty Reduction Scheme	0	1,635	0	0	1,635
Developer Funded					
Unallocated S278 developer funds	(41)	1,487	0	0	1,446

Install CCTV on Emscote Road Warwick	0	9	0	0	9
Install MOVA operation on traffic signal junctions Emscote Road Warwick	0	75	0	0	75
Install Variable Message Signs A444	0	82	0	0	82
Install Traffic Signals junction Colliery lane / Back Lane Exhall	0	45	0	0	45
Weddington Road, Nuneaton - Implement toucan crossing	0	183	0	0	183
Rugby, Hunters Lane - through route New Technology Drive to Newbold Road	62	329	0	0	391
B4113 Gipsy Lane Junction	5	199	0	0	204
Ansty Business Park Phase 3	1,583	970	0	0	2,553
A426 / A4071 Avon Mill Roundabout Rugby Improvement Scheme	344	273	0	0	617
C204 Birmingham Road, Alcester - new right turn land outside Alcester Grammar	1	500	0	0	501
B4642 Coventry Road, Cawston - new right turn lane	101	300	0	0	401
C33 Stockton Road and A423 Southam Road, Long Itchington - new footway on Stockton Road and upgrade of zebra crossing to puffin crossing on Southam Road.	201	100	0	0	301
A3400 Banbury Road / Tiddington Road, Stratford upon Avon.	0	1,000	0	0	1,000
A3400 Bridgefoot / Bridgeway, Stratford upon Avon	1	400	0	0	401
C98 Loxley Road, Tiddington	0	650	0	0	650
A452 Europa Way (Lower Heathcote Farm)	1,800	1,700	0	0	3,500
Butlers Leap Link Road, Rugby	1,000	1,700	0	0	2,700
Shottery Link Road, Stratford-upon-Avon	0	3,500	0	0	3,500
B4451 Station Road Bishops Itchington Ghost Island Right Turn Lane	300	650	0	0	950
A452 Europa Way / Olympus Avenue Traffic Signal Controlled Junction	1,504	2,500	0	0	4,004
C104 Milcote Rd Welford On Avon, Highway Improvements	100	250	0	0	350
A452 Europa South of Olympus Avenue to Heathcote Lane roundabout	0	0	7,500	0	7,500
A3400 London Road, Shipston on Stour	0	450	0	0	450
A425 Daventry Road, Southam	475	1,325	0	0	1,800
C8 Trinity Road, Kingsbury	300	1,200	0	0	1,500
CCTV/UTC integration scheme on A3400 Birmingham Road Stratford	0	85	0	0	85
B4642 Coventry Road, Cawston ghost island right turn lane	0	400	0	0	400
B4455 Fosse Way / B4100 Banbury Rd (Jlr) Highway Improvements	0	400	0	0	400
B4455 Fosse Way /A425 Southam Rd Roundabout Improvements	0	350	0	0	350

B4455 Fosse Way /C43 Harbury Lane Impt Crossroads	0	600	0	0	600
B4100 Banbury Rd / Meadow Close Junction Improvements	0	400	0	0	400
B4100 Banbury Rd / Kingston Grange Site Access Improvements	0	250	0	0	250
B4100 Banbury Rd / Site Access Lighthorne Heath Highways Improvements	0	400	0	0	400
C30 Hillmorton Lane To Houlton And The Kent Rugby, Highway Improvements	0	2,150	0	0	2,150
Rugby Free School, Highway Improvements	0	450	0	0	450
B4087 Oakley Wood Road - raised traffic calming scheme	30	67	0	0	97
Bidford-on- Avon bridge and Welford bridge, traffic calming and signage improvements	5	26	0	0	31
Total Environment Services	**98,747**	**67,838**	**34,388**	**1,005**	**201,978**

Fire & Rescue - Kieran Amos
Strategic Director - Mark Ryder
Portfolio Holder - Andy Crump

2019/20 Revenue Budget

Service	Service Description	Direct Cost A £'000	External Income B £'000	Internal Income C £'000	Total Income D=B+C £'000	2019/20 Budget E=A+D £'000
Brigade Management	Provision of effective leadership to manage the service and drive future delivery/transformation.	836	0	0	0	836
Service Delivery - Operational Response	This is the service area that provides the front line emergency response for Warwickshire.	11,544	(20)	0	(20)	11,524
Service Delivery - Planning and Protection	This service facilitates the provision of premise risk information and manages operational assurance.	1,035	(1)	0	(1)	1,034
Service Delivery - Fire Control	This service provides the emergency call handling for Warwickshire ensuring an effective response to emergency incidents.	866	(64)	0	(64)	802
Service Delivery - Prevention	The Prevention service works with other agencies and partners to support some of the most vulnerable people in Warwickshire.	483	(16)	0	(16)	467
Service Support - Technical Support	This service ensures that operational staff are provided with the correct equipment, vehicles and Personal Protective Equipment to carry out their role.	2,244	0	0	0	2,244
Service Support - Training & Development	Provision of training and operational policy guidance for all staff.	1,702	(137)	(24)	(161)	1,541
Service Improvement - Business Transformation & Projects	Develops the Integrated Risk Management Plan and co-ordinates, supports and reviews all key change projects and programmes.	373	0	0	0	373
Service Support - HR, IT, Finance & Pensions	Supporting the service through the provision of expert advice and guidance and supply of management information to assist key decision making.	1,553	(3)	0	(3)	1,550
Net Service Spending		**20,636**	**(241)**	**(24)**	**(265)**	**20,371**
					2019/20 Non-Recurring Budgets	300

Savings Plan 2019-20

Reference	Savings Proposal Title	2019/20 £'000
	Reduce the budget for pensions and ill-health retirements	100
	Introduction of a single control room as part of the work on the MoU with West Midlands	300
	Use of reserves (one-off) to provide funding for phasing as it is unlikely the control room savings will materialise in 2019/20	(300)
	Asset reductions and reconfiguration of fleet maintenance	85
	Health and Safety services	46
	Review of whole-time deployment, with a view to reducing the number of whole-time firefighters	138
	Total	**369**

Capital Programme 2019-20

Scheme Title	Earlier Years £'000	2019/20 £'000	2020/21 £'000	2021/22 and Later Years £'000	Total £ 000's
Equipment for new fire appliances	94	146	0	0	240
Training Provision	1,369	3,152	0	0	4,521
Fire & Rescue HQ Leamington Spa	287	1,944	0	0	2,231
Total Fire and Rescue Service	**1,750**	**5,241**	**0**	**0**	**6,992**

Strategic Commissioner for Communities - Stuart Jackson (Interim)
Strategic Director - Mark Ryder
Portfolio Holder - Jeff Clarke, David Reilly, Isobel Seccombe

2019/20 Revenue Budget

Service	Service Description	Direct Cost A £'000	External Income B £'000	Internal Income C £'000	Total Income D=B+C £'000	2019/20 Budget E=A+D £'000
Assistant Director - Communities	AD and PA staffing, general service management	1,421	(0)	(69)	(69)	1,352
Transport & Highways	Transport Planning, Traffic Modelling and Assessment, Asset Management, Rail Strategy, Local Transport Plans, Transport & Highways commissioning, Funding Bid development, Major Scheme partnership	3,358	(268)	(178)	(446)	2,912
Infrastructure & Sustainable Communities	Planning Policy, Strategic Infrastructure, HS2, Regeneration, Tourism, Town Centres and Rural Economy, Country Parks and Rights of Way.	3,039	(1,259)	(64)	(1,323)	1,716
Waste & Environment	Waste Commissioning and Strategy, Waste Delivery, Household Waste Recycling Centres	22,258	(3,153)	(25)	(3,179)	19,080
Economy & Skills	Economic Strategy and commissioning, Business Centres, Inward Investments, Economic Partnerships, Support to Businesses and Access to Finance, Skills Strategy, Economic Projects	3,197	(2,576)	(65)	(2,641)	556
Net Service Spending		**33,273**	**(7,256)**	**(402)**	**(7,658)**	**25,615**
				2019/20 Non-Recurring Budgets		831

Savings Plan 2019-20

Reference	Savings Proposal Title	2019/20 £'000
	Waste Management - a reduction in the waste tonnage going to landfill	193
	Communities Resources - a reduction in activity and staffing to focus on statutory activity such as freedom of information requests and information governance matters.	21
	Increased income from the current portfolio of business centres as a result of sustained higher levels of occupancy and through pro-active measures to improve service quality to enable increased rents in line with market conditions.	30
	Increased income by developing portfolio of business centres, creating new units in areas of demand to support local economic growth and generate a positive financial return to the Council	80
	Reduction in depot maintenance costs as a result of rationalising depots to a single south depot.	75
	Total	**399**

Scheme Title	Earlier Years £'000	2019/20 £'000	2020/21 £'000	2021/22 and Later Years £'000	Total £ 000's
Area delegated funding	620	4,936	0	0	5,556
Lawford Road Cycle Route	498	17	0	0	515
Warwick, Myton Road cycle link (Myton and Warwick School)	146	5	0	0	151
Stratford Town Station Upgrade	127	110	0	0	237
Nuneaton and Bedworth Town Centre - Queens Road West improvements	641	79	0	0	720
Business loans and grants	1,807	343	89	61	2,300
Transforming Nuneaton	555	3,700	3,300	0	7,555
Duplex Fund	288	692	650	370	2,000
Small Business Grants	150	250	350	250	1,000
Business Centre Strategy	80	70	0	0	150
Bermuda Connectivity	1,668	4,221	1,511	1,500	8,900
Stratford Park and ride site alterations	86	14	0	0	100
Leamington to Rugby Disused Railway Line	73	27	0	0	100
Household Waste Recycling Centre Maintenance	0	40	0	0	40

Waste Handling Compaction Equipment	0	726	0	0	726
Countryside Rural Services Capital Maintenance	0	250	0	0	250
Land at Crick Road Rugby	0	2,637	0	0	2,637
Developer Funded					
Southbound bus stop on A426 Leicester Road Rugby	16	64	0	0	80
Upgrading of existing bus stops infrastructure Alcester Road, Shottery	13	1	0	0	14
Wellesbourne, Ettington Road, provision of bus stops	1	20	0	0	21
Bidford Salford Rd, provision of bus stops & upgrade existing infrastructure	2	80	0	0	82
Upgrade existing shared ped / cycle path Bermuda	2	21	0	0	23
2 Bus shelters at bus stops on Narrow Hall Meadow nr GP Surgery Chase Meadow	0	20	0	0	20
Birmingham Road cycle route enhancements	5	11	0	0	16
Enhance existing Bus Stops Land Adj to the Gaydon Inn Banbury Road Gaydon	3	15	0	0	18
Highways improvements to bus stops at land off the Longshoot	20	11	0	0	31
A426 Gateway Rugby to Rugby Town Centre cycle scheme	29	229	0	0	258
Warwick Town Centre transport proposals	364	536	0	0	900
Total Strategic Commissioner - Communities	**7,194**	**19,125**	**5,900**	**2,181**	**34,400**

Adult Social Care - Pete Sidgwick
Strategic Director - Nigel Minns
Portfolio Holder - Les Caborn

2019/20 Revenue Budget

Service	Service Description	Direct Cost A £'000	External Income B £'000	Internal Income C £'000	Total Income D=B+C £'000	2019/20 Budget E=A+D £'000
Assistant Director - Adult Social Care	ASC transformation projects Projects and transformation funded under s75 (iBCF/Winter Pressures)	13,757	0	0	0	13,757
Disabilities	Learning Disabilities Transitions Physical Disability Sensory Impairment Independent Living	78,628	(8,941)	(25)	(8,966)	69,662
Mental Health	Older People Mental Health Deprivation of Liberties Approved Mental Health Pracs Resolution & Home Treatment Dementia Services Recovery Services	9,972	(468)	(55)	(523)	9,449
Older People	Adults Safeguarding Delivery Warwick OP & Access Stratford OP & Reviewing North OP	76,238	(27,644)	(6)	(27,650)	48,588
Integrated Care Services	Hospital Social Work Occupational Therapy Reablement HEART (Housing) ICE	10,091	(84)	(147)	(231)	9,860
Development & Assurance	Safeguarding Boards (Children & Adults) Practice Assurance Service Devlopment Principal Social Worker Lead Practitioners	2,615	(179)	(991)	(1,170)	1,445
Net Service Spending		**191,301**	**(37,316)**	**(1,224)**	**(38,540)**	**152,761**
					2019/20 Non-Recurring Budgets	2,235

Savings Plan 2019-20

Reference	Savings Proposal Title	2019/20 £'000
	Service redesign for Social Care and Support teams (except Reablement - separate savings plan), reshaping the workforce to meet the future model of adult social care	550
	Use alternative 24 hour care options e.g. extra care housing and supported living	625
	Alternative solutions for low level needs for home care e.g. assistive technology, information, advice and community resources	184
	Remodel direct payment employment support services	150
	Reshaping the information and advice contract aimed at supporting people to return home safely from hospital	100
	Reduction of demand through early intervention and prevention, with the demand for social care not increasing as budgeted in 2018/19	631
	Total	**2,240**

Capital Progrmme 2019-20

Scheme Title	Earlier Years £'000	2019/20 £'000	2020/21 £'000	2021/22 and Later Years £'000	Total £ 000's
Common assessment formula - social care IT development	0	350	0	0	350
Extra care housing and accommodation with care	0	3,000	0	0	3,000
Total Adult Social Care	**0**	**3,350**	**0**	**0**	**3,350**

Children & Families - John Coleman
Strategic Director - Nigel Minns
Portfolio Holder - Jeff Morgan

2019/20 Revenue Budget

Service	Service Description	Direct Cost A £'000	External Income B £'000	Internal Income C £'000	Total Income D=B+C £'000	2019/20 Budget E=A+D £'000
Assistant Director - Children & Families	This Service unit contains various service unit wide budgets which are more administratively efficient to hold in one place, these include Legal costs, Insurance, historic premature retirement compensation as well as WCC contributon to ACE and the grant control account for the National House Hub. The Assistant Director also holds the One-off funding to phase the delivery of the new savings plan.	7,654	(721)	(732)	(1,453)	6,201
Initial Response & Early Support	Targeted Support for Young People Priority Families Early Help Children & Family Centre Family Support Service Strengthening Families Different Futures Syrian Resettlement Family Group Conferencing Domestic Abuse Multi Agency Safeguarding Hub Emergency Duty Team First Response Teams (Currently called Assessment & Intervention)	14,210	(970)	(1,303)	(2,273)	11,937
Children's Safeguarding & Support	Countywide Children's Case Management Edge of Care	23,250	0	(29)	(29)	23,221
Corporate Parenting	Fostering & Private Fostering Special Guardianship Support Team Children In Care Team (14 plus or permanency) Unaccompanied Asylum Seeking Children Leaving Care	15,080	(4,303)	(146)	(4,449)	10,631
Youth Justice	Youth Justice Child Exploitation Team - Missing Children - Trafficking	2,573	(475)	(117)	(592)	1,981
Children's Practice Improvement	Principal Child & Family Social Worker Principal Practitioners Models of Intervention Independent Reviewing Service Assurance Inspection & Practice Improvement	2,438	(38)	(60)	(98)	2,340
Adoption Central England	Adoption Central England (ACE) provides a full range of adoption related services on behalf of Warwickshire (The Host), Coventry City Council, Soihull MBC and Worcestershire County Council.	5,695	(4,617)	(1,078)	(5,695)	0
Net Service Spending		**70,900**	**(11,124)**	**(3,465)**	**(14,589)**	**56,311**
					2019/20 Non-Recurring Budgets	3,241

Savings Plan 2019-20

Reference	Savings Proposal Title	2019/20 £'000
	Children's Centres - implementation of the service redesign to reflect targeting support on those with greatest need	372
	Demand Management - through closer performance management, a new model and approach to risk and locality driven support based on intelligence and hot spots resulting in the ability to better target resources	1,000
	Reduction in the demand for legal services	150
	Delivery of a reduction in the need for children to become or remain looked after in Warwickshire	2,760
	Reduction in staff costs	1,316
	Develop the use of independent boarding schools	150
	Efficiencies in staff and client travel resulting in an overall reduction in costs	150
	One-off funding to phase the delivery of the new plan	(968)
	Total	**4,930**

Capital Programme 2019-20

Scheme Title	Earlier Years £'000	2019/20 £'000	2020/21 £'000	2021/22 and Later Years £'000	Total £ 000's
Children's Services property adaptations, purchases and vehicles	74	194	138	0	406
Adaptions to Children's Centres	0	280	0	0	280
Total Children and Families	**74**	**474**	**138**	**0**	**686**

Strategic Commissioner for People - Becky Hale
Strategic Director - Nigel Minns
Portfolio Holder - Les Caborn & Jeff Morgan

2019/20 Revenue Budget

Service	Service Description	Direct Cost A £'000	External Income B £'000	Internal Income C £'000	Total Income D=B+C £'000	2019/20 Budget E=A+D £'000
Assistant Director - People	This Service unit contains various service unit wide budgets which are more administratively efficient to hold in one place, as well as the AD budget.	1,865	0	(134)	(134)	1,731
Director of Public Health	This is the statutory officer of the authority and the principal adviser on all health matters with a leadership role spanning health improvement, health protection and healthcare public health.	452	0	0	0	452
Health & Well Being	Maintaining and promoting independence, lifestyle and prevention and family well-being	23,832	(4,622)	(2,263)	(6,885)	16,947
All Age Targeted Support	People with disabilities, vulnerable adults/people and vulnerable children and young people	16,407	(4,936)	(184)	(5,120)	11,287
All Age Specialist Provision	market and quality assurance, people care at home and specialist accommodation	5,038	(1,797)	(640)	(2,437)	2,601
Net Service Spending		**47,594**	**(11,355)**	**(3,221)**	**(14,576)**	**33,018**
					2019/20 Non-Recurring Budgets	1,003

Savings Plan 2019-20

Reference	Savings Proposal Title	2019/20 £'000
	Drugs and Alcohol - a reduction in costs, prioritised through a redesign and recommissioning process	923
	Healthwatch - re-tendering and redesign of the service to allow greater use of different channels, of volunteers and alignment with other similar agencies	45
	Reduce staffing and overheads across the Business Unit	200
	Smoking Cessation - redesign services to accommodate the changes in how the public are choosing to quit smoking	100
	Health Visitors and Family Nurse Practitioners - reduction in costs, prioritised through a redesign and recommissioning process	735
	Advocacy - retendering and redesign of the service, combining the two advocacy approaches into one (see proposed saving from Healthwatch)	85
	Additional efficiencies across the Business Unit including a review of staff vacancies, efficiencies in the Fitter Futures budget and re-alignment of young carer budget support	200
	One-off funding to phase the delivery of the new plan	(200)
	Reduction in the Housing Related Support Programme through a further redesign of the service to ensure support is provided to the most vulnerable, supporting individuals to become more independent and self-sufficient. Review of contracts with a view to reducing costs/services, including decommissioning some specialist services and re-modelling and recommissioning generic housing related support services.	400
	Reduce and reshape the staffing structure within the Business Unit and a reduction in programme and management support	122
	Integration of existing commissioning functions into a single commissioning service and generation of an income stream through joint commissioning with and on behalf of partner organisations	25
	Reduction in historic pension costs that will decline naturally over time	12
	Reduction in the contingency and projects budget of the Business Unit and the delivery of a rationalised Head of Service structure once the redesign and transformation work has been delivered.	122
	Rationalisation of the system supporting the Local Authority Designated Officer function with the main social care ICT systems to enable a saving in licensing costs and reductions in Google licence costs	20
	Reduction in business redesign and collaboration functions and funding for service specific learning and development activity	31
	Total	**2,820**

Capital Programme 2019-20

Scheme Title	Earlier Years £'000	2019/20 £'000	2020/21 £'000	2021/22 and Later Years £'000	Total £ 000's
Mental health grant	140	76	0	0	216
Adult social care modernisation and capacity	370	581	46	0	997
Total Strategic Commissioner - People	**510**	**657**	**46**	**0**	**1,213**

Business & Customer Services - Kushal Birla
Strategic Director - Rob Powell
Portfolio Holder - Kam Kaur

2019/20 Revenue Budget

Service	Service Description	Direct Cost A £'000	External Income B £'000	Internal Income C £'000	Total Income D=B+C £'000	2019/20 Budget E=A+D £'000
Assistant Director - Business & Customer Services	Management of Business & Customer Services	620	(30)	(35)	(65)	555
Business and Customer Support - People	Adult Social Care, Children and Families, Strategy and Commissioning	0	0	0	0	0
Business and Customer Support - Resources and Communities	Enabling, Governance and Policy, Finance and ICT, Document Management, Customer Relations	2,892	0	0	0	2,892
Customer Contact - Customer Connect	Customer Service Centre, Communities, People	2,603	(94)	(119)	(213)	2,390
Customer Contact - Community Hub	Libraries, Community Outlets, Registration, Heritage and Culture, Family Information Service	7,622	(2,053)	(334)	(2,387)	5,235
Net Service Spending		**13,737**	**(2,177)**	**(488)**	**(2,665)**	**11,072**
					2019/20 Non-Recurring Budgets	18

Savings Plan 2019-20

Reference	Savings Proposal Title	2019/20 £'000
	Increase income from the Registration Service	35
	Reduction in Library and One Stop Shop and Customer Service Centre management and support staff consistent with the restructure and redesign of these services	90
125	Total	125

Capital Programme 2019-20

Scheme Title	Earlier Years £'000	2019/20 £'000	2020/21 £'000	2021/22 and Later Years £'000	Total £ 000's
County Records Office Service - Digital Asset Management	95	6	0	0	101
Community information hubs	59	0	0	50	109
One-Stop Shops Expansion Programme	72	0	0	131	203
Improving the Customer Experience/One Front Door Improvements	821	0	0	1,697	2,518
Market Hall Museum	913	18	0	0	931
Total Business and Customer Services	**1,960**	**24**	**0**	**1,878**	**3,862**

Commissioning Support Unit - Steve Smith
Strategic Director - Rob Powell
Portfolio Holder - Kam Kaur

2019/20 Revenue Budget

Service	Service Description	Direct Cost A £'000	External Income B £'000	Internal Income C £'000	Total Income D=B+C £'000	2019/20 Budget E=A+D £'000
Assistant Director - Commissioning Support Unit	Management of the Commissioning Support Unit	448	0	(28)	(28)	420
Change Management	Directorate Change Plan, Service Planning	87	0	0	0	87
Portfolio Management Office	Programme & Project Delivery, Development & Support, Service Development & Assurance	1,772	0	(692)	(692)	1,080
Contract Management & Quality Assurance	Procurement, Contract Management, Quality Assurance, Systems Change & Training, Brokerage	541	(588)	0	(588)	(47)
Business Intelligence	Insight Service, Research, Business Analytics, Performance Management, Data Management, Service Planning, Business Improvement	1,757	0	(69)	(69)	1,688
Net Service Spending		**4,605**	**(588)**	**(789)**	**(1,377)**	**3,228**
				2019/20 Non-Recurring Budgets		85

Savings Plan 2019-20

Reference	Savings Proposal Title	2019/20 £'000
	Reduction in management and operational capacity through streamlining processes and redesigning the service.	45
	Reduction in software tools and procured data sets which are used to provide insight and intelligence in support of transformation and service delivery for the Council.	10
	Reduction in the contingency & project budget of the Business Unit and the delivery of a rationalised structure	60
	Reduction in Business redesign & collaboration functions and funding for service specific learning & development activity.	35
	Total	**150**

Capital Programme 2019-20

Scheme Title	Earlier Years £'000	2019/20 £'000	2020/21 £'000	2021/22 and Later Years £'000	Total £ 000's
Client Information Systems Review	3,400	692	0	0	4,092
Total Commissioning Support Unit	**3,400**	**692**	**0**	**0**	**4,092**

Enabling Services - Craig Cusack
Strategic Director - Rob Powell
Portfolio Holder - Peter Butlin & Kam Kaur

2019/20 Revenue Budget

Service	Service Description	Direct Cost A £'000	External Income B £'000	Internal Income C £'000	Total Income D=B+C £'000	2019/20 Budget E=A+D £'000
Assistant Director - Enabling Services	Management of Enabling Services	320	0	0	0	320
Facilities Management	Energy & Environmental Management, Property Risk, Cleaning & Caretaking, Maintenance & Minor Work, Old Shire Hall and Northgate House Catering, WES Building Services	8,456	(1,869)	(3,512)	(5,381)	3,075
Finance & HR Enabling	HR Service Centre and Advisory Services, WES HR and Payroll, Associated Finance Functions	3,807	(777)	(1,098)	(1,875)	1,932
Digital & ICT	Security, Systems Development and Architecture, Device Support, Development and Management, ICT Programmes, ICT Service Desk, Application and Line of Business System Management, WES ICT Development	13,729	(1,116)	(3,819)	(4,935)	8,794
Property, Construction & Engineering	Design and Major Projects, Engineering, Estate Management Delivery, Management of Strategic Project Delivery	9,288	(377)	(2,448)	(2,825)	6,463
Net Service Spending		**35,600**	**(4,139)**	**(10,877)**	**(15,016)**	**20,584**
					2019/20 Non-Recurring Budgets	0

Savings Plan 2019-20

Reference	Savings Proposal Title	2019/20 £'000
	Implement a new HR and payroll system to replace HRMS and restructure the HR Service Centre. This will include the review of charges for all external customers	229
	The purchase of the new HR and payroll system will provide an alternative learning management and e-learning option resulting in the decommissioning of WILMA and a reduction in the current licence costs.	31
	Savings in the costs associated with the management of the Service. It also includes an option to offer staff alternative working arrangements such as reduced hours.	65
	Reduction in the costs associated with the management and support of the ICT Infrastructure equipment that is used to deliver our ICT systems and related facilities.	100
	Reduction in the funding associated with the provision of ICT Help Desk and Support Services, and a further reduction in the volume and costs of the personal computing facilities provided to staff and elected members.	140
	Savings in the staffing budget for the Strategy, Programme and Information Team as Project and Programme management support capacity is reduced as part of the general reduction in size of the Council.	100
	Rental income from Educaterers	21
	Review of facilities management budgets, service specifications and IT interfaces	49
	Total	**735**

Capital Programme 2019-20

Scheme Title	Earlier Years £'000	2019/20 £'000	2020/21 £'000	2021/22 and Later Years £'000	Total £ 000's
Various properties - renewable energy	240	0	995	0	1,235
Development of Rural Broadband	19,631	12,424	3,409	2,197	37,661
Non-schools asbestos and safe water remedials	0	325	0	0	325
Non-schools - planned building, mechanical and electrical backlog	0	2,122	0	0	2,122
Schools asbestos and safe water remedials	0	731	0	0	731
Schools planned building, mechanical and electrical backlog	0	3,431	0	0	3,431
WCC Information Assets Purchases	1,353	375	93	0	1,821
Total Enabling Services	**21,224**	**19,408**	**4,497**	**2,197**	**47,326**

Finance & ICT - Lisa Kitto (Interim)
Strategic Director - Rob Powell
Portfolio Holder - Peter Butlin & Kam Kaur

2019/20 Revenue Budget

Service	Service Description	Direct Cost A £'000	External Income B £'000	Internal Income C £'000	Total Income D=B+C £'000	2019/20 Budget E=A+D £'000
Assistant Director - Finance & ICT	Management of Finance & ICT	142	0	(2)	(2)	140
Finance Delivery	Financial Management, Technical Accounting, WES Traded Service, Commercial Support	5,024	(213)	(955)	(1,168)	3,856
Treasury Management, Pension Fund, Internal Audit, Risk & Insurance	Internal Audit, Risk and Insurance, Pensions Investment and Treasury Management	1,897	(1,332)	(980)	(2,312)	(415)
Commercialism	Council wide approach towards commercialism, including procurement strategy	254	0	0	0	254
Strategic ICT	Commissioner of ICT, Enterprise, Digital, End User Device, Infrastructure	0	0	0	0	0
Strategic Finance	Strategic Capital, Strategic Financial Planning, Major Projects	669	(22)	(32)	(54)	615
Net Service Spending		**7,986**	**(1,567)**	**(1,969)**	**(3,536)**	**4,450**
					2019/20 Non-Recurring Budgets	16

Savings Plan 2019-20

Reference	Savings Proposal Title	2019/20 £'000
	Reduction in the support for service managers and Elected Members for budget setting, quarterly financial monitoring and final accounts.	5
	Reduction in staffing capacity by focussing on greater use of standardised processing of transactions, less manual intervention and exploring the benefits of a broader transactional service across the organisation.	90
95	Total	95

Governance & Policy - Sarah Duxbury
Strategic Director - Rob Powell
Portfolio Holder - Peter Butlin & Kam Kaur

2019/20 Revenue Budget

Service	Service Description	Direct Cost A £'000	External Income B £'000	Internal Income C £'000	Total Income D=B+C £'000	2019/20 Budget E=A+D £'000
Assistant Director - Governance & Policy	Management of the Governance & Policy service	311	0	0	0	311
Corporate Policy	Corporate Policy & Standards, Data Strategy, Commissioner Business & Customer	0	0	0	0	0
Communications	Communications Policy & Strategy, Comms Delivery, Media Relations, Brand Management & Design	1,083	(5)	(682)	(687)	396
HROD	Commissioner of Strategic HROD, Apprentices, HROD Polices and Frameworks, Commissioner of operational/transactional HR delivery	2,253	(5)	(321)	(326)	1,927
Property Management	Corporate Landlord & Estate Management, Programme development, Property strategy & policy, Commissioner of Facilities Management/Construction	716	(1,103)	(278)	(1,381)	(665)
Legal & Democratic	Legal Services, Coroner, Democratic services, Data Compliance & Regulation, Information Governance, Data Security	6,818	(2,083)	(4,144)	(6,227)	591
Net Service Spending		**11,181**	**(3,196)**	**(5,425)**	**(8,621)**	**2,560**
					2019/20 Non-Recurring Budgets	496

Savings Plan 2019-20

Reference	Savings Proposal Title	2019/20 £'000
	Workforce Strategy and Organisational Development Service - Redesign the service reducing management and team capacity; streamlining learning and development processes with the HR Service Centre and reducing spend on corporately funded learning.	49
	Increased surplus from external legal work - combination of reducing operating costs, increasing utilisation and delivering more external hours to external customers at increased hourly rates.	34
	Reduction in the Council's borrowing costs as a result of using capital receipts from the sale of land and buildings (both urban sites and smallholdings) to reduce long term debt	955
	Release of contingency	85
	Repayment of Hawkes Point self-financed borrowing	198
	Reduced maintenance of the smallholdings estate	7
	Use of one-off resources to match the timing of when capital receipts from the sale of strategic sites are expected to be received	(473)
	Total	**855**

Capital Programme 2019-20

Scheme Title	Earlier Years £'000	2019/20 £'000	2020/21 £'000	2021/22 and Later Years £'000	Total £ 000's
Strategic site planning applications	1,954	822	1,076	0	3,852
Rationalisation of county storage	3,238	5,541	0	0	8,779
Rural services capital maintenance	300	1,107	0	0	1,407
Total Governance and Policy	**5,492**	**7,470**	**1,076**	**0**	**14,037**

Other Services - Virginia Rennie
Strategic Director - Rob Powell
Portfolio Holder - Peter Butlin

2019/20 Revenue Budget

Service	Direct Cost A £'000	External Income B £'000	Internal Income C £'000	Total Income D=B+C £'000	2019/20 Budget E=A+D £'000
Government Grants & Business Rates	0	(130,196)	0	(130,196)	(130,196)
Central Block DSG and other central grants to support schools and pupils	0	(81,135)	0	(81,135)	(81,135)
Capital Financing Costs	40,265	0	0	0	40,265
0-5 Strategy for Children	2,849	0	0	0	2,849
Strategic Management Team	1,271	0	0	0	1,271
County Coroner	530	(78)	0	(78)	452
Environment Agency - Flood Defence Levy	243	0	0	0	243
External Audit Fees	141	0	0	0	141
Pensions deficit under-recovery	1,641	0	0	0	1,641
County Council Elections	265	0	0	0	265
Members Allowances and Expenses	1,070	0	0	0	1,070
Other Administrative Expenses and Income (Including Insurance)	3,908	(15)	(3,347)	(3,362)	546
Subscriptions	195	0	0	0	195
Transformation Fund	2,000	0	0	0	2,000
Apprenticeship Levy	1,092	0	0	0	1,092
Net Service Spending	**55,470**	**(211,424)**	**(3,347)**	**(214,771)**	**(159,301)**
				2019/20 Non-Recurring Budgets	5,402

Changes to the Budget since 7 February 2019 Full Council

Service	Council Approved Budget (7 Feb 2019) £'000	Transformation		Business as Usual & Technical Adjustments		2019/20 Approved Budget per Service Estimates £'000
		Realignment of Budgets within Directorates £'000	Virements between Directorates £'000	Realignment of Budgets within Directorates £'000	Virements between Directorates £'000	
Education Services	104,957	0	6,648	0	(634)	110,971
Environment Services	43,923	(21,972)	(127)	154	(2)	21,977
Fire & Rescue	20,370	0	0	0	0	20,370
Strategic Commissioner for Communities Directorate	6,319	21,972	(2,511)	(154)	(10)	25,615
Adult Social Care	152,728	33	0	0	0	152,761
Children & Families	62,987	(33)	(6,648)	0	5	56,311
Strategic Commissioner for People Directorate	33,018	0	0	0	0	33,018
Business & Customer Services	8,623	(197)	2,638	0	7	11,071
Commissioning Support Unit	3,392	(164)	0	0	0	3,228
Enabling Services	20,986	(402)	0	0	0	20,584
Finance & ICT	4,196	254	0	0	0	4,450
Governance & Policy	2,050	509	0	0	0	2,559
Other Services	(159,935)	0	0	0	634	(159,301)
Total	**303,614**	**0**	**0**	**0**	**0**	**303,614**

Cabinet

11 April 2019

Council Investment Funds – Criteria for the Allocation of Resources

Recommendations

Cabinet is asked to:

1) Agree the arrangements for the operation of the Early Intervention, Prevention & Community Capacity Fund as detailed in Section 2.

2) Agree the arrangements for the operation of the Children's Transformation Fund as detailed in Section 3.

3) Agree the updated arrangements for the operation of the Capital Investment Fund as detailed in Section 4.

1. Background

1.1. The 2019/20 Revenue Budget Resolution approved by Full Council on 7 February 2019 included a funding package for two new funds; an Early Intervention, Prevention and Community Capacity Fund and a Children's Transformation Fund.

1.2. The £2 million Early Intervention, Prevention and Community Capacity Fund is intended to support projects and initiatives that deliver the organisation's service objectives in relation to supporting Warwickshire's communities and individuals to be safe, healthy and independent. The budget resolution required that allocations to individual projects would require business cases that are evaluated against a set of criteria to be agreed by Cabinet.

1.3. The new £2.8 million Children's Transformation Fund is intended for one-off investment in initiatives to reduce demand for children's social care over the medium term, funded from the one-off grant from the Government allocated to support social care services.

1.4.   In addition, a new capital strategy was also approved by Council in February 2019 that included the high level approach to the allocation of the Capital Investment Fund. This report sets out, for Cabinet's approval, the proposed approach to the allocation of the approved funding to individual projects/programmes within that framework.

2.   Arrangements for the Operation of the Early Intervention, Prevention & Community Capacity Fund

Definitions

2.1.   For the purposes of bidding to the fund, the following definitions are being applied:

- Early Intervention - Identifying and providing effective early support where there is a risk of poor outcomes.

- Prevention - The action of stopping a pressure from happening or arising.

- Community Capacity - Promoting the 'capacity' of local communities to develop, implement and sustain their own solutions to problems in a way that helps them shape and exercise control over their physical, social, economic and cultural environments.

Availability of Funding

2.2.   Of the £2 million funding package, £1.5 million is non-recurring for 2019/20 only and £0.5 million is recurring funding from on-going corporate resource.

2.3.   Any unused funding in 2019/20 will be added to an earmarked reserve and drawn down to fund future Early Intervention, Prevention & Community Capacity projects until the reserve is depleted.

Governance

2.4.   Services will be asked to submit bids to an evaluation panel, this panel will operate in a similar way to the Capital Investment Fund evaluation panel with experts from across the organisation assessing bids. Where an application for funding is greater than £100,000 or is for a Pilot/Proof of Concept project then the evaluation panel will make recommendations to the Revenue Gateway Group of Assistant Directors before onward reporting to Corporate Board, to ensure projects are captured within the overarching transformation agenda

and that potential future commitments from rolling out the project across the organisation are sustainable. All other smaller project applications will go through the evaluation panel with recommendations made directly to Corporate Board. Once Corporate Board has considered the results of the evaluation the schemes will come forward to Cabinet for final approval.

Membership of the Evaluation Panel

2.5.   The panel will consist of five officers from across the organisation covering all directorates, including a representative from the Finance service, to ensure a fair and balanced evaluation of bids. It is the intention that the same five officers are called upon to evaluate all bids to maintain consistency and given that the Panel is expected to have a relatively short lifespan.

Evaluation Criteria

2.6.   The evaluation criteria against which submitted business cases follow an approach broadly similar to those used as part of the Capital Investment Fund process. This will ensure proposals are evaluated in a consistent way, are all subject to the same degree of scrutiny and where the approach to determining the benefits and success of a project are clear.

2.7.   In summary the evaluation criteria are:

- Alignment with the organisation's strategic objectives (15%)
  The assessment will focus on: how well the project aligns with our and partner's strategic objectives, the clarity around the purpose of the project and the issues it is seeking to address.

- Financial Viability (30%)
  The evaluation will focus on: the level of risk; the detail of the investment being required; any future financial returns and/or savings; the relationship with existing service capacity and funding and, most importantly, how financial sustainability will be achieved beyond the timescales of any funding allocated.

- Community Capacity and Well-Being (45%)
  The main element of the evaluation will focus on: the benefits from the project and the long term impact on individuals and communities including how clearly the project will enhance or improve individual/community wellbeing; the specific benefits the project will bring to individuals and the community, and what sectors of the community and which individuals will benefit.

- Political, Organisational and Environmental Impact (10%)

2.8. Cabinet are asked to approve these evaluation criteria.

3. Arrangements for the Operation of the Children's Transformation Fund

3.1. It is proposed that the £2.8 million Children's Transformation Fund becomes part of the Council's overall Portfolio of Investment Funds that support the Council's current and future transformation and service change. On this basis it is proposed that resources are allocated in the same way as for the Corporate Transformation Fund and the Digital-by-Design Fund.

Governance

3.2. Services will be asked to submit business cases that identify how the investment in transformation is aligned to the new operating model, will positively impact on the management of demand and/or is an invest-to-save project that will deliver revenue savings in future years. The business cases will be considered by the Revenue Gateway Group of Assistant Directors who will then make a recommendation to Corporate Board, with the formal delegated decision-making with the Chief Executive.

3.3. All allocations would be used to support the transformation of Children's Social Care, ensuring the funding is used for the purposes intended by the Government when they allocated the grant funding.

Prioritisation Criteria

3.4. It is proposed applications for the Children's Transformation Fund would be prioritised in a standardised way using the same prioritisation matrix as for the other transformation funds. This assesses whether the impact of the investment would have a high, medium or low impact across a range of criteria and then on balance whether the investment should therefore be supported.

3.5. The prioritisation criteria assess:
- The strategic alignment
- The impact on the Council's reputation
- The impact on customers, partners and businesses
- The complexity of the proposal
- The organisational impact

- The level of resource requirement and the availability of alternative sources of funding
- The savings delivered and the payback period
- The extent to which the change being proposed is a statutory requirement

3.6. Cabinet are asked to approve the proposed approach to the allocation of the Children's Transformation Fund.

4. Updated arrangements for the Operation of the Capital Investment Fund

4.1. In February 2019, Council approved the updated Capital Strategy for 2019/20. This included a reshaping of the Capital Investment Fund's (CIF's) evaluation criteria to ensure focus on delivering core outcomes via a structured evaluation process that assesses:

- What we are trying to achieve for Warwickshire residents, businesses and visitors by investing in particular assets
- The contribution of the new assets to the delivery of the corporate outcomes
- The financial costs and benefits over the short, medium and long term, and
- The risks inherent in the delivery of the scheme itself and the expected benefits, with a focus on better up-front planning and timetabling.

4.2. The proposed overall approach for CIF applications remains as in 2018/19:
- On a quarterly basis, project managers are asked to submit bids to the CIF in a standardised template. "Priority" schemes (those already given notional allocations by Members) may make bids outside of these regular processes but are still subject to reasonable timescales for the remainder of the process.
- A CIF panel formed of a chair, legal advisor, finance advisor and two other senior managers reviews the bid and supporting documentation against the assessment criteria. The CIF panel meets to score the bid collectively and to identify comments to be made.
- The CIF panel reports its conclusion to Corporate Board. Corporate Board are also kept appraised of schemes under development that may lead to bids in the near future.
- If Corporate Board support the allocation of funds, a report is taken to Cabinet (and where necessary to Council) to ask Members to approve the

allocation. The report is usually written by the panel chair but for "priority" schemes may be prepared by the project manager.

4.3.   A recently completed internal audit of the capital programme made a recommendation about the approach taken within the CIF when schemes return for supplemental funding after their initial approval. New supplemental criteria to be evaluated in these circumstances have now been added to the evaluation criteria. In such cases both the base and supplemental criteria would be evaluated, with the questions adding into the relevant section of the base criteria for weighting purposes.

4.4.   Cabinet are asked to approve this approach.

5.   Background Papers

1. Early Intervention, Prevention and Community Capacity Fund application form and evaluation criteria
2. CIF Evaluation Criteria

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Strategic Director	Rob Powell	Robpowell@warwickshire.gov.uk
Portfolio Holder	Cllr Peter Butlin	peterbutlin@warwickshire.gov.uk

No Elected Members have been consulted on this report prior to its publication.

Cabinet

11 April 2019

Education (Schools) Capital Programme 2019/20 and Approval of Statutory Proposals

Recommendations

That Cabinet:

1)   Agrees to change the age range of Newdigate Primary and Nursery from 3-11 to 4-11 from September 2019, as outlined in Section 4.

2)   Approves the addition of £1,920,000 to the capital programme to deliver the schemes outlined in Section 3.

3)   Authorises, subject to the approval of recommendation 2, the Strategic Director Communities to invite tenders and enter into the appropriate contracts on terms and conditions acceptable to the Strategic Director Resources, or (where the scheme is school-led) to make the necessary funding arrangements for these schemes.

1.0   Key Issues

1.1   This report recommends proposals for allocating resources in the Education (Schools) Capital Programme to specific projects set out in Section 3. Some of the proposals include funding from developer contributions.

1.2   Overall numbers in secondary schools have been growing since September 2015 as larger cohorts transfer from primary schools, we are currently numbers expecting to peak in September 2022 to correspond with the Reception peak seven years earlier.

1.3   Where possible, and where economies of scale allow, expansions and building works will also address other factors such as: encouraging infant and junior to become primary, pre-school requirements in an area, providing specialist SEN provision, and any outstanding DDA requirements.

1.4   The increased birth rate has seen an associated rise in the number of children with special educational needs and we already secure places for a significant number of pupils at establishments outside the county. The housing demand will bring further increase in demand for SEN provision.

1.5   Formal consultation is required on proposals that would permanently increase the capacity of a maintained school by:
(a)   more than 30 pupils; and
(b)   by 25% or 200 pupils (whichever is the lesser)

1.6   Proposals to increase the number of pupils admitted at schools across a wide area of Warwickshire are explained within this report.

1.7   Whilst the issue of sufficiency of provision has to take priority, it is important to ensure that schools that are not expanding are able to continue to operate within their existing accommodation. Details of proposed schemes to make improvements to existing schools are set out below. It is also important to recognise that whilst we are committed to offering good or outstanding places and invest in these schools; we are also committed to investing in schools struggling with improvements where the investment addresses capacity, education delivery, half forms to whole forms of entry and defects.

1.8   Cabinet has approved schemes to increase the number of special school places across the County; however, the need for further projects is required to meet demand and reduce the need for out of area placements. Details of these are provided. These projects will help ensure there is sufficient provision of the right type meeting the appropriate levels of need within Warwickshire; thereby reducing both the cost and need to send pupils to out of county placements.

1.9   All proposed education capital projects are considered against independently published third-party data to benchmark the cost to Warwickshire County Council of providing school places and ensure effective allocation of resources. The cost per additional mainstream places utilise the Department for Education Local Authority School Places Scorecard, while SEND places utilise the National School Delivery Cost Benchmarking for SEND places report as published by the Local Government Association.

1.10   The current available funding is set out in Section 2.

2.0   Available Funding

2.1   Allocations of grant funding from the Department for Education were notified to the authority in February 2017. Allocations are paid annually and are not available for expenditure until the start of the financial year within which they are received.

2.2   **Breakdown of available funds**

Balance of unallocated capital funds received	£16,461,127
Relevant developer funding received	£100,000
Total	**£16,561,127**

3.0   Proposals for 2019/ 2020 Capital Programme

3.1   Cabinet is asked to allocate the following additional Education capital resources to the capital programme:

3.2   Exhall Grange School and Science College, Ash Green
The existing project at Exhall Grange School was approved by Cabinet in July 2018 to create approximately 44 additional places for learners with SEND; exact numbers will be dependent on the individual needs of the pupils placed. The existing funding was estimated to be £490,000 which was to be made up of £340,000 from Warwickshire's allocation of the Special Provision Fund from the Department for Education and a contribution from the school of £150,000.

The existing project allowed for the refurbishment of an existing building on the school site to accommodate the relocation of the Learning Pod, currently in Coleshill, onto the main school site. However further investigations have concluded that the condition of the building it was intended to refurbish is such that it would be more economical to demolish and rebuild.

As a result, the work now proposed to create new modular accommodation at Exhall Grange School is estimated to cost more than the current approved but for the project. The estimated project costs are now total £850,000, £360,000 more than the current allocated budget.

The revised total cost for this project is still below the average cost reported for of a rebuild or extension in a SEN school as reported by the National School Delivery Cost Benchmarking for SEND places report published by the Local Government Association. The per place cost of providing the 44

additional places for learners with SEND equates to £19,318 per place compared to the average cost of £36,381 per place as reported by the National School Delivery Cost Benchmarking exercise.

Cabinet are therefore asked to agree the allocation of an additional £360,000 to deliver the project as follows:

Education capital resources   £360,000

3.3   **The Coleshill School, Coleshill**
In February 2018 Cabinet gave funding approval for phase 1 of the expansion of The Coleshill School in the form of a new classroom block to support an increased Published Admission Number (PAN) from 180 pupils to 210 pupils, increasing capacity by an additional 150 places across the school over the next five years.

Current designs for the new classroom block include provision of phase 2 in the form of a 180m2 ground floor dining facility and associated outdoor landscaping. While the overall design of the additional classroom block is not dependent on the dining facility, inclusion at this stage allows for savings against the future requirement to deliver phase 2 as a stand-alone project. Approval of additional funding of £345,000 is required to deliver the dining facility within phase 1 of the project.

In addition to the dining facilities, following further design and development works in preparation for submission of the planning application, there have been alterations to the scheme necessary to overcome several issues not originally foreseen. This includes site constraints which required the proposed building to be repositioned within the school site and the design to be changed from a two story to three story building, as a result there is a difference of approximately a year between the original estimate and final tender. This has led to an increase of £465,000 in cost above the original tender estimate. It is also now evident the scheme will require electrical mains upgrade works to the site costing £200,000 and highways mitigation works on the A446 costing £50,000.

The expected project costs now total £3,140,000. This leaves a £1,060,000 shortfall against the current allocated budget.

The revised total cost for this project is still below the average cost reported for secondary school expansion projects on the Department for Education Local Authority School Places Scorecard. The per place cost of increasing capacity by 150 additional pupils equates to £20,933 per place compared to the average cost of £21,448 per place.

Cabinet are therefore asked to agree the allocation of an additional £1,060,000 to deliver the project, as follows:

Education capital resources   £1,060,000

3.4   Disability Access Block Header

Throughout the academic year alterations are required at the attached identified schools, to ensure pupils with SEND are able to access mainstream education.

This block-header will be used when officers are notified that a school needs capital works, for example, a disabled toilet or a ramp, in order that it is accessible to a specific child. This funding also enables the addition of acoustic sound panels for pupils with hearing loss, which also helps create a calm environment, improving learning and attention.

Cabinet are asked to agree the proposal to allocate £400,000, as follows:

Education capital resources   £400,000

3.5   New All Through School, South Leamington
As part of the strategic urban extension in South Leamington/ Warwick land has currently been secured, via s106 agreement, for new standalone primary and secondary provision in line with development across the area.

WCC Education and Learning are working with Warwick District Council and the housing developer to bring forward an alternative site that would allow for the provision of a new all-through school and allow opportunities for this new provision to link with the proposed Country Park and provide community sports provision.

It is proposed £100,000 from received developer contributions is used towards the outline planning application for new all through school provision as part of development in South Leamington/ Warwick.

The remaining capital funding required to deliver this new provision will be subject to a further report to Cabinet at a later date.

Cabinet are asked to agree the proposal to allocate £100,000, as follows:

Developer Contributions   £100,000

4.0   Consultation Outcomes for Statutory Proposals

4.1   Newdigate Primary and Nursery

In December 2018 The County Council Education Portfolio Holder gave approval to go out for consultation to change the age range at Newdigate Primary and Nursery School from 3-11 to 4-11 from September 2019.

The proposed changes at Newdigate Primary and Nursery School are related to changes at national level, with many families now entitled to 30 hours per week of funded early education, instead of the 15 hours per week they were previously entitled to.

Parents are increasingly seeking more flexibility from nursery places, to support them with work commitments. This is difficult to manage when nursery places are offered via a maintained nursery class, where there is less scope for flexibility.

Nursery provision will continue to be provided on the site of Newdigate Primary School both the school and nursery will continue to be governed by the same board and led by the same head teacher and staff. The nursery provision will operate via Community Facility Powers under the direction of the School Governors from September 2019. There will be no material change to the school's operation and no perceivable effect for those children attending the nursery at the time the proposed change takes effect.

A statutory consultation was carried out between 29th January 2019 and 1st March 2019. In total one response was received to the consultation, which was in support of the proposal.

Cabinet is requested to approve the following proposal:

1)   To change the age range at Newdigate Primary and Nursery School from 3 - 11 to 4 - 11 from September 2019. The published admission number (PAN) for the main school will not be affected by these proposals. The PAN for the maintained nursery class will cease to exist, as nursery provision will be offered in a more flexible way, according to parental demand.

5.0   Finance

5.1   Details of currently available capital funding are listed in Section 2 of the report. This available funding is a total of **£16,561,127**.

5.2   The project costs outlined within this report total **£1,920,000**, of which £100,000 is from developer funding, and £1,820,000 is from Education capital resources.

5.3   This leaves a balance of **£14,641,127** for future education capital projects. All future capital projects would be subject to a separate report to Cabinet.

5.4   See **Appendix** for breakdown of income and expenditure.

6.0   Revenue Implications

6.1   Where schools are expanding at the request of the Local Authority, there is often a revenue implication in that additional teaching staff are required in the September but the schools budget does not reflect this until the following April. The Schools Forum have agreed a policy to provide interim funding to schools to account for this and resources are allocated from within the Dedicated Schools Grant (DSG) to meet these short-term additional revenue costs.

7.0   Timescales associated with the decision and next steps

7.1   The Government is reviewing the responsibilities of local authorities in relation to children, although responsibility for ensuring every child has a school place and ensuring the needs of vulnerable learners are met are expected to remain. Any implications for the proposals in this report that may arise as further details of these future proposals emerge will be brought back to Elected Members.

8.0   Background paper

8.1   Equality Impact Assessment

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Cllr Colin Hayfield
Cllr Jeff Morgan
Cllr Yousef Dahmash
Cllr Chris Williams
Cllr Corinne Davies
Cllr Jerry Roodhouse

Schools Capital Programme - Finance Breakdown

	Available Basic Need Resources £
Balance following July 2018 Cabinet report	1,871,653
Increased cost of existing projects approved through quarterly monitoring reports	-433,808
Basic Need allocation for 2019/20 received to date	15,023,282
Total Available Resources	**£16,461,127**

Projects Recommended for Support in April 2019 Cabinet Report	Total Additional Cost £	Proposed Use of Basic Need Resources £	Proposed Use of s106 Resources £
3.2 Exhall Grange School - Modular accommodation	360,000	360,000	-
3.3 The Coleshill School - Phase 2 and additional funding	1,060,000	1,060,000	-
3.4 Disability Access Block Header	400,000	400,000	-
3.5 New All Through School, Planning application contribution	100,000	-	100,000
Total Proposed Use	**1,920,000**	**£1,820,000**	**100,000**
Revised Unallocated/(Shortfall) in Basic Need Resources		**£14,641,127**	

Cabinet

11 April 2019

SEND & Inclusion Strategy 2019 -2023

Recommendation

That Cabinet approves the Warwickshire SEND & Inclusion Strategy 2019-2023

1.0 Background

1.1 The Special Education Needs and Disability (SEND) and Inclusion Strategy 2019- 2023 builds upon the Vulnerable Learners Strategy 2015 – 2018. It is a key document for setting the direction of commissioning for SEND locally, and for local area inspection by Ofsted.

1.2 This strategy is informed by the work of an external SEND Demand Management Strategic Review. It has been produced following public consultation in 2018.

1.3 This strategy also supports the overarching priorities of the Warwickshire Education Strategy (see https://www.warwickshire.gov.uk/educationstrategy). The Strategy was endorsed by Corporate Board on 13 February 2019.

2.0 Purpose

2.1 The strategy sets out the vision for provision for SEND locally, across education, health and social care (Appendix A). A primary driver for this strategy is to promote inclusion in mainstream schools, as a key way of managing demand for specialist provision and independent specialist provision. The strategy sets out the case for inclusion in mainstream settings.

2.2 The strategy identifies six priorities:
- Promoting Inclusion
- Getting it Right for Learners with High Needs (school age)
- Improving Health and Social Care for SEND learners
- Preparation for adulthood
- Transport

- Workforce development

2.3   The strategy acknowledges constraints of limited resources, but commits to working together to deliver the best system of education, health and social care for learners with SEND within our allocated resources.

2.4   The strategy identifies key activities and measures for success, to be monitored by the SEND & Inclusion Board.

3.0   Consultation

3.1   The draft Warwickshire SEND & Inclusion Strategy was consulted upon during November and December 2018. There were two online surveys: one for learners and one for parents, carers, staff, professionals and other stakeholders. The consultation was promoted through social media, by leaflets being shared with all schools and settings and through the Ask Warwickshire consultation hub.

3.2   In total 274 responses to the survey were received, of which 145 were parents, 88 were staff and 41 were any other type of respondent. 88 young people responded to the learner's survey.

3.3   A full quantitative and qualitative analysis of all the responses has been put together by the social care participation team (Appendix B). All responses to the consultation have been made available to Members. The consultation analysis was considered by a workshop of head teachers, a workshop with the Parent Carer Forum and five workstream stakeholder meetings with representatives of education, schools, health, social care and parents/carers. The strategy document was revised following these workshops and meetings.

3.4   The majority of respondents agreed with the proposed vision and priorities, with over 70% agreeing or strongly agreeing (see graphic below). However, the qualitative comments revealed a disconnect between the vision and the current experience with many commenting on either a poor experience or that they were pessimistic about change without additional resources. Comments were also made on a range of other matters including gaps in services, support and provision, clarification of terms, and workforce skills.

Q4 - Q11. To what extent do you agree or disagree with the proposed...?

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not answered
Vision	8.8%	7.3%	7.3%	36.1%	40.2%	0%
Priority - Promoting Inclusion	8.8%	9.5%	10.9%	33.2%	37.6%	0.0%
Priority - Delivering outcomes for school age learners with high needs	5.5%	5.1%	10.6%	28.8%	49.6%	0.4%
Priority - Improving health and social care for learners with SEND	4.4%	4.0%	6.2%	24.1%	60.6%	0.7%
Priority - Preparation for adulthood	4.4%	4.0%	4.7%	29.6%	56.9%	0.4%
Priority - Transport	5.5%	2.2%	10.6%	33.6%	47.1%	1.1%
Priority - Workforce Development	6.6%	2.9%	8.0%	31.4%	50.4%	0.7%
Measures for success	5.1%	6.6%	31.8%	30.7%	23.7%	2.2%

Legend: Strongly disagree · Disagree · Neither agree nor disagree · Agree · Strongly agree · Not answered

3.5   To address this disconnect, and ensure that the strategy is honest about the current position, a number of quotations have been added from the consultation responses highlighting challenges and opportunities. The headline activities of the delivery plan, addressing concerns raised, have been included in the revised strategy document. In addition, some of the language has been changed and terms clarified.

3.6   Over 50% of respondents agreed with the measures for success, however many asked for a shorter number of measures and clarity on how these linked to key activities. As a result, this section has been revised to show the golden thread of priorities, to key activities, to measures for success. The strategy was endorsed by the multi-agency SEND & Inclusion Board in February.

4.0   Achieving change

4.1   This strategy sets out a framework for change and key measures for success. The vision and priorities will be communicated through a leaflet, similar to the Education Strategy.

4.2   The SEND & Inclusion Board are updated regularly on our self-evaluation of the SEND system, in preparation for inspection by Ofsted and the Care Quality Commission. Inspection. As the SEND agenda covers across education, health and social care, system wide change will require individual business cases for change will be developed and presented over the lifetime of the strategy, for decision by the appropriate governing body. Other changes will be made through how we work with schools and remodelling existing systems.

4.3   At a corporate level, progress will be monitored by Corporate Board via the Education Strategy programme.

Background papers

None

Appendices

Appendix A - SEND & Inclusion Strategy
Appendix B - SEND and Inclusion Consultation Analysis
Appendix C - Equality Impact Assessment

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Local Member(s): N/A
Other members: Councillors Chattaway, Dahmash, Morgan, Roodhouse, Chivers, Williams, Hayfield, C.Davies

Warwickshire SEND & Inclusion Strategy 2019-2023

Version 1.0
February 2019

Introduction

The Special Education Needs and Disability (SEND) and Inclusion Strategy 2019- 2023 builds upon the Vulnerable Learners Strategy 2015 - 2018, which has delivered over 250 more specialist places locally (with more on the way) for high needs learners with complex needs including the development of three new special school academies.

This strategy is informed by the work of an external SEND Demand Management Strategic Review. It has been produced following public consultation in 2018. Throughout the strategy, we have included responses from that consultation demonstrating the views and experiences of young people, parents and carers, and professionals. The strategy has been further developed by key strategic partners across education, health, social care, schools and the Parent Carer Forum. The SEND and Inclusion Board will monitor progress against the identified priorities.

This strategy also supports the overarching priorities of the Warwickshire Education Strategy (see https://www.warwickshire.gov.uk/educationstrategy).

Our Aims and Principles

The aim of this strategy is to turn high aspirations for all of our learners with SEND into a reality.

We will:

- work in a spirit of co-production and partnership with parents and their children and young people with SEND, involving them in all key decisions
- work in partnership with partner agencies and schools to deliver an effective SEND system that ensures effective early identification of need followed by robust assess-plan-do-review processes and clear pathways
- have the highest expectations for children and young people with SEND, ensure that they are fully included in all educational settings and that their needs are met by high performing local schools
- maintain a commitment to Warwickshire's schools and academies (state-funded), promoting and championing strong leadership and inclusive practice for children and young people with SEND across all phases, mainstream and special
- ensure a rigorous focus on the preparation for adulthood outcomes and life after school
- ensure that resources are fairly and consistently allocated according to needs

Our Vision for Learners with Special Educational Needs & Disabilities

In Warwickshire, all children and young people have the right to lead a fulfilling life and be part of their community.

Every child and young person has a right to have their health, social care and education needs met within their local community.

Every child has the right to attend a good local school that is appropriate for their level of need or disability, usually a mainstream school.

The views and wishes of children and young people with SEND, as well as their parents will be heard, and we will work with them to ensure they have confidence in local providers to meet their children's needs.

Every early years setting, state-funded school, further educational college and training provider will make good provision (as determined by Ofsted) for children and young people with SEND; to ensure that they make good progress in their education and development; that they transition smoothly into the next stage of their education and; as appropriate, they are helped to secure independent living and opportunities for employment.

We recognise that specialist provision is an essential and valued component of our county's education system. We will continue to work in partnership with our specialist education providers to ensure they provide excellent services for learners attending specialist provision.

The case for inclusion

> *"Most parents would only want their child to have a good education in a supportive, structured, positive environment."* [Parent, online focus group]

> *"Each learner requires something bespoke and tailored to their own needs at the point of transition."* [Head teachers Partnership]

This strategy has inclusion at its heart and sets out how Warwickshire plans to address imbalances and effect change across the SEND system.

As part of its commitments under articles 7 and 24 of the United Nations Convention on the Rights of Persons with Disabilities, the UK Government is committed to inclusive education

of disabled children and young people and the progressive removal of barriers to learning and participation in mainstream education.

The diagram below shows how inclusion differs from integration, separation and exclusion.
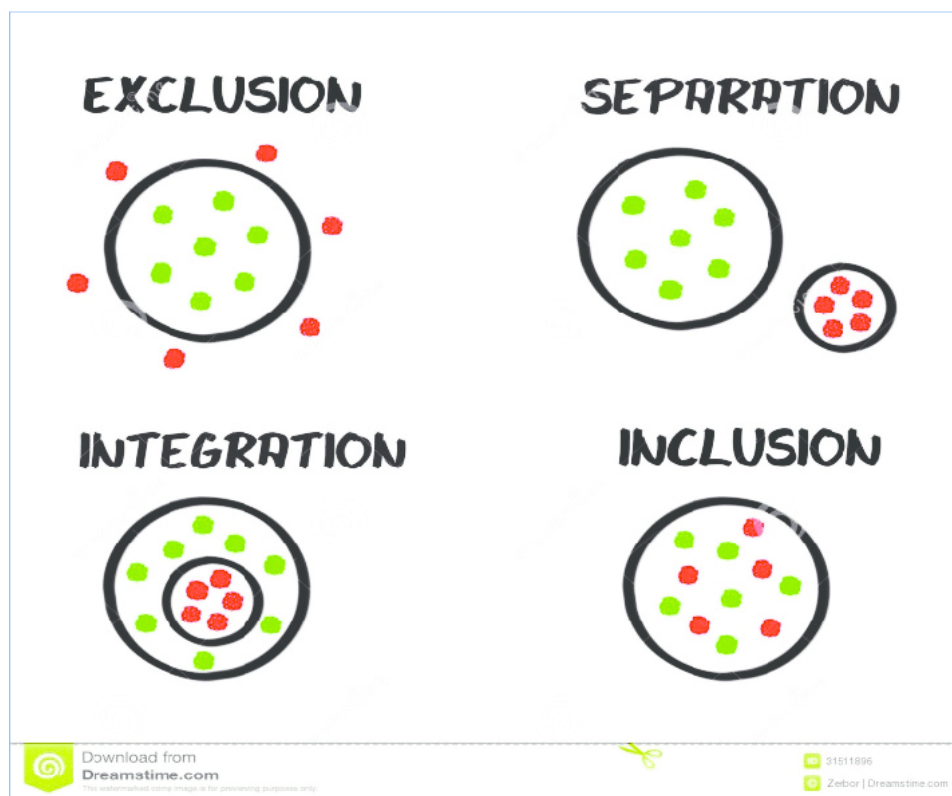
In Warwickshire, as elsewhere, we have seen a drift away from inclusive education provision in mainstream settings, with a growing proportion of learners placed in specialist provision. In January 2019, less than half of school age children with Education, Health and Care (EHC) plans attended mainstream settings (43%).

The vast majority of children benefit academically, socially, in confidence and self-esteem from education in community mainstream schools rather than further away from home or in what are often described as more "specialist" settings. This will not be true for all children or in all circumstances but research strongly supports Warwickshire's policy of mainstream schooling as the presumption, as it aspires for high outcomes for all [i & ii].

Children and young people rate their social relationships as the most important aspect of their education[iii]. Mainstream schooling increases the friendship groups of young people, increasing opportunities to experience and practise diverse social interaction and development.[iv] Long term benefits of this are increased social integration and emotional wellbeing. Additionally, increased access to mainstream social interactions correlates positively with sustained participation in the labour market in adult life[v].

Those learners with SEND who are able to achieve within the average range of their peers are more likely to take GCSEs and develop higher aspirations for academic and vocational achievements and consequently independent living within mainstream schools. Cultural and social isolation and limited awareness of opportunities can result in lower aspirations.

Students with physical disabilities identify the benefits of spending time and making friends with non-disabled peers. Despite encountering problems and difficulties in mainstream schools, such students can see it as essential preparation for the 'real world'. They feel isolated from the 'real world' in a specialist setting and report feeling overprotected both on site and in the local town in terms of attitudes, facilities and access[vi].

Away from the school day, although bullying is an unfortunate feature of any type of community life there is evidence that young people who attend a specialist school experience far more bullying by children from other mainstream schools and from peers and outsiders in their neighbourhood [vii].

Additional but not inconsiderable benefits of mainstream education for all are the positive changes in the attitudes and skills of teaching staff in mainstream settings when children with significant difficulties are recognised as full members of their community [viii] and the reduction in negative attitudes in the rest of the community [ix].

The inconsistent inclusive practice that was identified back in mainstream settings in 2015 in the Vulnerable Learners Strategy has persisted and, in some schools, continues to be an issue. We believe that all children should be educated as close to their home as possible, which not only reduces the time they spend travelling, but also enables them to be an integral part of their local community, where they are able to feel welcomed, included and valued as equal members of society. We want to support children, young people and their families by encouraging and challenging schools to cater for as wide a range of needs and abilities as is possible. We want mainstream settings to nurture positive attitudes to children and young people with SEND, both in their own school and in their wider community.

Personalisation

Inclusion in our schools requires a bespoke, tailored and personalised approach.

> *"Each need is so unique and there is a big difference between a SEN child being able to cope in a mainstream school and them being given the education to be the best they can be - this is where tailoring their education is key."*
> [Parent, online focus group]

Personalisation means a change to way services are assessed, planned, delivered, and reviewed, for children and young people aged 0-25 years. The aim of Personalisation is to develop the service around the individual, rather than to slot the individual into the service.

It requires early identification and a clear understanding of individual need. It is essential to consider the individual's life from their viewpoint, discovering with them what their needs are rather than assessing them from the outside.   Getting this process right will reveal their strengths, vulnerabilities, skills, aspirations, and preferences including what resources the individual can contribute, as well as the contribution available from informal support such as their family, friendship and community network.

It is also essential to identify who can act as advocates for the individual early on in the process. This might be family, friends, an advocacy service or any person who is recognised by the individual as being able to help them understand others and express themselves.

Personalisation recognises individuals as the experts. This is why it is so important to listen to the voice of the child or young person.

Warwickshire's Strategic Priorities – What we want to achieve

Complementing the strategic priorities outlined in the Warwickshire Education (WE) strategy, we will work under a framework of six priorities, as set out below. Our consultation showed strong support for these priorities, as well as identifying challenges and opportunities that face us.

1. Promoting Inclusion

Our expectation

Mainstream schools and other education settings will use their best endeavours to deliver a graduated response to the needs of each child in their school.

Challenges and opportunities

> *"It is essential that you work to improve provision at SEN support and EHCP level in mainstream schools."* [Parent, guardian or carer]

> *"......for children with SEND; for many going mainstream is surviving not thriving"* [Parent, guardian or carer]

> *"Mainstream can often meet needs, but not in as effective a way as schools that are more set for children with specialist needs. This doesn't mean necessarily special schools, but more that we seem to have two models only - special school and mainstream - there needs to be a better choice than this"* [Primary Head Teacher]

Key activities

- To ensure we are identifying need and promoting inclusion from an early age, by working with our early years settings to achieve best practice
- To review and update the SEND Provision Matrix making it clear to schools and parent and carers what is expected as a graduated response to individual needs
- To establish more resourced provisions and/or specialist partnerships in mainstream settings, providing a bridge between mainstream and specialist provision

2. Getting it right for learners with high needs (school age)

Our expectation

Learners with high needs will receive multi-agency support, coordinated through the Education, Health and Care (EHC) plan process. Where appropriate, specialist education provision will provide for their needs.

Challenges and opportunities

It is a good day at school when…"I get support when I am struggling, before becoming anxious." [Pupil/Student]

"Applying for an EHCP is a prohibitive process that means that staff can be put off from applying and that these children do not receive the support that they need"
[Primary education staff]

"… currently getting specialist provision is a lottery and many children miss out. Because there are so few spaces, not every child who needs a place gets one, there are always far more applications than allocations. The specialist education is fantastic, we just need more of it." [Parent, online focus group]

Key activities

- To improve the timeliness of issuing EHC plans (within 20 week statutory timeframe)
- To expand state-funded specialist provision where possible (including specialist partnerships)

3. Improving health and social care for learners with SEND

Our expectation

We will work with statutory partners and commissioned services to focus on the holistic needs of the child and improve the local offer of services.

Challenges and opportunities

"A child who is successful at school is well supported in terms of health, home, community and school. When a child is struggling in one of these areas it can have an effect on the others." [Parent, guardian or carer]

"Help needs to be early and coordinated, and parents shouldn't have to battle to get support for their children, my child has only been able to access CAMHS support following a complaint. It's often too little, too late, and is a false economy. My child could have, with appropriate support, stayed in mainstream school, at least until end of primary age. They is now so badly traumatised and has been out of school for so long, that they are likely to only be able to cope in specialist provision, I have been unable to continue working, and so have lost my salary (and therefore stopped paying taxes) and am reliant on benefits now. So the lack of early support has meant that my child will require a more expensive school place, I am unable to contribute financially to society, and we are relying on state benefits. And that doesn't even take into account the 'human cost'." [Parent, guardian or carer]

"This is a major priority but has to be with a focus on multi-agency working" [Primary Head Teacher]

"Sadly, it seems we are a long way off achieving 'tell your story once' and the joint commissioning of services in Warks." [Parent Carer Forum]

Key activities

- To agree a Warwickshire joint commissioning plan for learners with SEND, setting out how local needs are to be met through the local offer services
- To develop further the joint processes for the delivery of support, particularly for those requiring support at Early Help
- To deliver improved support for social, emotional and mental health through in-school support and the delivery of commissioned mental health services (eg. Rise)

4. Preparation for Adulthood

Our expectation

Learners are supported to fulfil their potential as they transition to adulthood. We believe that the overwhelming majority of learners with SEND are capable of sustainable paid employment, with the right preparation and support. With our partners, we want to embed this 'presumption of employability', by ensuring there are significantly increased opportunities for our learners with SEND as they enter adulthood.

Challenges and opportunities

"There is little consistency at present in the transfer from children's to adult services. The support seems to 'disappear' at adulthood and families are expected to function more independently. Unfortunately, a child doesn't wake up on their 18th birthday being able to independently take a bus or manage their own finances and with all the SEND issues gone" [Parent, guardian or carer]

"… transition to adulthood needs to take place with real planning from age 14 onwards. This is acknowledged but it doesn't happen often. What does it mean? It should be looking at life skills such as travel independently (not just for those in specialist provision but for all SEN who need it in mainstream), understanding and managing money, real supported work experience (not just lip service) for students and real supported placements in the workplace. Young people with additional needs in mainstream school are often left unsupported in this arena but in reality need a lot of support and guidance." [Parent, guardian or carer]

"Developing resilience and independence is a fantastic skill-set for any young person and it confers a great deal of dignity and respect on a CYP with SEND to say that you believe they can achieve control over their own lives. With the right preparation and support much can be achieved in the workplace. … The reality of supporting YP with SEND into work is that it is time consuming and costly. If WCC were to set up its own program it could lead the way and also gather important evidence of what works and how other employers might participate." [Parent Carer Forum]

"I've worked at the café for a year and made friends at the café." [Young person, community consultation]

Key activities

- Maximising the use of local specialist provision at post-16 and differentiating that provision
- To improve transition planning from year 9 onwards for learners with an EHCP
- To work with employers, schools and colleges to increase the offer of supported internships

5. Transport

Our expectation

That the quality and offer of specialist transport provision and removes transport issues as a barrier to success, within the policy and resources available.

Challenges and opportunities

It's a good day at school when… *"My taxi comes on time and it doesn't make me anxious"* [Pupil/Student]

"Wherever possible children should be included in the mainstream transport arrangements - this might require investment in trained bus escorts who support children with their travel…perhaps creating a confident and independent traveller for the future." [Parent, guardian or carer]

"I am deeply disappointed with the services several children in class have received by transport this school year in particular. Their needs are misunderstood and their well-being is ignored." [Special school staff]

Key activities

- To improve the quality of specialist transport by undertaking risk assessments for learners with high need and for learners with newly issued EHC plans (as per the Home to School Transport Policy) and ensuring timeliness of decision-making
- To increase independent travel training to give young people the life skills to travel independently.

6. Workforce Development

Our expectation

That professionals across the system are confident in delivering the 'assess, plan, do and review' approach to deliver a graduated response for learners with SEND.

Challenges and opportunities

> *"The current system relies on the compassion of a particular school/teacher rather than a good level of training of all staff"* [Parent, online focus group]

> Sometimes I worry about… *"having certain teachers"* [Pupil/Student]

> *"It's not happening because for some children in order to be able to learn, they need say a movement break or a sensory diet. This would take minimal resources to implement and give the child more access to learning. But if the SENCo, teacher, advocate doesn't understand this, they wouldn't think to implement it. By not implementing interventions such as these, we are effectively preventing children from learning."* [Parent, online focus group]

> *"Flexible arrangements between mainstream and special schools should best serve to upskill staff and maintain placements."* [Governor at special school]

Key activities

- To work with schools to develop a 'whole school' approach to supporting learners with SEND, so that the workforce is suitably trained and confident.

Resources to achieve our aims

Our ambition for learners with special educational needs and disability remains high. However, we are not ignorant of the financial landscape that schools and services are operating in. Feedback from our public consultation provided a consistent message that our ambitions are right, but without resources we could not deliver positive change.

> *"Inclusion without adequate funding and support is damaging for pupils and staff. Inclusion with good support enhances the experience of individuals and school community as a whole."* [Counsellor]

> *"As well as having a SEND child I work in SEN in a mainstream school. We can't meet the children's needs because we do not have enough money or the physical equipment/resources to do so. Due to lack of funding mainstream is increasingly unable to meet the needs of SEN children".* [Parent, guardian or carer]

> *"Funding is also low, so schools that do fight for the support for these children are having to cut costs in other areas to support these pupils. The school then attracts more of these pupils because they do a good job to support them but the funding just does not support the actual needs of these children"* [Primary education staff]

Demand on schools and services has increased both in number and in complexity of need. Nationally, research by the Local Government Association in 2018 reports an average overspend of £3.5m across all local authorities. Locally, education and social care teams are undertaking transformation projects in order to work within allocated resources. NHS budgets remain under significant pressure, and Warwickshire schools are in the f40 group, representing the lowest funded schools in the country.

It is clear that throughout the lifetime of this strategy, resources will be a major constraint to achieving change.

The commitment of this strategy is to work together to deliver the best system of education, health and social care for learners with SEND within our allocated resources.

How will we measure success?

We will demonstrate progress against this strategy through the following measures. This is not an exhaustive list, but will shows whether we have delivered against the key activities identified above. The measures will be reported to the SEND & Inclusion Board.

Activity	Measure	Expected change	Rationale
To ensure we are identifying need and promoting inclusion from an early age, by working with our early years settings to achieve best practice	Number of early years settings awarded kitemark (WIncKS)	To increase	The more early settings meet best practice standards the better we will be at identifying support before school
To review and update the SEND Provision Matrix making it clear to schools and parent and carers what is expected as a graduated response to individual needs	SEND Provision Matrix reviewed and re-published	To complete	The SEND Provision Matrix provides clear guidance on how needs should be met locally
To establish more resourced provisions and/or specialist partnerships in mainstream settings, providing a bridge between mainstream and specialist provision	Number of places at Resourced Provisions or Partnerships	To increase	A broader spectrum of educational provision is required to meet local needs
To improve the timeliness of issuing EHC plans (within 20 week statutory timeframe)	% of new EHC plans issued within 20 weeks, including exceptions	To increase	Improve the timeliness of issuing EHC plans
To expand state-funded specialist provision where possible (including specialist partnerships)	Number and % of learners with EHC plans in mainstream, specialist and independent specialist settings	To increase the number in mainstream and state-funded specialist settings, reducing the number of learners in independent specialist settings	If the local offer is meeting demand, the percentage of learners in mainstream and settings should increase. Whilst the number of state-funded specialist places will increase, the overall proportion of learners in specialist education should decrease, as a result of fewer learners in independent settings
To agree a Warwickshire joint commissioning plan for learners with SEND, setting out how local needs are to be met through the local offer services	Joint commissioning plan published	To complete	Joint working can only take place if the local offer of services meets local needs. A joint plan is needed to address current gaps in provision.
To develop further the joint processes for the delivery of support, particularly for those	Early Help Strategy delivery plan published and	To complete	Better support and joint working through early help should prevent children and

requiring support at Early Help	monitored		their families escalating to crisis support
To deliver improved support for social, emotional and mental health through in-school support and the delivery of commissioned mental health services (eg. Rise)	% of referrals to Rise with a first appointment within 18 weeks	To increase	This is one of a collection of measures for the Rise service
Maximising the use of local specialist provision at post-16 and differentiating that provision	Number and % of post-16 learners with EHC plans in local and independent specialist settings	To increase the percentage in local settings, reducing the percentage of learners in independent specialist settings	If the local offer is meeting demand, the percentage of learners in local post-16 provision should increase with a reduction of learners in independent specialist settings
To improve transition planning from year 9 onwards for learners with an EHCP	Number of EHC plans amended following the Year 9 review	To increase	The more EHC plans are reviewed in Year 9 and amended, the more likely it is that planning has taken place for life after school.
To work with employers, schools and colleges to increase the offer of supported internships	Number of supported internships offered	To increase	The more supported internships offered in the County, the better the opportunities for paid employment post-education for our learners with high needs
To improve the quality of specialist transport by undertaking risk assessments for learners with high need and for learners with newly issued EHC plans (as per the Home to School Transport Policy) and ensuring timeliness of decision-making	Number of transport risk assessments taken for learners with EHC plans	To increase	The use of risk assessment will improve the quality of transport for our learners with high needs and ensure the implementation of the local home to school transport policy
To increase independent travel training to give young people the life skills to travel independently.	Number of young people successfully completing independent travel training	To increase	Using transport is a life skill, preparing young people for adulthood and reducing dependence on transport assistance
To work with schools to develop a 'whole school' approach to supporting learners with SEND, so that the workforce is suitably trained and confident.	Approach to workforce development agreed with schools.	To complete	A more confident workforce will be better equipped to deliver a graduated response to needs

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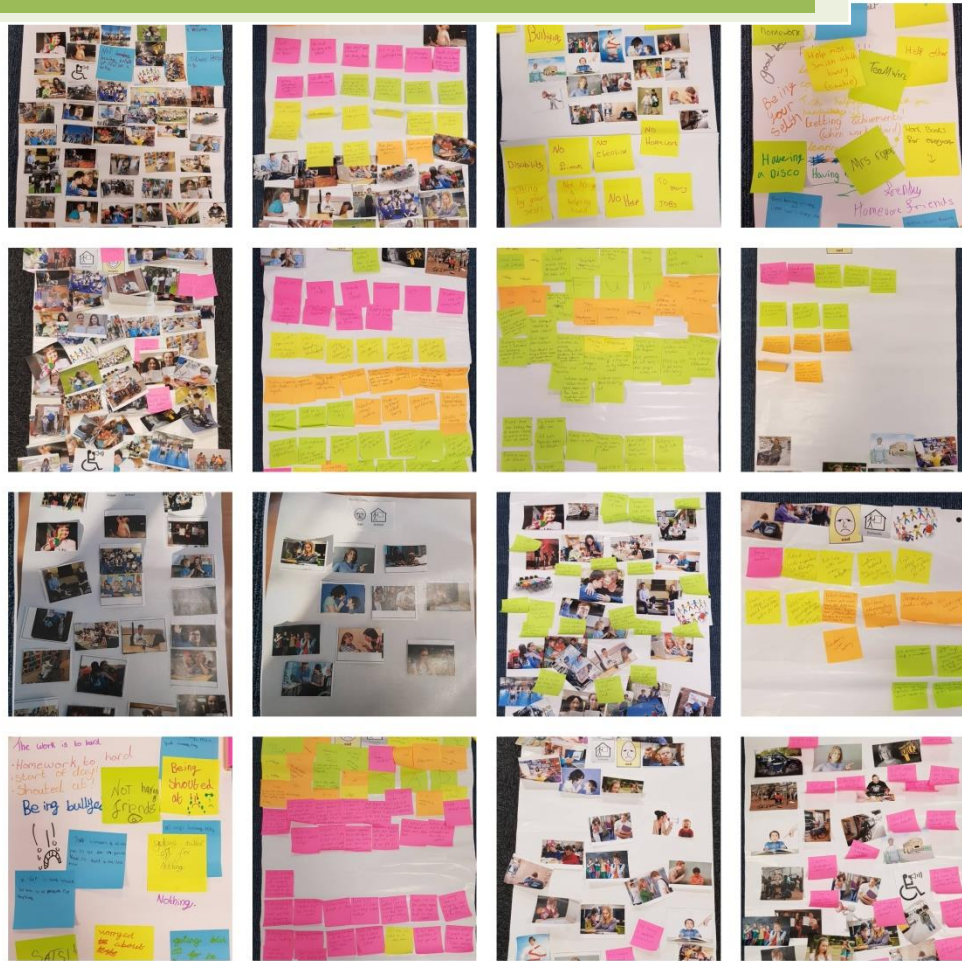
"I think that there is a place for special schools. My worry is that once a child is placed in a special school she then is often removed from mainstream society and placed in 'disability land'. [Parent, guardian or carer]

"Opportunities to interact with typically developing children are reduced and suddenly individuals stop understanding each other. The answer is to create strong links between schools so that children have an opportunity to communicate, interact and understand each other." [Early years staff or provider]

"Children with SEN can behave in ways which typically developing children do not understand and this can be confusing and intimidating. The only way that you bridge this is to throw children together and give them the opportunity to work together and get to know each other. I think that this happens a bit but not enough. I think that understanding a child with SEN can be difficult and mainstream schools often do not have the time, resources or experience to do it well and are tempted to leave it to those that do/have." [Parent, guardian or carer]

"SEND is such a massive range & saying that the default position is that a child attends a mainstream school is not necessarily right for the child, especially due to the massive pressures on schools already. Mainstream can often meet needs, but not in as effective a way as schools that are more set for children with specialist needs. This doesn't mean necessarily special schools, but more that we seem to have two models only - special school & mainstream - there needs to be a better choice than this" [Primary Head Teacher]

"My son started off in mainstream school but they do not have the training facilities or the time to help him and he couldn't cope even with one to one he had finding for support but this was also used to help support the class and was not solely used for my boy. I felt he was let down and therefore moved to a special needs school which is more suitable for his needs" [Parent, guardian or carer]

"It really is a disgrace that we have to be constantly arguing just to allow our children to be educated in the way that they understand." [Parent, guardian or carer]

"If I have a problem I ask my tutor for help and my support worker helps during lessons, if I have trouble with spelling and reading." [Young person, community consultation]

"People judging me for having something different or when I have that moment when I want to be myself but I know I can't because I will be judged" [Pupil/Student]

"[Mainstream primary] was horrible. The teachers pushed me too hard and give extremely hard work. People never played with me. Teachers too horrible. Had to move." [Pupil/Student]

"Getting bullied. They wreck your life don't they?" [Pupil/Student]

"Inclusion is inclusive if you're in but not if you have a wobble and you're not usually in inclusion." [Pupil/Student]

Introduction

The draft Warwickshire SEND & Inclusion Strategy was consulted upon during November and December 2018. There were two online surveys: one for learners and one for parents, carers, staff, professionals and other stakeholders.

The strategy sets out the vision and framework for activity. Once this is agreed the delivery plan, detailing activity will be published and developed as a working document to implement the strategy.

In total 274 responses to the survey were received, of which 145 were parents, 88 were staff and 41 were any other type of respondent. The results are published below, along with the comments made both within the survey and through face to face discussions.

Parent/carer/staff/ professionals survey results, with qualitative responses

Q2. What best describes your interest in this survey?

Category	% survey respondents
Parent, guardian or carer	52.9%
Secondary education staff	7.3%
Special school staff	6.2%
Primary education staff	5.5%
Pupil/student	4.0%
General public	4.0%
Other specialist staff (Please…	3.7%
Primary Head Teacher	2.9%
Early years staff or provider	2.9%
College/Further education staff	2.6%
Other group or organisation…	2.2%
Secondary Head Teacher	0.4%
Nursery school staff	0.4%
Childminder	0.4%
Other (Please specify below)	4.7%

Over 50% of the survey sample is made up of parents, guardians and carers (52.9%). Almost a third of the survey sample (32%) were staff of any kind e.g. heads, teachers, specialist staff. These are sufficient base sizes to look at the two groups and compare their responses.

Table 1: Other (please specify below)	Number of times mentioned
SENDCo	5
Governor	3
SENDIAS	2
Specialist Teacher/Teaching Assistant	2
Adult Social Care	1
Adult support worker	1
CEO Specialist Academy Trust	1
Childminder and parent of dyslexic child	1
Community worker/parent of two with special and complex needs	1
Counsellor	1
Early years educator & parent	1
Educational psychologist	1
Grandparent	1
Health Commissioner	1
Home educator	1
Independent consultancy	1
Independent external specialist teaching service	1
Member of Governance Board of a school	1
Nursery School Head Teacher	1
Parent/Foster carer/Qualified childcare professional	1
Retired SLT and volunteer on national website	1
Volunteer with support group for parents and adults with dyslexia	1
Warwick District Council	1
Warwickshire Adult & Community Learning	1
Warwickshire resident	1

Q3. Select the Warwickshire district or borough where you live (or work)

District/Borough	% survey respondents
Warwick District	28.1%
Nuneaton & Bedworth Borough	22.6%
Rugby Borough	21.2%
Stratford on Avon District	16.8%
North Warwickshire Borough	4.4%
I live outside Warwickshire	2.2%
Countywide	2.2%
Other (please specify below)	1.8%
Prefer not to answer	0.7%
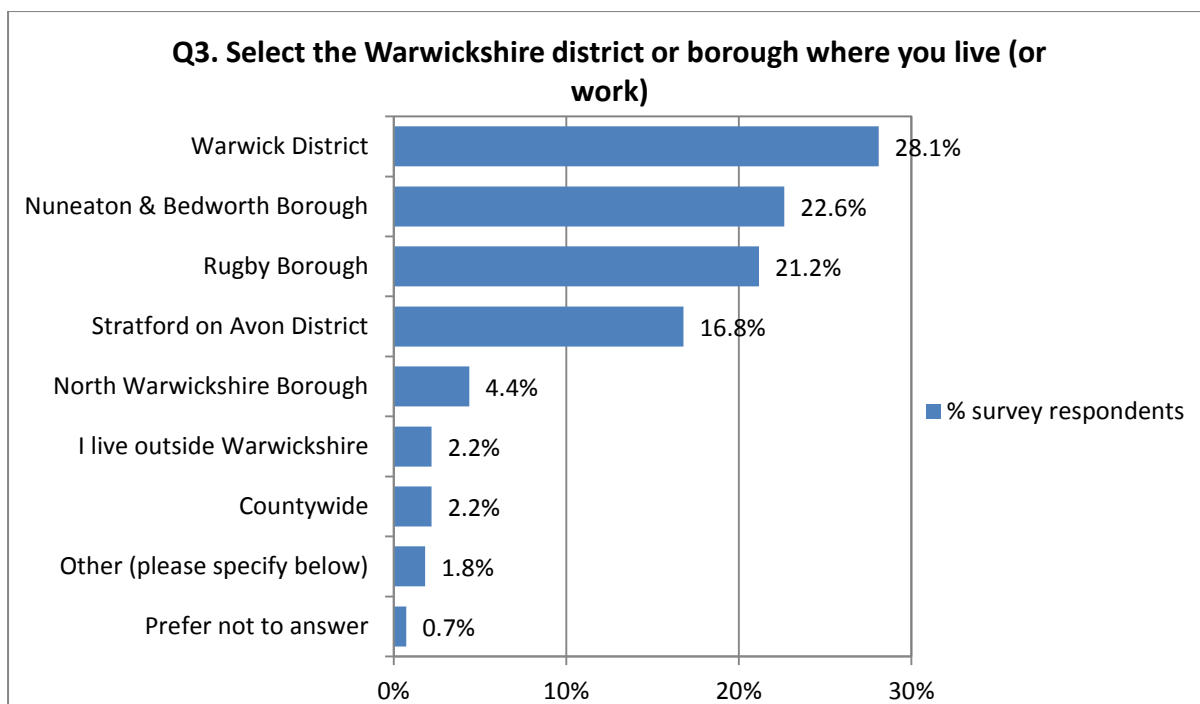
The majority of respondents live in Warwick District (28.1%); however, apart from North Warwickshire Borough (4.4%) all districts and boroughs were well represented. Attempts were made for additional face to face consultation in North Warwickshire Borough but unfortunately these did not come to fruition.

Table 2: Other (please specify below)	Number of times mentioned
Kenilworth	2
Coventry	2
Central and East Warwickshire	1
Southam area	1

Q4 - Q11. To what extent do you agree or disagree with the proposed...?

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not answered
Vision	8.8%	7.3%	7.3%	36.1%	40.2%	0%
Priority - Promoting Inclusion	8.8%	9.5%	10.9%	33.2%	37.6%	0.0%
Priority - Delivering outcomes for school age learners with high needs	5.5%	5.1%	10.6%	28.8%	49.6%	0.4%
Priority - Improving health and social care for learners with SEND	4.4%	4.0%	6.2%	24.1%	60.6%	0.7%
Priority - Preparation for adulthood	4.4%	4.0%	4.7%	29.6%	56.9%	0.4%
Priority - Transport	5.5%	2.2%	10.6%	33.6%	47.1%	1.1%
Priority - Workforce Development	6.6%	2.9%	8.0%	31.4%	50.4%	0.7%
Measures for success	5.1%	6.6%	31.8%	30.7%	23.7%	2.2%

Significance testing has only been undertaken between parents (n=145) and staff (n=88) due to low base sizes of other groups (n=41).

Vision:

76.4% of respondents agreed with the wording of the vision, with 16.1% disagreeing with it. This is the second highest level of disagreement with what is proposed.
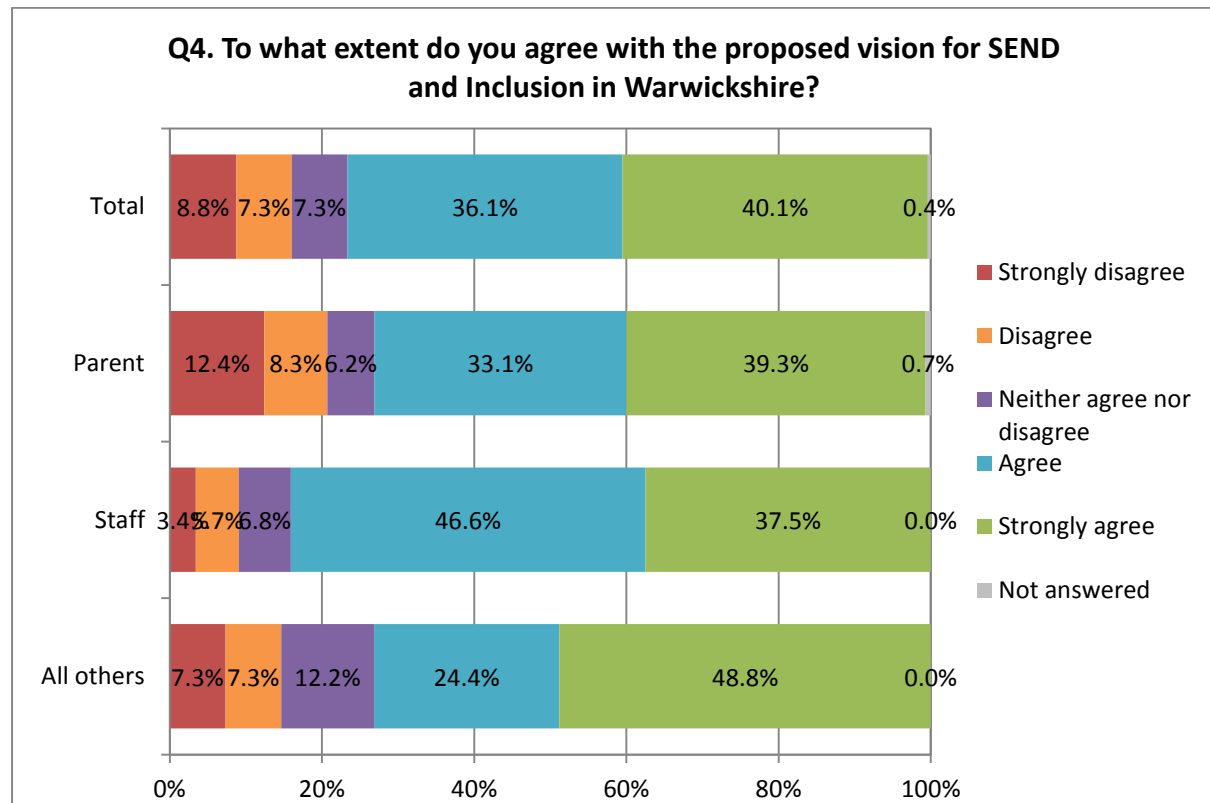
Staff are significantly more likely to agree with the proposed vision than parents, (strongly agree + agree) 84.1% staff vs 72.4% parents at 95% level of confidence. Parents are significantly more likely to disagree with the proposed vision than staff, (strongly disagree + disagree) 20.7% parents vs 9.1% staff. When asked to comment on the vision, responses and key verbatim comments to illustrate them are on the following pages:

Table 3: Comments on proposed vision	Number of times mentioned
Gaps summary	**43**
Lack of SEN support (mainstream)	20
More special schools are required	20
Skills/training/knowledge gap of teachers/TAs	12
Lack of joined-up thinking / collaborative working	4
Issues with mainstream summary	**42**
Concern mainstream provision cannot meet need(s) (e.g. sensory)	21
Lack of appropriately trained staff	14
Detrimental to wellbeing, learning and development	11
Poor schools/provision/suitability in area	9
Behavioural issues / impact on other students	1
Financial summary	**27**
Funding issues / budget cuts	26
Financial support to charities/voluntary groups	2
Experiences summary	**24**
Problems with schools	10
Problems with EHC plans / referrals / assessments	8
Parents/children need support	7
Overworked teachers/professionals	5
Educational psychologists / identifying need(s)	4
Bullying because of SEND	4
Vision vs reality summary	**16**
Realistic/achievable	10
Inclusion issues	5
Measuring progress summary	**15**
Measure progress	8
Clear action plan required to achieve this priority	8
Clarification of terms summary	**15**
Definitions / wording / phraseology used	6
What's 'normal'? / 'local'?	5
Positive mainstream comments summary	**13**
Agree with the aim of local and mainstream	12
Importance of socialising	1
Positive special school comments summary	**5**
Give more help to access specialist provision	5
General negative comments summary	**2**

Gaps comments

"The vision is very good unfortunately the scope and amount of the provision for SEND learners in South Warwickshire is inadequate and there is little indication that there is true appetite within the LA to increase this in any meaningful way" [Other specialist staff]

"I agree that all children should have the opportunity to attend their local school but more special places need to be available for children who can no longer cope with the demands of a mainstream school" [Primary education staff]

"I am concerned that there will be a skills and knowledge gap for staff." [Primary Head Teacher]

"I completely agree with this in principle but, as someone who teaches in primary school, there simply isn't enough support available to schools for children with SEND" [Primary education staff]

"As a parent of a disabled child that has acute need and having worked in the education sector and the NHS as a Registered Nurse of Learning Disability I feel well placed to say that for a lot of children with special needs that the mainstream is not set up for the needs of individuals with special needs" [Parent, guardian or carer]

"There's not enough money and not enough training on additional need for teachers. The staff are not equipped and as a result children with additional needs are marginalised at best and actually harmed at worst" [Parent, guardian or carer]

"High needs SEN in Warwickshire urgently needs a joined up approach across all agencies, SEND Social Care and Health." [Parent, guardian or carer]

"Although my daughter is academically able, mainstream school isn't meeting her needs. I would hope special schools have higher levels of knowledge, better pastoral care and a commitment to activities and learning that help develop the whole child (not just their academic ability). Although for me the academic side is less important than pastoral side. A child feeling and being safe would be my priority." [Parent, online focus group]

Issues with mainstream comments

"In reality mainstream school fail and do not meet the needs of many children with special needs" [Parent, guardian or carer]

"Mainstream schools do not have the expert knowledge that is vital to the young person's wellbeing" [Parent, guardian or carer]

"All pupils should be able to attend a local mainstream school if the provision is appropriately adjusted to meet their SEND" [Governor of a special school]

"The default position of attending a mainstream school unless there is an overwhelming reason not to is not a good stance. You should be flexible and listen to the child and their parents and work with them" [Parent, guardian or carer]

"A policy is being developed in which the council take a default position of attending a mainstream school unless they regard the reasons as being overwhelming, is seemingly contra to the law. Parents have a reasonable right to choose the provider of education for their child on a cost comparison or need basis to deliver appropriate education. While overall OFSTED ratings are a sound starting point, there are many reasons why parents may not wish to attend local school, and these reasons may be sound but may not be judged by the local authority to be overwhelming. It is unwise to have a policy of a default position. Particularly one that may place the authority in conflict with the law. If indeed schools are providing appropriately parents will vote with their feet, and there is no need for default policy." [Parent, independent submission]

"My child was the victim of repeated violence by a child who was being worked with under the SEND scheme. This included punching, pushing to the ground and being head butted in the face" [Parent, guardian or carer]

"I honestly feel like the staff in her mainstream school haven't got a clue. Totally not their fault, but they just don't seem to see her struggles, I have to constantly fight for her to be heard and I'm the one making suggestions about how to meet her needs. It's draining! I don't think that they don't see them, rather that there's a lack of communication between staff and a bit of attempting to sort of downplay her struggles. There's also been a total failure to acknowledge the daily (physical) battle I have to get her into school as being an issue!" [Parent, online focus group]

"With budget cuts and large class sizes I'd have concern over support and the impact it would have on the other pupils" [Special school staff]

"Must take into account the needs of ALL children so that inclusion of children with behaviour problems doesn't disadvantage others (e.g. by significantly disrupting their learning and/or making them feel unsafe in the classroom)" [Parent, guardian or carer]

"What happens after primary school? They're looked after well but how are their ASD and sensory needs going to be met in the future?" [Grandparent, meeting]

"A different school picked up the ASD straight away." [Grandparent, meeting]

"There needs to be early school screening." [Grandparent, meeting]

"What will happen after he leaves school? What is there for him?" [Grandparent, meeting]

Financial comments

"As well as having a SEND child I work in SEN in a mainstream school. We can't meet the children's needs because we do not have enough money or the physical equipment/ resources to do so. Due to lack of funding mainstream is increasingly unable to meet the needs of SEN children". [Parent, guardian or carer]

"There's not enough money and not enough training on additional need for teachers. The staff are not equipped and as a result children with additional needs are marginalised at best and actually harmed at worst" [Parent, guardian or carer]

"Only with funding for extra support is it possible for classes with several SEND pupils to be taught effectively without disruption" [Primary education staff]

"I agree with the statement above, however I also recognise that a cost is involved with making this work to a good/outstanding level" [Early years staff or provider]

"The vision is very good unfortunately the scope and amount of the provision for SEND learners in South Warwickshire is inadequate and there is little indication that there is true appetite within the LA to increase this in any meaningful way" [Other specialist staff]

"…objectives would be achieved more easily if you offered more financial support for charities, carers and activity providers that help Warwickshire work towards inclusion of people with SEND" [General public]

"…one of the drivers behind this strategy at this time is the overspend in the high needs block (p.2 Para 3). We understand it's a complicated situation but the corresponding effective cut of almost 1.5 million (which will affect SEND pupils in mainstream education) has a huge impact on whether this strategy can be realistically implemented." [Parent Carer Forum]

Experiences comments

"My personal experience has been that schools are slow to pick up on learning issues, slow to make referrals due assessments and assessments are not completed in an adequate time frame for the child" [Parent, guardian or carer]

"Schools can only offer so much support and it seems to me there is a massive gap in how mainstream schools deliver quantified and specified robust EHCP support to very vulnerable learners" [Unspecified]

".....EHC plans need to be in place in a timely fashion and some of the hurdles to getting one need to be addressed" [General public]

"The lengthy delay and bureaucracy can do untold damage to a child's health and wellbeing" [Parent, guardian or carer]

"Having a child in a mainstream secondary and one in a specialist secondary could not be more different…My daughter is doing well academically but has no real enjoyment for school and sees it as a means to an end. My son's specialist school has 7 pupils in his class, 2-3 staff with the group at all times and he can explore working in the office which would never really work in a school my daughter's size. He can also easily have the SALT and sensory interventions he needs. It's too far away but once the school is finally built that will be less of a concern. Staff are approachable, friendly and are all willing to have an adult to adult conversation about what is happening with him and don't assume it's our fault…As a parent that non-judgemental space is so important… Plus every term the last day of term is a celebration assembly where parents can see what the children are doing…What my son receives in his specialist school is to me what all schools should be like, not huge institutions where children, parents and staff are anonymous cogs in a machine but a safe place where children can learn and make mistakes knowing they won't be judged." [Parent, online focus group]

"There needs to be more support for parents awaiting assessment" [Community worker as well as a parent of two young adults with special and complex needs]

"...schools overlook issues and are reluctant to get Educational Psychologists involved as this identifies needs which they do not have the funding to meet" [Parent, guardian or carer]

"Some children with SEND may want to go to a mainstream school. Often they are bullied due to their differences" [Parent, guardian or carer]

"An individual with sensory needs would be overwhelmed and a target for mainstream student to bully intimidate and to affect the SEN students." [Parent, guardian or carer]

"...teachers not having the capacity it is a distraction for other children, who, let's face it, have enough on their plates trying to reach whatever target is being rammed down their throats" [Parent, guardian or carer]

"He was at [secondary special school] originally but they couldn't cope with his physical behaviour. They couldn't keep him and others safe. [School] couldn't do anything with him even though they were fabulous. They said if anything changes the door is always open for him. He went to a special assessment unit and only a few places in the country could meet his physical aggression needs. He requires residential, regardless of location but it takes us one and a half hours to get there and £70 a week in petrol going to see him. The three hours we spend in the car could be spent seeing him. He has few visitors, just Mum Dad and sister. How do family visit as Mum and Dad get older and he's far away? The school site is spacious with the house next door. 20 children are resident so it's up to the max at the moment. Smaller would have been better. He could have his own flat if he wanted to if he doesn't like living with others. Staff turnover is high and the children need that consistency and find that

really difficult. The staff get hit and bitten. It needs to be run by parents because the staff's level of looking after children is never going to be that of parents but the staff are really good at understanding individual needs. Residential is never going to be ideal but it's now the best it can be but being closer would be fab. He loves his family and wants to see more of them." [Parent, community consultation]

Vision vs reality comments

"The vision sounds admirable but how will it be achieved in real life? There are many issues which prevent children from accessing education at a local school. Toileting needs, i.e., still using nappies, lack of specialist peripatetic services to support teaching staff, red tape in applying for EHCP, funding issues, the list goes on." [Parent, online focus group]

"Inclusion is an illusion, which can often lead the child more vulnerable later on to isolation as they are not on par with peers." [Early years staff or provider]

"I completely agree with this in principle but, as someone who teaches in primary school, there simply isn't enough support available to schools for children with SEND" [Primary education staff]

"The default position should not be that children should be able to attend a mainstream school unless there is an overwhelming reason why this cannot happen. This simply is not what we as parents want to hear at all. There are not many parents that want their SEN child to attend a mainstream school. This is for many reasons, mental health, bullying, lack of suitable provisions, lack of specialist teaching staff, lack of specialist support, lack of resources, Most children will only last in a primary mainstream then a large percentage end up in a special school for secondary as there are no suitable secondary schools in the county. Most parents would only want their child to have a good education in a supportive, structured, positive environment. Unfortunately most parents and young people's voices are not being heard. Not all their needs can be met locally as there is not enough provision in county to meet need particularly in the south this applies to both education and social care. The local offer has very limited information and is not easy to navigate." [Parent, online focus group]

"These are fine sentiments BUT what is the reality for pupils and their families?" [Specialist Teacher]

"I think there needs to be something in there about the family's choice in where their child receives an education. Mainstream, special school even home. I want X to attend mainstream, so I have no experience of specialist setting, but I hear too many stories of parents having to fight for specialist education. I worry this wording will reinforce that and make it the case that more families have to fight." [Parent, online focus group]

"In an ideal world, if a mainstream setting was suitable for a child then yes, they should be able to access that school and the school should be in a position to support that child in accessing the curriculum in a successful way. The reality is very different for many children with additional needs. I know of families that have been told by their local school their child cannot attend as they are still in nappies. Now, all schools should have an intimate care policy, they should have staff trained to deal with nappy changing but they don't and there is not the money and/or staff available to ensure that it is there when needed...How can a mainstream school provide an inclusive education when the staff don't have access to the expertise they need?" [Parent, online focus group]

"The default position should be that every child can attend a provision which best serves their individual needs whether this is mainstream, specialist or flexi schooling. - This does however still mean that a lot of work needs to be done to mainstream schools, more specialist schools built and schools adopting the flexi schooling." [Parent, online focus group]

"I too am very concerned that the 'default position' is that every child should attend a local mainstream school. This means that the presumption is that 100% of children will be able to attend a local mainstream school. This simply is not the case and sets families up to fight even harder for the school that best suits their child's needs. This is likely not to be their local mainstream school. This 'default position' is anti the SEND COP, which places the child's needs and the best provision for those needs in order for the child to stand the best chance of reaching their full potential." [Parent, online focus group]

"It's better to be at school near where you live because you have a support network. But the local school is not able to meet needs. If the key worker isn't there then there's no help. All people who work with the child need to know about the child." [Grandparent, meeting]

Measuring progress comments

"Great vision, but how will you ensure delivery? How will it be monitored and evaluated? That's the key. Great vision means nothing if it stays as just that. We need to ensure that it's the real life experience for our young people!" [Parent, online focus group]

"..It is unclear how Warwickshire will measure 'success'" [Special school staff]

"Far too many key measures - reduce number please to focus on outcomes and impact." [Warwickshire resident]

"This needs a careful action plan and identified early intervention as for a lot of young people it will take years of planning to increase success" [Parent, guardian or carer]

Clarification of terms comments

"While we understand what WCC means by their 'default position' on inclusion it sounds very negative and not in the least aspirational. We also think that referring to a 'normal' life is unfortunate (usually when discussing disability 'normal' and 'abnormal' are avoided as non-inclusive language). We would suggest replacing 'normal' with 'regular'." [Parent Carer Forum]

"I do not like the terminology '... have the right to lead a normal life...' implying that SEND do not have a normal life" [General public]

"A child's right to attend a good local school will depend upon your definition of local" [Primary Head Teacher]

"This does sound like a lovely vision - to simplify it could be put more clearly as some bullet points." [Parent, online focus group]

"It's just too long winded and corporate language used... I was really interested in reading this strategy but struggled to keep reading. I think your aims are lost in the writing. I'd just strim it right down to the bones so people keep reading. Personal." [Parent, online focus group]

"I would be interested to understand what is meant by 'unless there is an overwhelming reason' why a child should not attend mainstream. This is a worrying statement as it feels like gaining access to a specialist facility or agreement to be homeschooled will be made harder in the future which isn't necessarily right for every child. On the whole the vision sounds very positive and I hate to put a downer on it but we are not even close to having the basics right yet." [Parent, online focus group]

"Broadly the vision for SEND learners is sound but unfinished. It should be re-written with the learner at the centre." [Parent Carer Forum]

"This vision seems fine in principle. What is an 'overwhelming reason' for a child to not be able to attend a mainstream school? That doesn't seem clear to me. I think it only needs to be about safety for that pupil and the other pupils/staff around them. If a child's not going to be safe there, perhaps a physical disability that needs specific requirements that cannot be achieved through modifications, or other things which means that they won't be able to follow the standard curriculum or would be particularly distressed by a mainstream setting." [Parent, online focus group]

Positive mainstream comments

"All pupils should be able to attend a local mainstream school if the provision is appropriately adjusted to meet their SEND" [Governor of a special school]

"Socialising with mainstream children should be a priority" [Parent, guardian or carer]

Positive special school comments

"SEND provision matrix sets out clearly what schools are expected to do, but where schools follow this, follow professional advice and are not able to provide for the pupil, then specialist provision must be made available" [Secondary education staff]

"We are lucky that our child's phenomenal special school has been our support network" [Parent, guardian or carer]

"My daughter is now in specialist education and she is in a tailored class to suit her needs based on ability not age, there are 8 in her class to 6 members of staff. She has someone with her at all times so she is completely safe. Teachers are highly trained and matched to the pupils with regards to their needs and each child works to an individual curriculum which is constantly changing for their development. The big thing for me is there is no judgement, she is not the 'odd one out', no children are sniggering at the others. They also work really closely with parents to ensure co-operative learning at school and home. It is a completely different ethos - no marking down for hospital appointments or sick days (of which there are numerous), no stats, tests or targets to meet. They just really get it." [Parent, online focus group]

"Inclusion at all costs will fail some kids. Specialist provision with specially trained staff is paramount for these kids." [Parent, online focus group]

General negative comments

"Rugby disability forum are not fully aware of this consultation and this may be a reason your feedback has been poor" [General public]

"This questionnaire EXCLUDES SEND students from expressing their true views through over wordiness and jargon" [Pupil/Student]

Promoting Inclusion:

70.8% of respondents agreed with the wording of the priority, with 18.2% disagreeing with it. This is the highest level of disagreement with what is proposed.

Q5. To what extent do you agree or disagree with the proposed priority - Promoting Inclusion?

Group	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not answered
Total	8.8%	9.5%	10.9%	33.2%	37.6%	0.0%
Parent	14.5%	9.7%	8.3%	26.9%	40.7%	0.0%
Staff	2.3%	8.0%	12.5%	46.6%	30.7%	0.0%
All others	2.4%	12.2%	17.1%	26.8%	41.5%	0.0%
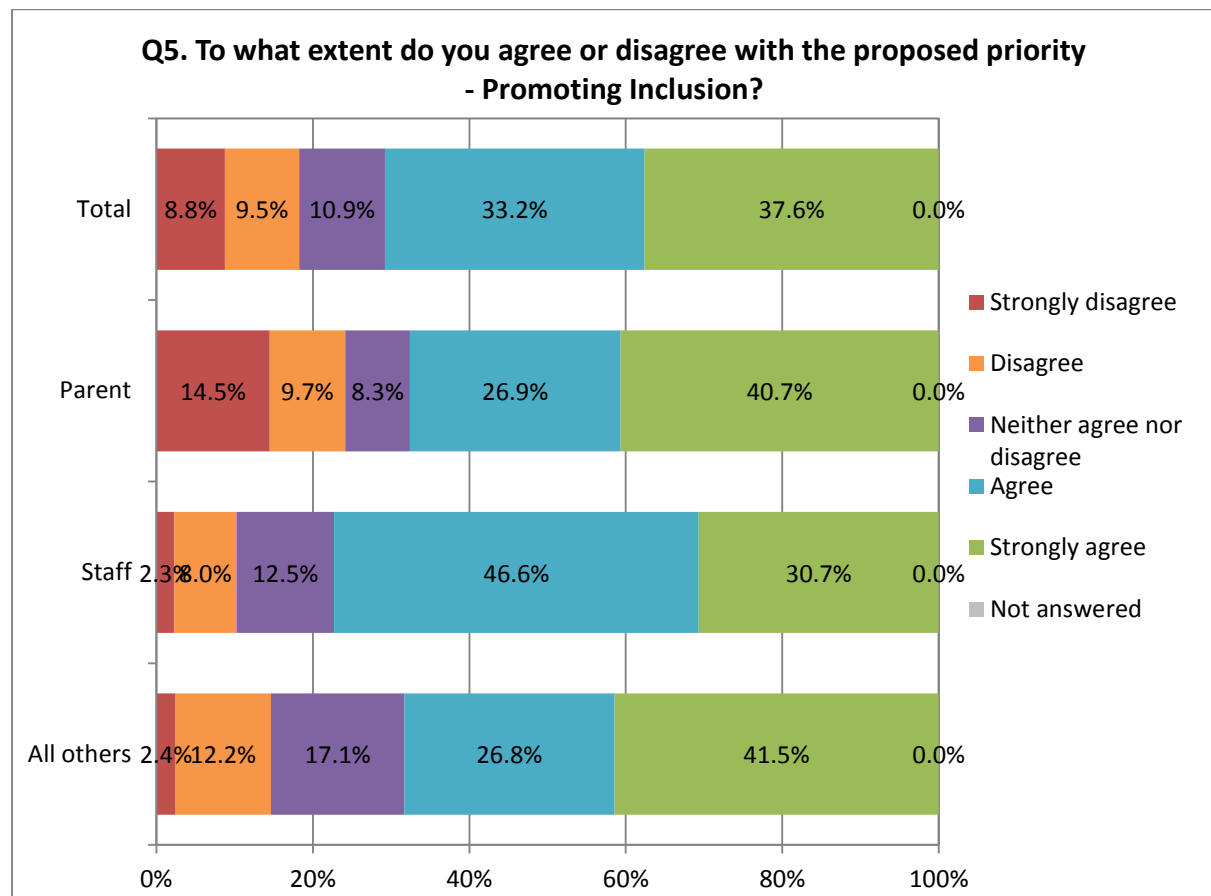
There are no significant differences in agreement but parents are significantly more likely to disagree with the priority 'promoting inclusion' than staff, 24.1% parents vs 10.2% staff. When asked to comment on priority 'promoting inclusion', responses and key verbatim comments to illustrate them are on the following pages:

Table 4: Comments on priority 'promoting inclusion'	Number of times mentioned
Issues with mainstream summary	**57**
Inclusion	20
Consider the negative impact(s) on wider student group	14
Assessments / referrals / criteria issues	13
Appropriate training and resources in mainstream	12
Needs to be flexible / personalisation / case-by-case basis	10
Some SEND children are not suitable for mainstream	7
Financial summary	**35**
Poor funding / budget cuts	35
Gaps summary	**34**
Lack of appropriately trained/skilled staff	14
Need more support for schools / staff	10
Need more specialist provision / places	10
Lack of SEN support	9
Need more space / resources	9
Support for parents	5
Principle summary	**29**
Agree - if pathways are available for pupils to succeed	17
Disagree - SEND need tailored environment	12
Measuring progress summary	**10**
Clear action plan required to achieve this priority	5
Clarity of words/phrases/terms	2

Issues with mainstream comments

"SEND is such a massive range and saying that the default position is that a child attends a mainstream school is not necessarily right for the child, especially due to the massive pressures on schools already. Mainstream can often meet needs, but not in as effective a way as schools that are more set for children with specialist needs. This doesn't mean necessarily special schools, but more that we seem to have two models only - special school and mainstream - there needs to be a better choice than this" [Primary Head Teacher]

"......for children with SEND; for many going mainstream is surviving not thriving" [Parent, guardian or carer]

"Must take into account the needs of ALL children so that inclusion of children with behaviour problems doesn't disadvantage others (e.g. by significantly disrupting their learning and/or making them feel unsafe in the classroom)" [Parent, guardian or carer]

"How successful can this actually be considering that all specialist provisions are full?" [Primary Head Teacher]

"Children with SEN can behave in ways which typically developing children do not understand and this can be confusing and intimidating. The only way that you bridge this is to throw children together and give them the opportunity to work together and get to know each other. I think that this happens a bit but not enough. I think that understanding a child with SEN can be difficult and mainstream schools often do not have the time, resources or experience to do it well and are tempted to leave it to those that do/have." [Parent, guardian or carer]

"I do not agree with the principle that Inclusion should be the default position. Many high needs children cannot exist in a mainstream school. It is unrealistic to expect mainstream schools to have the staff, resources, time and training to accept increasing numbers of SEND pupils. Whilst it is right that families can send their SEND child to a mainstream if they wish, it is not incumbent on WCC to presume that should be the default position. This is NOT child centred thinking as specified in the SEND COP. This is a cost saving exercise as far as I can tell. Mainstream schools rely on children being resilient, healthy, emotionally stable, socially capable etc. in order for those children to cope with the rigours of a school day. I would argue that a chunk of SEND pupils are simply unable to achieve this in a mainstream setting. The wording of this and the ambition to have mainstream as the first 'default' priority implies this does not have a child centred, needs focussed approach. I'd like to read a WCC Vision that talks about meeting the Needs of the Child being the top priority, rather than Inclusion. For me, there is not enough focus on the aspirations of the SEND COP and there is too much focus on pressurising mainstreams to accommodate as many SEND children as possible." [Parent, online focus group]

"This is also keeping in mind that the setting is then not going to adversely affect the peers in that environment or prevent them having fair and equal access to additional support" [Secondary education staff]

"It should also be noted that whilst it is important that SEND pupils have the opportunity to be educated alongside their peers and to receive a quality education, thought & caution needs to be taken to ensure that the education quality for non-SEND pupils is not detrimentally affected" [Parent, guardian or carer]

"In order to actually achieve inclusion, the training commitment for mainstream staff (all staff not just SENCOs or the odd teacher with an interest in SEND) will be huge" [Parent, guardian or carer]

"It's not happening because for some children in order to be able to learn, they need say a movement break or a sensory diet. This would take minimal resources to implement and give the child more access to learning. But if the SENCo, teacher, advocate doesn't understand this, they wouldn't think to implement it. By not implementing interventions such as these, we are effectively preventing children from learning." [Parent, online focus group]

"I have genuinely felt at times that the school haven't wanted to see, and what could have been relatively minor adjustments when I first asked for help 15 months ago have led to much bigger adjustments now being needed to get her in and out of school." [Parent, online focus group]

"Too many children are being failed and worse still, actually damaged by their experiences with school. They are too often segregated, excluded and off rolled for the benefit of the school not the children" [Parent, guardian or carer]

"I do not ... believe that 'inclusion' is achieved simply by being in a mainstream school. If the setting is inappropriate then to strive for 'inclusion' is futile" [Primary education staff]

"I've had to ask that X comes out early. Coming out when the rest of the school does is horrific for her, me and her siblings. She has finally after a battle been seen by ed psych, and he was able to give a whole list of whole class activities which would benefit X, but without singling her out. For example rather than coming out early he is suggesting that the last 15 minutes of the day are aimed at filling her sensory cup, but it's a whole class activity. Makes total sense, but I can't work out why it takes this level of expertise to come up with these things. Why doesn't the SENCO have a bank of things to call on or try? ...I've been saying for months that she needs movement breaks, instead she seems to be constantly being - as she feels - punished, by losing her break to complete work. It only serves to single her out more and deplete her self-worth as well as denying her vital social opportunities. It's just so contrary to everything she needs and I think it's a total lack of understanding! I keep saying her emotional and social well-being is all I'm concerned about at the moment. If we get that right for X then the academic will come, if we don't then I'm on the verge of having a school refuser!" [Parent, online focus group]

"Agree if the setting can meet needs of individual child/young person" [Primary education staff]

"All parents with a child who has an SEN diagnosis should have the choice of mainstream or special school"[Parent, guardian or carer]

"This is not always in the best interest of the young person, their family or their peers" [SENCo]

"Putting a child into a mainstream school as a priority is a failure in most cases" [Parent, guardian or carer]

"The usual approach of putting a TA in with a child in a mainstream class does not work." [Parent, guardian or carer]

"I feel inclusion is very important but the necessary funding is essential to ensure inclusion is done well." [Parent, guardian or carer]

"SISG [Specialist Inclusion Support Group] - access criteria too high" [Primary education staff]

"I understand a lack of resources. I don't understand those who don't listen or seek to learn." [Parent, online focus group]

"Each need is so unique and there is a big difference between a SEN child being able to cope in a mainstream school and them being given the education to be the best they can be - this is where tailoring their education is key." [Parent, online focus group]

"My daughter has blossomed beautifully being in a specialist setting; changing this would send her on a downward spiral. I think for her to be her best self it is within this setting. While first sending her there I was reluctant and thought I wanted her to go in mainstream (but the way she was treated in a mainstream nursery and how she was compared to now I am against it and believe that her specialist school is best for her)" [Parent, guardian or carer]

"The term schools use is 'reasonable adjustments'. Things that can be put into place simply that can aid a child in accessing the curriculum. It could be as simple as providing a child with a quiet space to sit in for 5 minutes, allowing a movement break, giving a fidget toy to use during inputs or changing the background colour on the interactive whiteboard from the standard white. These are things that don't need anything more than an adjustment in the thinking of staff. Too often, they are seen as disruptive to the running of the class or singling out the SEND child/ren. If you let one child have a movement break then you have to let them all. What schools should be perhaps asking themselves is, 'if the whole class has a movement break, would it improve the learning for all the children?' Often, what is a reasonable adjustment for one child is actually good for most if not all of them. A very fundamental change in the thinking of schools is needed in many cases." [Parent, online focus group]

"There is a reason why there are special needs schools and if the reason for including children into mainstream is because of overpopulation of the special school, maybe more needs to be done in this are". [Parent, guardian or carer]

"If educated alongside peers this can lead to bullying especially when young people with a disability become teenagers" [Parent, guardian or carer]

"She's 6 and seen CAMHs but she's not improved. The SENCo has fobbed off our concerns. The teacher has said sometimes she can't deal with her and sends her back to the deputy head. She's seen the school psychologist, CAMHs, psychologist, psychiatrist and they cancel appointments so it's taken such a long time. There's no day to day support whilst waiting. If she's disruptive they just give her colouring. They can only spare 10 minutes of the TA at a time but she needs 1:1 support. She's falling behind in her SATs in year 2. I don't know what help is there. 1:1 support has to be appropriately framed. The co-ordinator knows about

SEN but not all staff. The TA is nice but has no training on challenging behaviour. [Child] only sleeps 4 hours a day. We've only had 6 social worker visits in 6 years. She's had injuries at school that mean she's been in hospital. She's intelligent so we don't want a special school. A TA with no training is like a nursery nurse. I'm sick of fighting the system. [Child] doesn't understand. She's oblivious as to why she's not to hit. They're challenging behaviours not naughty. She needs people who are trained in understanding not punishing. I know she is bright but it's going downhill. I'm exhausted with what I'm trying to do. [Child] is on the outskirts and parents don't like her playing with their children because she plays rough." [Grandparent, meeting]

Financial comments

"What worries me is that I hear the same story across her school and elsewhere. I will fight for my daughter to the point of making myself really unpopular, but what about those parents who just accept the school's rhetoric about being under resourced? I know at least 1 mum in her school who was told "we don't have resource" and hasn't pushed. I get they are under resourced, but in the nicest possible way that's not my problem, nor should it be any child's! The system is just broken!" [Parent, online focus group]

"Whilst I strongly agree that we should promote inclusion, this is only a positive aspiration if the funding and resources are available to allow this. Too often, the lack of provision and resources make this a negative experience for children." [Primary education staff]

"Only with funding for extra support is it possible for classes with several SEND pupils to be taught effectively without disruption" [Primary education staff]

"A push for inclusion will not save money in the long run, children whose needs are not met in mainstream are more likely to end up requiring alternative specialist provision. ......early intervention would save the LA money in the long term" [Parent, guardian or carer]

"This strategy is a smokescreen for budget cuts" [Parent, guardian or carer]

"Inclusion without adequate funding and support is damaging for pupils and staff. Inclusion with good support enhances the experience of individuals and school community as a whole." [Counsellor]

Gaps comments

"Our understanding is that those who are educated far from home in a specialist setting are suffering from a lack of local specialist settings, not lack of access to mainstream education." [Parent Carer Forum]

"This is the right way forward however it will require investment to ensure that staff working with SEND learners have the skills and expertise to meet their need" [Other specialist staff]

"There should be more SENCOs in schools to alleviate pressure" [Parent, guardian or carer]

"More support for schools and sports teams to include people with SEND and support them in meeting recommended guidelines of physical activity" [General public]

"For this vision to be achievable, support needs to be given to schools - in particular small rural schools." [Primary education staff]

"I agree where this is possible but there needs to be more specialist provision and support for schools to access." [Primary education staff]

"It needs to be recognised that we don't have enough specialist education settings locally" [Parent, guardian or carer]

"I feel that the lack of specialist provision in Warwickshire is having a detrimental effect, firstly on those pupils who need it but are left to struggle in mainstream and, secondly, on those mainstream schools who, under huge financial pressure, are trying to meet these pupils' needs" [Primary education staff]

"'Best endeavours' is not enough and there are no places at specialist provision" [Secondary education staff]

"More places are needed at special schools for mild to moderate difficulties where they are unable to cope with mainstream schooling" [Parent, guardian or carer]

"Specialist training to aid understanding. Number 1 priority is understanding, throughout schools. For us personally I don't think the teachers have had any training in autism and particularly how it presents differently in girls. When I say throughout, I mean everyone working in a school needs to have some awareness. In the same way safeguarding is vital. If you can't understand (and spot) what you're seeing, how can you be inclusive? Or help those children? I don't think resources are the biggest issue. For me, it's culture and understanding. But that might be coloured by my individual experience." [Parent, online focus group]

"I'm currently told 'but she's fine when she's here', and I have to point out a whole host of reasons that show that that just isn't the case. I've had to put up such a fight to get any support because I'm constantly told they're a small school without resource, and I've actually been told (previously), that she couldn't have input from any agencies as she doesn't have a diagnosis. It's infuriating, heartbreaking and exhausting in equal measure!" [Parent, online focus group]

"The current system relies on the compassion of a particular school/teacher rather than a good level of training of all staff" [Parent, online focus group]

"For children to be given the same opportunities but tailored to meet their needs. That isn't happening in a lot of mainstream schools and parents feel like they're constantly fighting for things. Or on the flip side where certain things can't be accessed because of the nature of their SEN alternatives aren't being provided." [Parent, online focus group]

"It really depends on the SEN - this is such a massive area that resources to include all would be vast. If we just take autism as one example…some children could require dark, quiet sensory rooms as they are hypersensitive, some children could be hyposensitive and need heightened stimulation such as climbing bars and flashing lights to sooth them. At lunchtimes each and every autistic child could need a varying diet and varying degree of supervision, will only eat brown food, needs to be on a certain plate, at a certain temperature, will shovel everything in and gag, will refuse all food - so even the canteen will need far more resources and staff. This is just the tip of the iceberg though, then we have every other need, physical, mental, undiagnosed, the list is endless." [Parent, online focus group]

"In seeking to promote inclusion it is a mistake to denigrate or run-down specialist provisions in the strategy document. Much better to focus on the specific cohort who are not accessing mainstream provision when they should be and look at how it is possible to prevent their exclusion and marginalisation." [Parent Carer Forum]

"Secondary schools are put under undue pressure to find time to meet with the growing number of prospective parents of SEND Learners with EHCPs in Year 5/6 prior to application, because we are told that 'the local authority has asked them to' in the process of naming their chosen school." [SENCO Partnership]

Principle comments

"I strongly support inclusion if the pathways are available for all pupils to succeed" [Special school staff]

"…this will depend on the individual needs of the children and individual case by case observations as to whether a child can access mainstream education and still 'achieve' and make progress would need to be considered." [General public]

"In data terms, you will see children making at least the expected progress for their pathway, hopefully you will even see them exceeding. It's more than just data though. You see all staff approaching things in a consistent manner, all classes will use visual timetables for example, if a child is allowed to use fidget toys or ear defenders with one teacher, they are allowed by all teachers and from year to year. Some children have a great experience one year, with adjustments made that really help, they move class in September and it all disappears. That doesn't happen in schools where inclusivity is embedded." [Parent, online focus group]

"I think small units attached to mainstream would enable more inclusion" [Specialist Teaching Assistant]

"I just want him to be as normal as he can possibly be. He needs facilities such as a keyboard and for his peer group to be taught about differences. If his peers accept him they won't bully him." [Grandparent, meeting]

"Some mainstream schools are amazing. They have got inclusivity embedded in the school ethos at all levels. Unfortunately, not all schools do. There is still a lot of ignorance regarding additional needs, parents can often be 'fobbed off' or not understand how to navigate the system to get the support their child requires. Every school is able to easily make 'reasonable adjustments' to enable a child to access the curriculum, often the good practice for a SEN child is of benefit for many of the other children too. When I taught in a different county, we had a school buddy system. Schools that were outstanding in a particular area, such as SEN were given additional funding by county to allow staff to work with another school and help them improve in that area. Again, funding is needed if more than lip service is to be given to improving inclusivity" [Parent, online focus group]

"Central to the assessment of what constitutes high quality appropriate educational provision are parents and the children. However parents and the community are not actively engaged, for instance even as an MP with a number of constituents who have difficulty with the service they and I did not know about the consultation from the Local Authority even this inclusion. The open session times were limited and at times difficult to attend (day time when many parents working). Further there can be many SEND needs which not ostensibly high need are but, provide significant, in some cases complete barriers to access to education and good outcomes and these have not been addressed in this policy. The focus on local provision while laudable fails to recognise that it may well be cost efficient and appropriate for the child to make use of expertise and provision out of county, such as in neighbouring authorities or if needed further away. The key in these situations is to maintain scrutiny on progress and development and ensure effective use of public resources. The mantra of local must not override what is the best interests of the child at that point in time, as a reality not a theoretical reason or aspiration."

"The [personalisation] statement sits particularly uneasily in this document as the tone of the document appears to seek to restrict access to specialised settings and implicitly acknowledges that there is a lack of confidence in mainstream settings from CYP and their families." [Parent Carer Forum]

"The first sentence actually makes little sense as CYP with SEND are indeed educated alongside their peers in a variety of settings. What is meant here is that all schools and colleges should welcome learners with a range of differences including SEND needs." [Parent Carer Forum]

"Please could we ask for further clarification of what SENDAR consider these 'overwhelming reasons' to be." [SENCO Partnership]

"While it might be highly desirable that children as they grow up are aware of social diversity, the wider needs of society cannot be at the expense of what an individual child requires, and individual needs is the focus of the legal obligations the Authority has. The problems arise when…it makes many assumptions not least the claim children with considerable difficulties being full members of their community with little regard as to what that takes to achieve and biasing the policy on the wishful thinking of wanting something to occur. This has been recently noted in the Councils own Education Scrutiny Committee where it notes children transferred from specialist settings to mainstream had failed to thrive." [Parent, independent submission]

Measuring progress comments

"This is quite a sweeping statement. I would think that this will depend on the individual needs of the children and individual case by case observations as to whether a child can access mainstream education and still 'achieve' and make progress would need to be considered." [General public]

"A policy without a champion and inclusive leadership is just a waste of tree." [Parent, online focus group]

"It is insufficient to rely on providers to use their best endeavours to meet need without clarity about what can reasonably be expected and agreed possible from both sides." [Parent, independent submission]

Delivering outcomes for school age learner with high needs:

78.5% of respondents agreed with the wording of the priority, with 10.6% disagreeing with it.

Q6. To what extent do you agree or disagree with the proposed priority - Delivering outcomes for school age learners with high needs?

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not answered
Total	5.5%	5.1%	10.6%	28.8%	49.6%	0.4%
Parent	8.3%	4.1%	9.7%	32.4%	45.5%	0.0%
Staff	1.1%	4.5%	6.8%	28.4%	59.1%	0.0%
All others	4.9%	9.8%	22.0%	17.1%	43.9%	2.4%
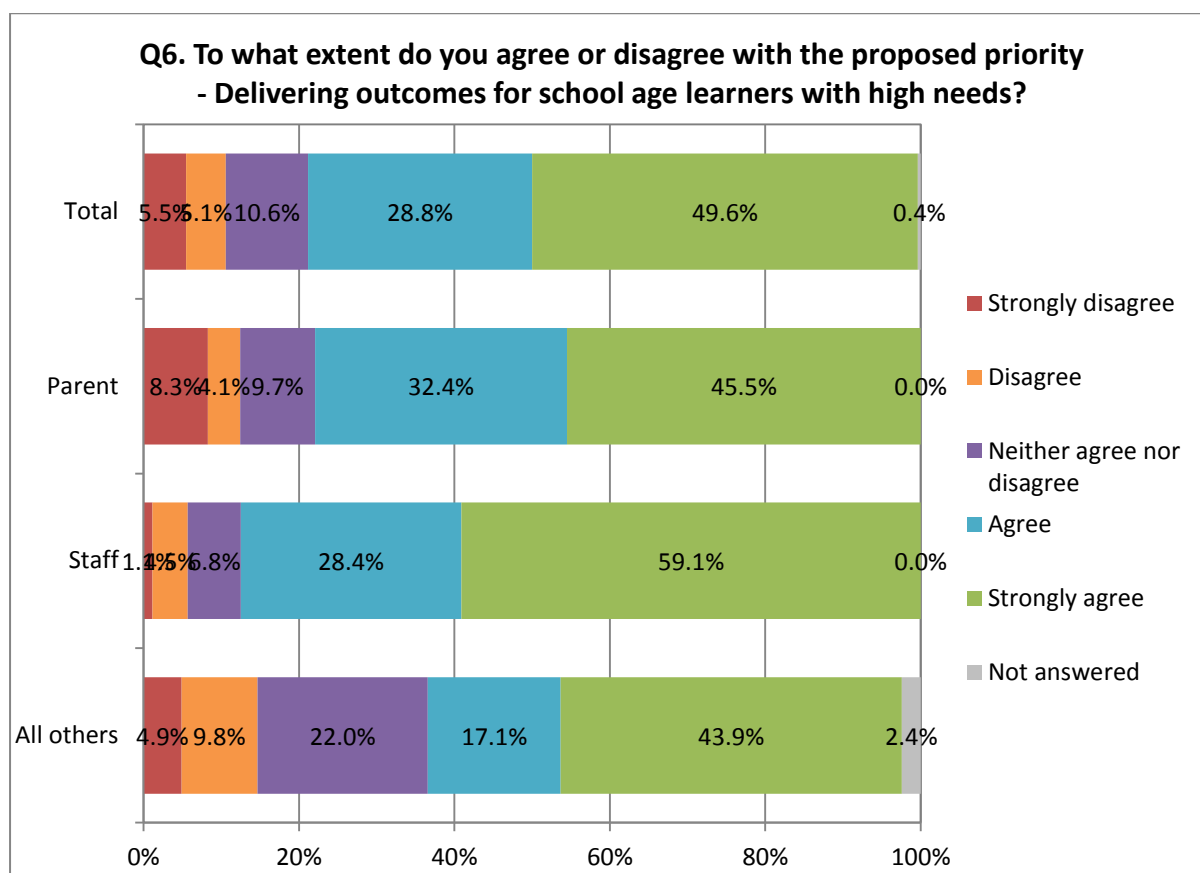
There were no significant differences between parents and staff for this priority. When asked to comment on the priority 'delivering outcomes for school age learners with high needs', responses and key verbatim comments to illustrate them are on the following pages:

Table 5: Comments on proposed priority 'delivering outcomes for school age learners with high needs'	Number of times mentioned
General experiences summary	**30**
Lack of help/information from schools to parents	6
Staff are overworked	4
Referrals not made or denied (when parents ask)	4
Poor performance currently	1
SEND pupils victims of bullying or hate crime	1
Social services and NHS are poor	1
Gaps summary	**28**
Need easier access to resources (assessments, specialist teaching service)	9
Early intervention	5
Currently poor communication	3
Preparation for the workplace	3
Need support to be physically active	1
Health professionals	1
EHC Plan summary	**21**
EHC plans need to be more accessible / user friendly	11
Hard to get an EHC plan (criteria high)	11
Too much paperwork	7
Support required for those who are not yet on an EHC plan	6
Measuring progress summary	**21**
Multi-agency working will improve decision making	16
Clarity required	6
Clear action plan required to achieve this priority	3
Financial summary	**13**
Need adequate funding & support	13
Mainstream / Specialist schools summary	**8**
More specialist TAs needed/trained	2
Transition	2

General experiences comments

"Much more needs to be done to support health and social care so that this does not fall solely on education professionals" [Primary education staff]

"Absolutely agree with this, currently getting specialist provision is a lottery and many children miss out. Because there are so few spaces, not every child who needs a place gets one, there are always far more applications than allocations. The specialist education is fantastic, we just need more of it." [Parent, online focus group]

"Sadly, it seems we are a long way off achieving 'tell your story once' and the joint commissioning of services in Warks." [Parent Carer Forum]

"It is our experience that whilst the 'joined up' thinking is an appropriate and ideal concept, other professionals within the local authority are over stretched currently and cannot always afford the time to attend meetings or respond to telephone calls in order to look at how or whether outcomes are met. The EHC Plan Co-ordinators are always extremely busy and sadly not available all of the time to advise us in schools. The increasing demand for mainstream schools to take SEND students means an additional burden on schools to find the funding for working alongside professionals such as Educational Psychology and specialist teachers. Outcomes decided upon during Year 6 are often not appropriate by the end of Year 7 creating an additional work load to re draft these on SENCos in schools." [SENCO Partnership]

Gaps comments

"Lack of communication between various agencies causes real problems for parents and school staff" [Parent, guardian or carer]

"Currently each professional is working in isolation and there is little joined up working" [Educational psychologist]

"If you have a high level needs child in a mainstream, it is unlikely their needs are fully being met as, in my opinion a mainstream cannot cater for those needs. If you are referring to a high level needs child in the correct specialist provision, then yes, their needs are being met. Low level needs are equally important though and Universal or Targeted Provision within mainstream can sometimes fail if it is withdrawn too soon. You're then faced with low level difficulties escalating due to being inadequately supported / recognised or patchy interventions." [Parent, online focus group]

"I see people with SEND being unfit and not healthy because they have been physical inactive for years, some have always been inactive due to a lack of support and suitable inclusive provision for them in schools and in the community" [General public]

"We waited more than two years for a Sensory assessment and nine months for a CAMHS assessment" [Parent, guardian or carer]

"Intervention and support was not readily available and our child's needs escalated as a result, destabilising him and causing him to be out of education for years" [Parent, guardian or carer]

"For decades all agencies push you from pillar to post. SEND Social Care refer parents to MASH, MASH refer parents to FIS, FIS refer parents to SENDIASS. Somewhere along the way CAMHS fit in, if you're lucky." [Parent, guardian or carer]

EHC Plan comments

"I am hoping the new EHCP reviews will work more easily but am still very concerned with the amount of paperwork and 'hoop jumping' we need to go through to access different services in all areas of SEND provision" [Primary education staff]

"My child is currently unable to attend mainstream school, I asked for an EHCP assessment which was refused, the school asked for an EHCP assessment which was also refused. By the time it was agreed that the assessment would take place, her mental health had deteriorated so significantly that she was too unwell with anxiety to attend school and has been unable to return. She is 8 years old" [Parent, guardian or carer]

"The process for obtaining an EHC plan needs to start much earlier and needs to be concluded in a far shorter time scale - 12 weeks maximum, not twenty weeks to have the necessary impact in schools" [Nursery School Head Teacher]

"All agencies take far too long to make an assessment. Currently the EHCP process is appalling, far too long" [Parent, guardian or carer]

"Applying for an EHCP is a prohibitive process that means that staff can be put off from applying and that these children do not receive the support that they need"
[Primary education staff]

Measuring progress comments

"Outcomes should be steps that are achievable and build upon more steps, for example, 'to be able to travel independently to school by next year' and then the provision is how this will be achieved" [Parent, guardian or carer]

"More support and advice for how these outcomes can be met - practical methods, strategies and resources" [Primary education staff]

"In practise it is virtually impossible to get all agencies in one room, let alone allow staff from school to attend the meeting" [Primary education staff]

"How can we ensure that all professionals work together equally and that schools do not always feel that they have to orchestrate, lead and manage. It needs effective partnerships to succeed" [Primary Head Teacher]

Financial comments

"Funding is also low so schools that do fight for the support for these children are having to cut costs in other areas to support these pupils. The school then attracts more of these pupils because they do a good job to support them but the funding just does not support the actual needs of these children" [Primary education staff]

"Currently in mainstream school there is not the funding to provide adequate provision" [Secondary education staff]

"Agree with this, more funding needs to go into maintaining special schools but unfortunately the cuts are happening within the local special schools. There are more pupils being taken in now and the class sizes are increasing which is having a detrimental effect on the current pupils. There are not enough resources and any specialist services brought in are now limited." [Parent, online focus group]

"These schools should have proper investment - it's much cheaper than paying for places in care, psychiatric units and prison which is where frankly many of these children will end up if they aren't properly looked after." [Parent, online focus group]

Mainstream / Specialist schools comments

"For children with additional needs and vulnerable at transition into school would it not be better to continue the health services until children finished the early years foundation stage? Families with involvement from specialist services and agencies have to switch all professionals at the point at which the child joins Reception - why can't the health visit continue until the end of Reception and then switch to Compass for example?" [Primary Head Teacher]

"Primary schools do not apply for EHC plans but just tread water until the SEN student reaches secondary which is leaving mainstream secondary schools struggling to maintain behaviour of students" [Secondary education staff]

Improving health and social care for learners with SEND:

84.7% of respondents agreed with the wording of the priority, with 8.4% disagreeing with it.

Q7. To what extent do you agree or disagree with the proposed priority - Improving health and social care of learners with SEND?
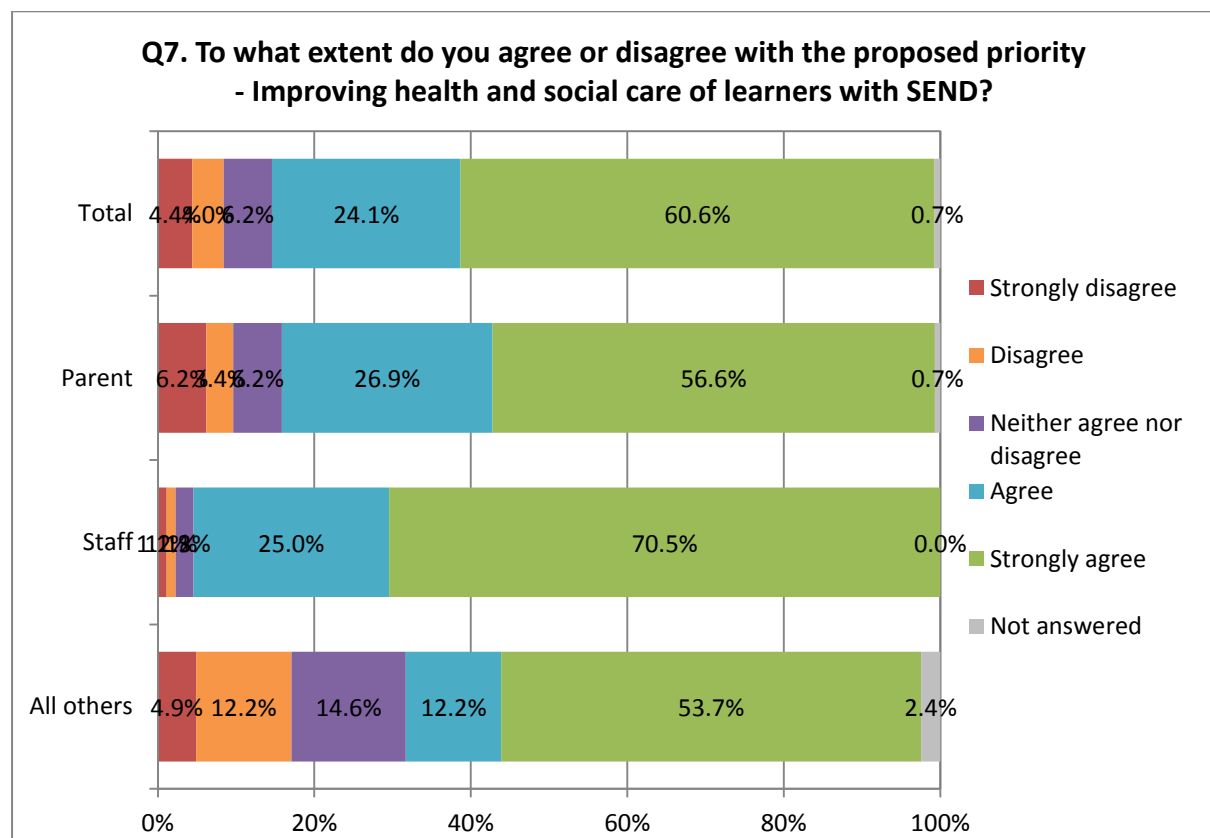
Staff are significantly more likely to agree with the priority 'improving health and social care' than parents, 95.5% staff vs 83.4% parents at 95% level of confidence. Parents are significantly more likely to disagree with this priority, 9.7% parents vs 2.3% staff. When asked to comment on the priority 'improving health and social care', responses and key verbatim comments to illustrate them are on the following pages:

Table 6: Comments on proposed priority 'improving health and social care'	Number of times mentioned
Gaps summary	**22**
Better support for families / carers	8
Holistic needs of the child	6
Well-trained/educated staff	4
More support needed for health/social care (e.g. physical and mental wellbeing)	4
Access to affordable assessments / services	3
Improve local offer / communicate local offer	2
Work placement opportunities	1
Measuring progress summary	**19**
Joined-up thinking / multi-agency working / collaboration	10
A detailed and clear action plan is required	5
Social Care summary	**18**
Needs joined up thinking/working/cooperation	10
Little input/support from health and social care (led by education)	7
Expectation on Early Help in preventative role	1
Health summary	**18**
More health input/support needed	8
Mental health problems	3
Bullying / self-esteem	1
Financial summary	**14**
Lack of funding	13
Experiences summary	**10**
Too much emphasis on educational aspect	1
Delays result in poor outcomes	1
EHC Plan summary	**6**
Improve assessment process / reduce paperwork	3
EHC plans denied	1

Gaps comments

"It needs a holistic approach, looking at the whole person and where the difficulties are" [Parent, guardian or carer]

"The local offer is not fit for purpose as there is nothing on there for certain individuals" [Parent, guardian or carer]

"...the only help at the moment is support groups - basically exhausted, desperate parents sitting in a room crying together about the effort & work required to obtain even the smallest amount of support" [Parent, guardian or carer]

"In terms of mental health needs - urgent SEMH training for all teachers and school staff. Urgent attachment focussed schools. Every school to have regular access to a mental health support worker for staff and pupils to speak to. School nurses (Compass) and SEND NHS services need to be more accessible, proactive and visible within schools for parents, children and staff to access to ensure physical needs are supported. There is too much focus on visible disabilities and not enough on hidden disabilities. For example, a child with a hidden chronic condition needs to know their physical AND mental health needs are held in mind, accepted and UNDERSTOOD by ALL adults who work with that child during their school day. When a child feels safe and secure in the knowledge that they are understood and supported, the ability to settle to learning will follow." [Parent, online focus group]

"We believe that every child and young person has a right to have their health, social care and education needs met within their local community." This is fine if services and resources are available locally. Often they aren't. Therein lies the rub." [Parent, online focus group]

"There is a reference on p.2 para 3 to 'all children and young people [growing] up to become adults'. This statement excludes CYP who have life-threatening and life-limiting conditions. As these CYP should most definitely be educated locally, in order to spend as much time with loved ones as possible, we assume this is an unfortunate oversight rather than an exclusion of a subset of CYP living with complex SEND in Warwickshire. It is worth noting here that there is also a group of CYP in Warwickshire who will not live out their potential lifespan due to self-harm, suicide and their vulnerability in the community. Including them in regular education is extremely challenging, whether mainstream or specialised. An aim which focuses on their specific need for inclusion could be included in the strategy." [Parent Carer Forum]

Measuring progress comments

"I agree with the principle however it is very vague. How will it be measured? The stated outcomes in the draft strategy do not measure this. Aim to make it more 'SMART' and include outcome measures". [Parent, guardian or carer]

"This is a major priority but has to be with a focus on multi-agency working" [Primary Head Teacher]

Social Care comments

"As schools, we try to engage with health and social care services for students as positively as possible. Our experience varies from superb support in cases, to complete debacles in others resulting in forced contact with Head of Service for WCSB on several occasions regarding SEND students who the school feels are extremely vulnerable." [SENCO Partnership]

"There needs to be much more collaboration and joined up thinking with health and with social care alongside education. These cannot be considered in isolation of each other as they will all interlink." [Parent, guardian or carer]

"Social care is extremely difficult to access. It seems that families need to be a breaking point before it's offered. There needs to be more funding for respite and residential short breaks so more families can access the service." [Parent, guardian or carer]

"The social care aspect of provision in the EHCP needs to provide all of the young person's needs and outcomes to include the carers assessment and how they provide that support to the family." [Parent, online focus group]

Health comments

"More health input and health ownership needed. Health need to fund health needs e.g. sensory assessments and not for these to fall back on education" [Primary education staff]

"Gaps emerging with lengthy diagnosis and support as there is lengthy diagnosis processes with high thresholds so families aren't receiving the appropriate level or response" [Other group or organisation]

"NHS staff including OTs and SALT are so over worked that they cannot attend meetings" [Primary education staff]

"The CAMHS waiting list for vulnerable learners is two years. This is simply too long and we would ask if there is any plan to reduce this wait for parents and students?" [SENCO Partnership]

Financial comments

"This is a brilliant statement and is totally right as an aim nothing will be achieved whilst funding remains at the woefully low level that it is across education, health and social care" [Other specialist staff]

"This sounds great. Where is the money for this following devastating budget cuts over recent years. Our family has had no respite care, ever, and our key worker and short breaks babysitter were both made redundant. We lost all our support. Our only option would have been to request a social worker which we felt was inappropriate and would add to a case load where other families were in greater need. We just wanted to be able to access the limited services there were but funding cuts halved the reach of our support network. We are lucky that our child's phenomenal special school has been our support network." [Parent, guardian or carer]

Experiences comments

"In theory this sounds superb. In reality, having positive engagement with health or social care providers can prove extremely difficult." [Secondary education staff]

"A child who is successful at school is well supported in terms of health, home, community and school. When a child is struggling in one of these areas it can have an effect on the others. Support in the early days to access mainstream clubs and activities can develop a resilience and ability which can allow a child to access exercise, culture and community in adulthood. A well included adult such as this will be more resilient in terms of mental & physical health and much more likely to be able to contribute positively to society and be less dependent on services." [Parent, guardian or carer]

"I full agree. Help needs to be early and coordinated, and parents shouldn't have to battle to get support for their children, my child has only been able to access camhs support following a complaint. It's often too little, too late, and is a false economy. My child could have, with appropriate support, stayed in mainstream school, at least until end of primary age. They is now so badly traumatised and has been out of school for so long, that they are likely to only be able to cope in specialist provision, I have been unable to continue working, and so have lost my salary (and therefore stopped paying taxes) and am reliant on benefits now. So the lack of early support has meant that my child will require a more expensive school place, I am unable to contribute financially to society, and we are relying on state benefits. And that doesn't even take into account the 'human cost'." [Parent, guardian or carer]

EHC Plan comments

"The health and social care element of the EHCP is not being utilised, education settings focus only on their own responsibilities within the plan. This is understandable; everyone is under pressure... Social care need to be more proactive and as for health I have never been in a meeting with anyone other than a school nurse or Ed Psych - always invited CAMHS and relevant NHS staff but not once did they attend..." [Parent, guardian or carer]

"Schools often seem to drive the EHCP assessment process initially, and we would like to invite health to contribute to this process where required." [SENCO Partnership]

Preparation for adulthood:

86.5% of respondents agreed with the wording of the priority, the highest level of agreement, with 8.4% disagreeing with it.

Q8. To what extent do you agree or disagree with the proposed priority - Preparation for adulthood ?

Category	Value
Total	4.4% 4.0% 2.7% 29.6% 56.9% 0.4%
Parent	8.3% 2.1% 5.5% 28.3% 55.2% 0.7%
Staff	0.4% 3.3% 1.1% 37.5% 56.8% 0.0%
All others	0.0% 9.8% 9.8% 17.1% 63.4% 0.0%

Legend:
- ■ Strongly disagree
- ■ Disagree
- ■ Neither agree nor disagree
- ■ Agree
- ■ Strongly agree
- ■ Not answered
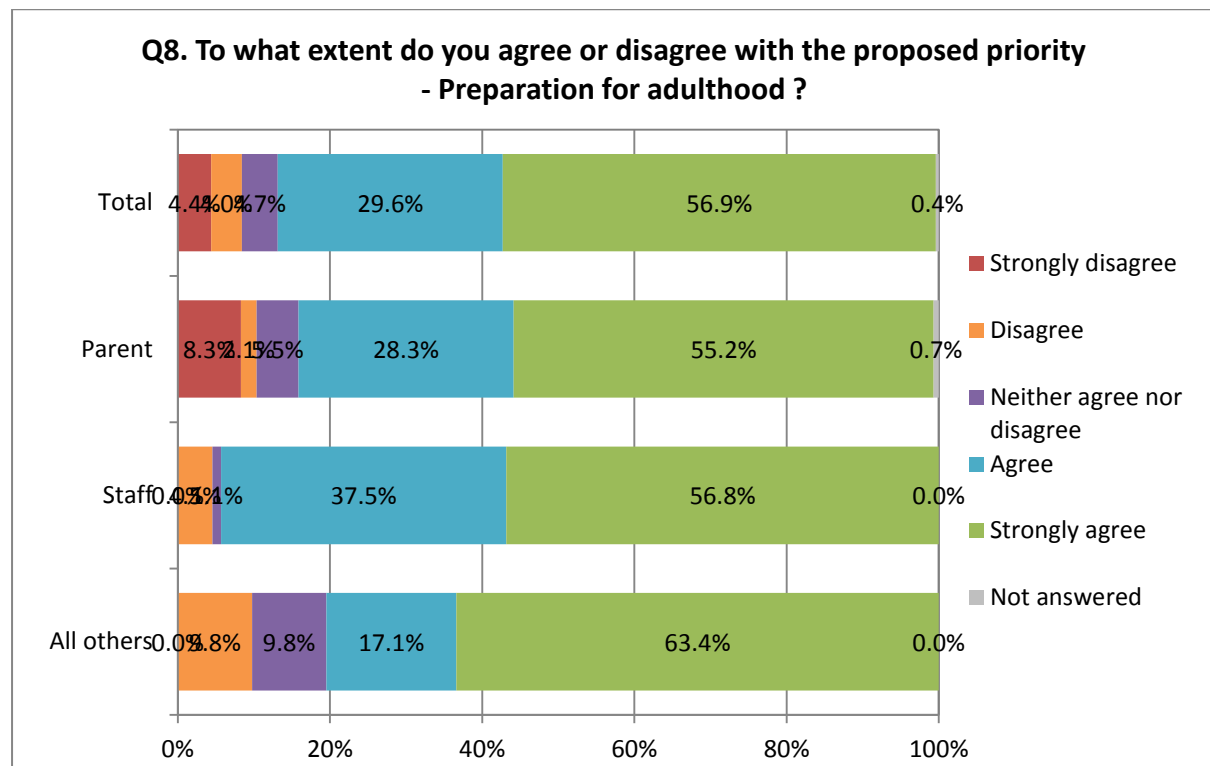
Staff are significantly more likely to agree with the priority 'preparation for adulthood' than parents, 94.3% staff vs 83.4% parents at 95% level of confidence. There are no significant differences for disagreement. When asked to comment on the priority 'preparation for adulthood', responses and key verbatim comments to illustrate them are on the following pages:

Table 7: Comments on proposed priority 'preparation for adulthood'	Number of times mentioned
Gaps summary	**31**
Need supported internships / mentoring schemes	13
Life skills should be taught as part of the curriculum	5
Poor provision	4
Lack of continuity between children and adults	3
Resilience training for staff and students	2
Support / provision summary	**24**
Need a support network/joined up thinking	5
No local specialist provision	3
Needs to be taught in a way all SEND children understand	3
Provision has developed/improved in recent years	2
Lack of provision information	1
Realistic expectations on employment future	1
Better assessments/processes	0
The workplace summary	**20**
Not capable of paid employments, only volunteering	7
Need access to 'real' jobs - from education staff and local businesses	7
Vulnerable / open to exploitation	5
Measuring progress summary	**11**
A detailed and clear action plan is required	8
Monitoring of this	6
Clarity in wording / phraseology used	3
Financial summary	**9**
Funding / support inadequate	9

Gaps comments

"This would work if enough employers would sign up. Not enough resources or incentives are offered by the Government. It's a funding game and not a high enough priority for the Government to tackle." [Parent, guardian or carer]

"Preparing for adulthood they have a long way to go to get this right my son met his adult social worker a few weeks before his 18th birthday this is not preparing at all this is leaving it until the last minute and failing him." [Parent, online focus group]

"There will be a lot of children and young people where employability is not a realistic expectation - within specialist provision I would say those pupils with prospects of employability would only make up a maximum of 5% of the population" [Primary Head Teacher]

"Suitable providers need to be out there with suitable course options for vulnerable learners though!" [Secondary education staff]

"This actually needs to happen in practice. I would like to see resilience training for staff and students in ALL schools as a matter of course. Emotional resilience is a big need and can build confidence in one's ability to cope in other situations. Also, transition to adulthood needs to take place with real planning from age 14 onwards. This is acknowledged but it doesn't happen often. What does it mean? It should be looking at life skills such as travel independently (not just for those in specialist provision but for all SEN who need it in mainstream), understanding and managing money, real supported work experience (not just lip service) for students and real supported placements in the workplace. Young people with additional needs in mainstream school are often left unsupported in this arena but in reality need a lot of support and guidance." [Parent, guardian or carer]

"[Child] is 17 and wants to move on. We're looking at provision for next year. The offer for children with SEND is 3 days a week. The non-SEND offer is 5 days a week. You can go to White House at Moreton Morell to learn life skills 1 day a week paid for by Warwickshire County Council. You need a parent with direct payments or parents who can run their child around and there's little consistency of who gets what. The transition team were understaffed and not very helpful. We're considering residential but we need to justify why residential and not local. But the local offer is 3 days + 1 day. We need a long term semi-independent living facility. Are there places available? If the local colleges offered a 5 day SEND offer then we would consider it more, consider mainstream provision over a specialist unit or specialist college but there are none in Warwickshire. Parents have to find something for the remaining days. Parents pay [provider] via direct payments. He's been offered transport training but only for the school journey. The help offered is so constrained by funding that he can't catch the bus into town, he would only be funded for the journey into school. Will we be measured as having refused the service?" [Parent, community consultation]

Support / provision comments

"...removing support, withholding support and ignoring needs of children with higher functioning SEN is hardly preparing them for adulthood. It's failing to prepare them" [Parent, guardian or carer]

"Adult learners have to go out of county to learn at the moment as the colleges in Warwickshire do not have specialist provision. So how can they be independent when they are learning away from home" [Parent, guardian or carer]

"We remain extremely concerned about the transition to adult services for CYP with all levels of SEND." [Parent Carer Forum]

"If the intention is for children and young people with SEND to be mostly supported in mainstream education then there needs to be a review of what they are actually required be taught. There needs to be a focus on life skills for children with SEND and exemption from subjects like foreign languages." [Early years staff or provider]

"There is little consistency at present in the transfer from children's to adult services. The support seems to 'disappear' at adulthood and families are expected to function more independently. Unfortunately, a child doesn't wake up on their 18th birthday being able to independently take a bus or manage their own finances and with all the SEND issues gone" [Parent, guardian or carer]

"They will be able to work in paid work yet maybe exploited by people as they are vulnerable. They would need support and advice or agencies to ensure they are not exploited." [Parent, guardian or carer]

"Presumption of employability' leaps out of this paragraph - an almost robotic turn of phrase to apply to CYP with SEND! However, behind it there is a serious intention which is a good one. Developing resilience and independence is a fantastic skill-set for any young person and it confers a great deal of dignity and respect on a CYP with SEND to say that you believe they can achieve control over their own lives. With the right preparation and support much can be achieved in the workplace. However, we have noticed on committee that WCC is not offering supported internships to YP with SEND and this reluctance undermines the whole intention behind this paragraph. In addition, in the past there were cuts planned to the employment support service (WEST) as the cost of supporting the number of adults in work was considered to be unacceptably high. The reality of supporting YP with SEND into work is that it is time consuming and costly. If WCC were to set up its own program it could lead the way and also gather important evidence of what works and how other employers might participate." [Parent Carer Forum]

"We work hard as schools to broker appropriate Post 16 opportunities for vulnerable students. Support from Post 16 providers is limited. Our contacts with Post 16 providers are as a result of our own liaison over time. It is because we want our learners to develop in to independent young citizens that we have taken a dedicated approach to their futures and finding appropriate pathways for them. To ask for transition preferences for Year 11 by Christmas is far too early for SENCOs to broker. In the majority of cases, Year 11 mock results are not available until the early part of the spring term and these factor heavily in the destinations of our learners." [SENCO Partnership]

"Extra support is needed for preparing for adulthood. There needs to be a joined up approach. There needs to be one system because children struggle with change. For the SEND transition they come 1 day a month." [Grandparent, meeting]

"Someone needs to be with him 100% of the time because everything is a danger. We tried to get a grant from the council to build additional accommodation because of his needs but he's not treated as disabled like someone in a wheelchair. They won't pay for adaptations but will pay for 2:1 care in community accommodation because it's different budgets. Nowhere locally can meet his education needs. My eldest went to [secondary special school] and now works at [shop] with decent qualifications and holds down a job. But with [child] I would have to take him to [far away] college every day. The right kind of education needs to be there." [Parent, community consultation]

The workplace comments

"SEN young adults in a workplace could be potentially very vulnerable so it would be good to see support in place to increase safety and reducing the chances of other staff preying upon these individuals" [Parent, guardian or carer]

"I feel local education does not do well enough in supporting young people to become independent adults or at least able to live in supported living" [General public]

"The work would have to be something they wanted to do and was meaningful for them" [Parent, guardian or carer]

"The council would need to be working with employers to raise awareness of the benefits of employing staff with diverse needs and how that can have a positive impact on their workplace" [Parent, guardian or carer]

Measuring progress comments

"This needs a careful action plan and identified early intervention as for a lot of young people it will take years of planning to increase success" [Parent, guardian or carer]

"I agree with the principle. How will it be measured? The stated outcomes in the draft strategy do not measure this. Need to include outcome measures to be able to evaluate effectiveness of strategy in this area." [Parent, guardian or carer]

Financial comments

"Funding inadequate but we need to work on this of course for all children." [Counsellor]

"Once again funding is an issue here especially when valuable transition training settings face closure due to lack of funding as happened with Remploy with a gap that is still not really adequately filled. Colleges can only do so much even with the huge good will of staff and volunteers." [College/Further education staff SEN specialist]

Transport:

80.7% of respondents agreed with the wording of the priority, with 7.7% disagreeing with it, the lowest level of disagreement.
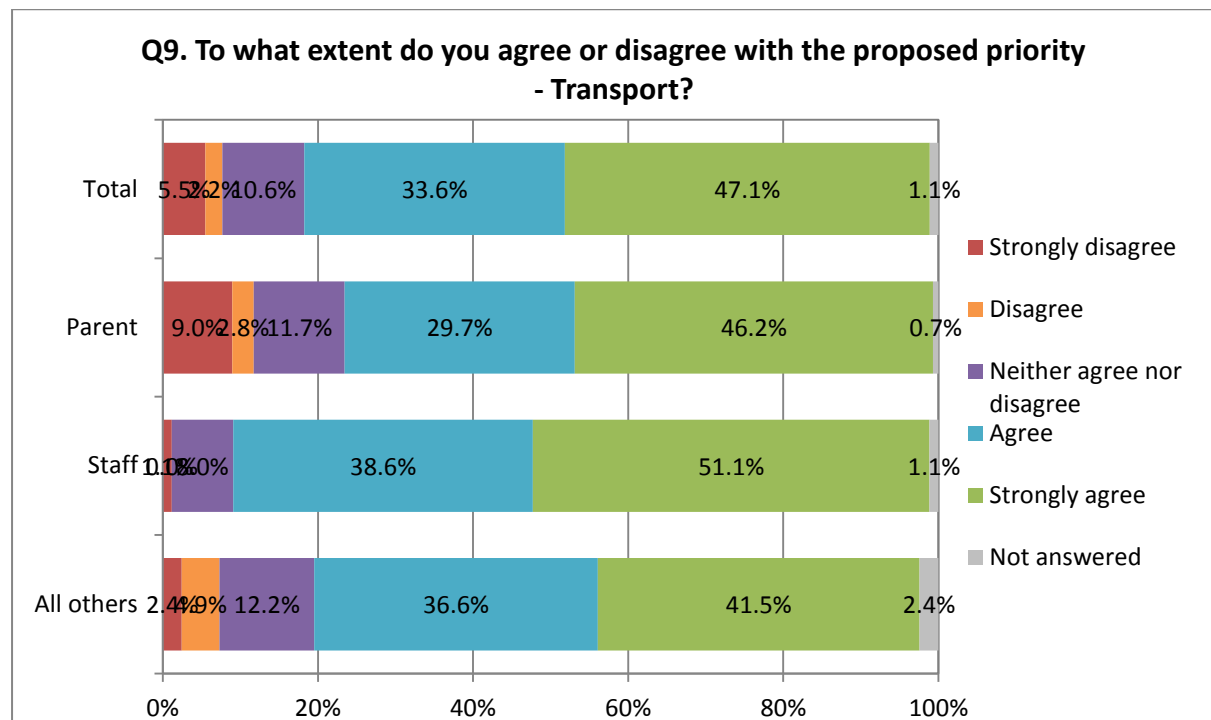
Staff are significantly more likely to agree with the priority 'transport' than parents, 89.8% staff vs 75.9% parents at 95% level of confidence. Parents are significantly more likely to disagree with this priority, 11.7% parents vs 1.1% staff. When asked to comment on the priority 'transport', responses and key verbatim comments to illustrate them are on the following pages:

Table 8: Comments on proposed priority 'transport'	Number of times mentioned
Provision summary	**32**
Transport is a key requirement (for both visible and hidden disabilities)	8
Specialist Transport should speak to parent about child's needs	8
Accessing is difficult / counterproductive	7
Transport needs to be on a case-by-case basis (individual/group travel)	6
Consistent provision	4
Children with special needs are too vulnerable for public transport	3
Expectation on parent to provide transport is not fair	3
Accessing local education/work placement is key to lower costs/less travel	1
Financial summary	**22**
Funding / budget cuts	5
Pressures to attend local non-specialist schools to save on transport costs	4
Transport help should be means tested	2
Parents should be responsible for travel costs, not council	2
Transport money would be better spent on educational resources for children	2
Location / distance summary	**10**
No compromise; it should be door to door	4
Lack of transport provision for rural Warwickshire	3
Important for parents of children at multiple schools or at a distance	3
Impact on air quality if more car trips are needed	2
Questions/clarity summary	**7**
Measuring progress summary	**5**
A detailed and clear action plan is required	4
Training summary	**3**
Training of drivers / passenger escorts	3

Provision comments

"I've been using transport for 17 years and in that time I've only had three transport teams that were adequate. And yes some of it down to cultural differences but also to large taxi companies that can take on the cheaper contracts and then you have staff that don't have time for the children. I see many at the local special school in the car park speaking to the children in a belligerent manner. I've had to report a passenger escort for shouting at a child in front of my child. I've had many dealings with WCC specialist transport and let's just say they haven't been very effective in dealing with the problems" [Parent, online focus group]

"Transport is a key requirement for many pupils and there should be no cutting back on provisions by asking the vulnerable members of our society to compromise on issues such as pick-up/drop-off points. The service should be door to door" [General public]

"The agreement/ acceptance of a place of education for Adult Learners must include the transport arrangements necessary to meet the learners needs without burdening their families with the responsibility" [Parent, guardian or carer]

"The specialist transport situation is a bit of a headache for us. We just spent time last year getting it right so June/July was all good. Then over the summer it was changed again! So cue a couple of months of disruption and finally we managed to make a case for him to travel solo. It has really affected our son's learning this year as his journey to and from school was about 2.5 hours so he was shattered. Finally someone saw reason and then we had a safety concern with the driver...Taxi company were quick to change the driver and reprimand the staff member for it but I'm really hoping that we don't have to go through the same rigmarole next year. It's such a waste of everyone's time and money and it's really only this last couple of weeks that my son has been more settled in school as a result." [Parent, online focus group]
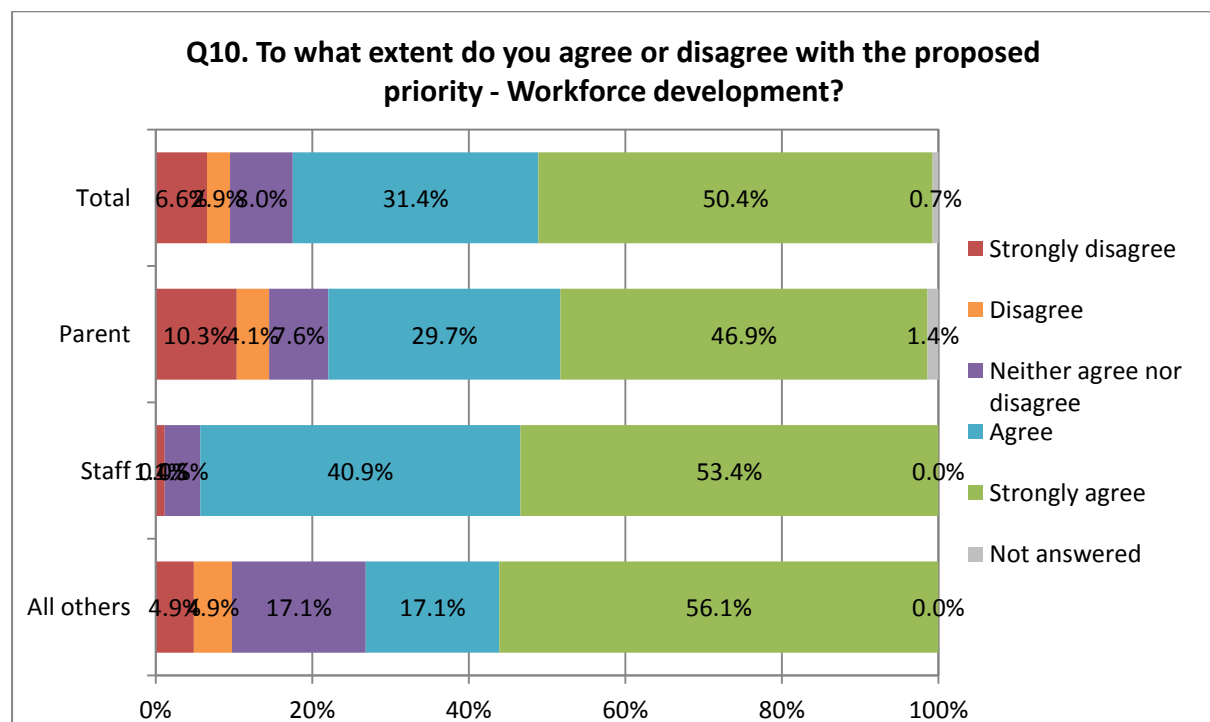
"Transport can be a real barrier. I think wherever possible children should be included in the mainstream transport arrangements - this might require investment in trained bus escorts who support children with their travel. We are of course hoping to support children to become independent adult travellers and this is a good way to start. I don't like to see children with SEN being taxied into school when the opportunity for them to take a bus exists, should someone be able to make a flexible decision about how access to the service could be arranged. Flexibility really is the key here - what is cheaper long term - for the child to be transported by taxi, never learning the skills for independent travel, or for an escort to help the child access the bus system perhaps creating a confident and independent traveller for the future with a group of other typically developing students who know how to support and interact with a learning disabled traveller?" [Parent, guardian or carer]

"Parts of Warwickshire is rural and due to so many people with SEND not working towards a driving licence, transports will always be a priority in order to widen access and promote equality and opportunity. Accessing local education and work placements is key to keeping costs low as possible. More local provision is required so people do not always have to travel outside of the county to access basic services and provision." [General public]

"Transport for CYP [children and young people] with SEND seems to be lagging behind in terms of applying the SEND reforms and we have been concerned that is it seen as being outside the SEND project. It is very reassuring to see that WCC will be meeting its statutory obligations and seeking to remove transport issues as a barrier to success. This commitment will be welcomed by CYP and their families across Warks." [Parent Carer Forum]

"It's an excellent example of how just one standard service is being executed in such a variety of ways which do not always meet a child's needs even though the policies are there. Again, another lottery being played with our children depending which transport/driver they get." [Parent, online focus group]

"I wondered if my grandchild will be safe on the bus. [Grandchild] is frightened to catch the public bus. The bus that takes [grandchild] to school has a brilliant driver who knows them all." [Grandparent, meeting]

Financial comments

"Money is at the root of giving anyone cheap enough the contract." [Parent, guardian or carer]

"'Works within allocated resources' suggests there is a spending cap. If your vision is to increase inclusion of SEN children then increased spending on transport would most likely be needed. This sounds like passing the buck." [Parent, guardian or carer]

"Transport for SEND young people shouldn't be charged for from 16 upwards at all but unfortunately they are aged 16-19 but then it's free 19-25." [Parent, online focus group]

"Parents of vulnerable students…have found it very difficult to try and seek support for transport to school. The removal of funding for transport to school has meant that in many cases, students who were quite happy in chosen schools have had to move unnecessarily. This can cause significant disruption to learning for vulnerable students." [SENCO Partnership]

Location / distance comments

"Our school experience with mainstream buses is that this is having an impact on children in rural areas." [Primary Head Teacher]

"Do we have enough spaces in the correct schools for children and their individual needs? Are we considering in an individual case ensuring not excessive distances from home for children? Are there enough resources to ensure we have enough transport and the allocation of costs meets the need to ensure the vision without adding stress to already stressed under supported children and families?" [Parent, guardian or carer]

"I have a SEND child & we live in a village, I am also sick & Warwickshire education transport have refused to help get my child to school as they say I should have put them in a school closer to home, the school I chose was the most ideal for my child's complex needs. They are settled & happy at school but I am being put under duress to transfer them to another school. It's despicable." [Parent, guardian or carer]

"Transport has been a headache for us as on a good run our child's specialist provision is at least 40 minutes away. Their trips at one point were 2.5 hours but now thankfully we have solo transport because they just could not cope. I think it would be ideal for specialist transport to speak to parents about the child's needs." [Parent, guardian or carer]

Questions/clarity comments

"Transport to what? There preferred school - the school that the parent/career and child choose or the local nearest school. Will there be choices of provisions that parent/carers have and will transport cost depend on the chosen school as it is now?" [Grandparent]

Measuring progress comments

"The quality of the transport also needs attention as well as the amount. A bad experience on transport can have a significant impact on the readiness of learners with SEND to access learning." [Specialist Academy Trust]

""How will it be measured? The stated outcomes in the draft strategy do not measure this. Need to include outcome measures to be able to evaluate effectiveness of strategy in this area. This is suggested to be a priority area yet report acknowledges funding pressures in this area. Is this realistic to achieve? How will you secure increases in funding to deliver on the removal of this as a barrier?" [Parent, guardian or carer]

Training comments

"Wherever possible children should be included in the mainstream transport arrangements - this might require investment in trained bus escorts who support children with their travel…perhaps creating a confident and independent traveller for the future." [Parent, guardian or carer]

"I believe there should be training for transport drivers and escorts, particularly those employees by schools/colleges. I am deeply disappointed with the services several children in class have received by transport this school year in particular. Their needs are misunderstood and their well-being is ignored." [Special school staff]

"Transport issues are a huge problem. Drivers and passenger escorts need thorough training when assisting disabled passengers they have no care for the young people and handle them incorrectly. Transition to and from home to school or college is a really important part of the day for disabled children especially autistic young people it is vital you train these valuable staff. Currently the service is a disgrace" [Parent, guardian or carer]

Workforce Development:

81.8% of respondents agreed with the wording of the priority, with 9.5% disagreeing with it.

Q10. To what extent do you agree or disagree with the proposed priority - Workforce development?

Category	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not answered
Total	6.6%	2.9%	8.0%	31.4%	50.4%	0.7%
Parent	10.3%	4.1%	7.6%	29.7%	46.9%	1.4%
Staff	1.1%	0.7%	3.4%	40.9%	53.4%	0.0%
All others	4.9%	4.9%	17.1%	17.1%	56.1%	0.0%

Staff are significantly more likely to agree with the priority 'workforce development' than parents, 94.3% staff vs 76.6% parents at 95% level of confidence. Parents are significantly more likely to disagree with this priority, 14.5% parents vs 1.1% staff. When asked to comment on the priority 'workforce development', responses and key verbatim comments to illustrate them are on the following pages:

Table 9: Comments on proposed priority 'workforce development'	Number of times mentioned
Provision / Resources / Training summary	**29**
Access to specialist schooling	13
Staff training	11
Access to resources	5
Quality of education	2
Financial summary	**15**
Budget cuts / constraints	13
Experiences summary	**13**
Lack of understanding/support for child with SEN (mainstream)	3
Social care assessments - barriers/waiting lists	2
Transition summary	**13**
Transition planning assistance	4
Slow assessments / referrals	3
Joined-up thinking/collaboration summary	**11**
Lack of collaborative working	7
Stronger links between mainstream / special schools	5
Flexible relationships / upskilling / placements	3
Gaps summary	**9**
Lack of knowledge/expertise	5
More focus on early identification	2
Need a better complaints system	1
Measuring progress summary	**9**
A detailed and clear action plan is required	4
Questions/clarity summary	6

Provision / Resources / Training comments

"Special schools have expertise and resources that a mainstream school will never have due to economies of scale" [Parent, guardian or carer]

"Staff need a lot more training if you realistically want to provide a good education for SEN children within the mainstream framework" [Parent, guardian or carer]

"The more specialist schools can assist skill development in mainstream." [Parent, guardian or carer]

Financial comments

"There are still a small minority of pre-school children who's high complex needs are not being met within mainstream settings and funding should be in place for parents to still show a preference for this option" [Special school staff]

"Barrier to this is funding for the service required and schools prioritising this work over other work, which is unlikely if the child is leaving their provision" [Educational psychologist]

"Special schools have Advanced Skills Teachers whose skills could be utilized to support inclusion but funding is not available." [Educational psychologist]

"Financial support is required by the special schools to cascade their support to mainstream and for better transition between settings" [Special school staff]

"More funding is needed but there's less and less money." [Grandparent, meeting]

"Finance is most important. Schools can't always afford to provide stuff. They put stuff on parents who don't know what to do." [Grandparent, meeting]

Experiences comments

"In specialist schooling meeting a wide diverse range of needs is a skill that is practised daily in an environment with a whole cohort of peers who are already advanced skills practitioners in that area" [Parent, guardian or carer]

"Social care assess too late at age 18 years and there is no sufficient transition time to allow young people to understand their own journey, by integrating them over a longer period of time anxiety would be reduced" [Parent, guardian or carer]

"A barrier to this is funding for the service required and schools prioritising this work over other work, which is unlikely if the child is leaving their provision." [Educational psychologist]

"In practice this isn't happening. Have you seen the waiting lists for assessments, access to CAMHS in this area? If you can't get that right…" [Parent, guardian or carer]

"It's very difficult to have the resources you need for two to five kids out of every thirty five in a school with an eight firm intake and very difficult to ensure that training and agreed EHCP actions are followed through across the institution because the application of specialist measures is not routine for most teachers." [Parent, guardian or carer]

"I believe that reliance on specialist provision to support local mainstream schools will compromise the quality of education and pastoral care within specialist settings." [Parent, guardian or carer]

Transition comments

"Social care assess too late at age 18 years and there is no sufficient transition time to allow young people to understand their own journey, by integrating them over a longer period of time anxiety would be reduced." [Parent, guardian or carer]

"There is currently no real preparation or support for transition to adulthood for SEN learners in Warwick District." [Parent, guardian or carer]

"Do not let them slip through the net. Transition within the county and to outside agencies should be smooth and faultless." [General public]

"There is a massive lack of provision information and continuity between children's and adults." [Parent, guardian or carer]

Joined-up thinking/collaboration comments

"We are particularly interested in the commitment to meeting need locally and developing education pathways. Previously in the preparation for adulthood workstreams there was an effort to set up local area partnerships but these failed due to lack of leadership. Picking up this theme again and applying it to inclusion opens up the possibility of setting up local area partnerships across education, health and social care. This would be particularly beneficial in a county with 3 CCGs. We understand that the thinking behind this priority centres around mainstream education. It is worth saying that (as the reforms make clear) you cannot attempt to change and improve one aspect of the life of a CYP with SEND without tackling everything holistically. In our experience resources are being wasted because in Warks education, health and social care have not entered into true local partnerships." [Parent Carer Forum]

"We work very hard to broker effective transitions between primary and post 16 providers and would now consider this to be a strength. We would ask the local authority not to impose a fixed methodology to this aspect of change for vulnerable learners; each learner requires something bespoke and tailored to their own needs at the point of transition. Any pre transition work for Year 6 students comes at a significant cost to secondary schools in terms of SENCo time to meet students and parents and staff then required to conduct tours, take photographs with students, provide early timetables etc. As schools, we currently feel that there are very limited options for SEND learners in terms of local specialist provision in this area. The progression offered by Moreton Morrell for learners as an example is scaffolded well and offers learners a great deal of support however this is often too far away for many of the young adults leaving [partnership] schools in Year 11." [SENCO Partnership]

"Flexible arrangements between mainstream and special schools should best serve to upskill staff and maintain placements." [Governor at special school]

"Schools need to listen to parents who are telling them there are signs are behaviour indicators at home that they don't necessarily see at school and help to seek referrals for assessment rather than act as a barrier/gatekeeper that you have no way of moving past." [Parent, guardian or carer]

Gaps comments

"My experience the transfer was a nightmare and no support was offered to help make it easier and all complaints where ignored or brushed to one side." [Parent, guardian or carer]

"...until the training and expertise of individual teachers improves, learners with SEND will continue to be failed." [Volunteer with support group]

"There should be a commitment to Early Identification and Assessment of needs from the start of the child's entry into the Education System." [General public]

Measuring progress comments

"There needs to be a very clear strategy for this, with accountability measures in place to ensure this priority is effectively fulfilled" [Primary Head Teacher*]*

Questions/clarity comments

"How will the LA support schools to develop good quality specialist provision locally in while LA specialist services are dwindling, both in terms of numbers but mostly in terms of expertise?" [Independent external specialist teaching service}

"Not really sure what this means but assuming it means all schools and support working together?" [Parent, guardian or carer]

Measures for success:

54.4% of respondents agreed with measures for success included in the strategy, the lowest level of agreement, with 11.7% disagreeing with them. This is the third highest level of disagreement with what is proposed. Almost a third of respondents (31.8%) neither agreed nor disagreed with the measures which, when analysed alongside the open comments, suggests the question wasn't clear enough for some people to answer.

Q11. To what extent do you agree or disagree with with our proposed measures for success?

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not answered
Total	5.1%	6.6%	31.8%	30.7%	23.7%	2.2%
Parent	8.3%	7.6%	30.3%	24.1%	26.9%	2.8%
Staff	2.3%	5.7%	29.5%	42.0%	18.2%	2.3%
All others	0.0%	4.9%	41.5%	29.3%	24.4%	0.0%
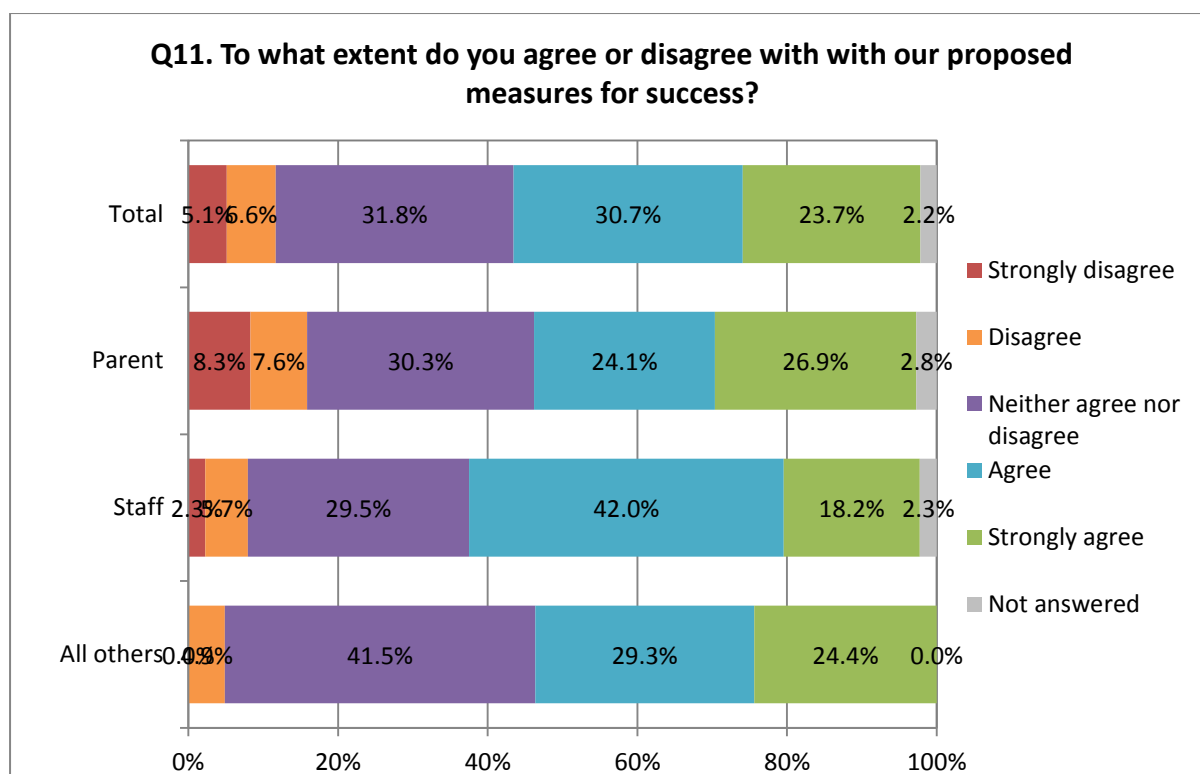
There were no significant differences between parents and staff for the proposed measures of success. When asked to comment on the measures for success, responses and key verbatim comments to illustrate them are on the following pages:

Table 10: Comments on proposed measures for success	Number of times mentioned
Further clarity/information required summary	**78**
Disagree with proposed measures summary	**18**
Agree with proposed measures summary	**8**

Further clarity/information required comments

"How will the number of EHCPs be used as a measure? If the number goes up, will this be a sign of poor working? Will this influence the decisions of panels to reduce the numbers of EHCP plans being accepted?" [Primary education staff]

"It seems likely that most CYP and their families would be hard put to understand how the data list that was provided in the consultation had anything to do with success as they would understand it…It would be beneficial to have an accompanying set of criteria looking at CYP and family experience which also included some gathering of information suggested by the CYP themselves." [Parent Carer Forum]

"This is far too complicated and impersonal. What is the priority here? Progress and attainment for special needs students is highly individual and cannot be measured in a linear fashion" [Special school staff]

"You also need to include the number of parents unhappy with the progress their child is making right through education and especially those whose voice are not being listened to" [Parent, guardian or carer]

"Whilst we recognise this is a potential measure, it is not an accurate reflection of the needs that currently exist. It further misses the point that there are students who require further support and potentially EHC plans that are not being counted because numbers are being artificially lowered by schools not forwarding all cases where overall child well-being is not considered. (Suggest use) No. of EHC plans; % of new EHC plans issued within 20 weeks, excluding exceptions, % of new EHC plans issued within 20 weeks, including exceptions; No. of new referrals for EHC plans; % referrals resulting in decision not to assess; No. of EHC plans ceased" [Parent, guardian or carer]

"You absolutely need to track the instance of temporary or informal/illegal exclusion. Many young people are being illegally excluded and it needs measuring and then schools to be held accountable AND supported to other strategies" [Parent, guardian or carer]

"Statistics in this area may be interesting, obvious impacts on LA budgeting but I am unclear on how this may influence pressures to be placed in the wrong areas" [Primary education staff]

"If a child has a high need, it is unlikely for them to ever need to come off an EHCP. Again, we must always keep this in mind but will this force people to take children's support away when it is still needed" [Primary education staff]

"Is it the local authority's intention to increase these measures in order to be seen as successful?" [SENCO Partnership]

"It is true that these criteria will provide numerical values, which can be compared as time goes by, however, these measures, even when compared with previous values, do not necessarily indicate whether these are good, improving, deteriorating or bad. For example, is a higher number of EHCPs a good trend or not?" [Volunteer with support group for parents and adults with dyslexia]

"This does not seem to identify all your aims within the success measures - where is any measure on accessing local schools or smooth transitions for instance" [Primary Teacher]

"Don't know what all of that (proposed measures) means" [Parent, guardian or carer]

Disagree with proposed measures comments

"Far too many key measures - reduce number please to focus on outcomes and impact." [Warwickshire resident]

"Whilst we recognise this is a potential measure, it is not an accurate reflection of the needs that currently exist. It further misses the point that there are students who require further support and potentially EHC plans that are not being counted because numbers are being artificially lowered by schools not forwarding all cases where overall child well-being is not considered." [Parent, guardian or carer]

"The number of EHCP plans as a measure does not take into account schools who resist or block putting EHCP in place or who subtly discourage applications at pre-admission stage from SEND children" [Parent, guardian or carer]

"There should be a lot more in there about supporting the young person and the Carers mental and physical wellbeing." [Parent, guardian or carer]

"Using pure numbers of EHC or those approved/issued/referred does NOT represent the number of families who are asking for, and being deterred from EHCs by their children's schools due to budgetary constraints. Whilst we recognise this is a potential measure, it is not an accurate reflection of the needs that currently exist. It further misses the point that there are students who require further support and potentially EHC plans that are not being counted because numbers are being artificially lowered by schools not forwarding all cases where overall child well-being is not considered" [Parent, guardian or carer]

"It is essential to gather feedback from your service users as a way of monitoring and evaluating your services" [General public]

"It is true that these criteria will provide numerical values, which can be compared as time goes by, however, these measures, even when compared with previous values, do not necessarily indicate whether these are good, improving, deteriorating or bad. For example, is a higher number of EHCPs a good trend or not?" [Volunteer with support group for parents and adults with dyslexia]

"The SEND system in WCC and others is failing to meet need hence the amount of exclusion EHCP application increased......mainstream can't be bothered to start EHCP because of the amount of extraction work" [Parent, guardian or carer]

"Trying to get assessed for an EHCP is like winning the lottery in this area. Most of us won't apply as we've been battered down by the system before we even get to that stage." [Parent, guardian or carer]

"There needs to be far more focus on parent and pupil feedback as per the SEN Code and this needs to be an ongoing thing" [Parent, guardian or carer]

"...agree school should train all teachers about autism awareness as it lacking and the teaching assistants also" [Parent, guardian or carer]

"CAMHS has a ridiculously long waiting list" [Parent, guardian or carer]

"SEND children go to special school because they can't cope in mainstream school and staff in mainstream school haven't the time or the resources to teach them properly" [Parent, guardian or carer]

"I believe that children with mental disability should be in a special school that can understand their complex needs; mainstream schools take on the extra responsibility and fail these children without been fully regulated." [Parent, guardian or carer]

"How will you measure this? Not all areas stated above are covered in outcome measures." [Parent, guardian or carer]

"There should be more measures in place for students with SEN actually having support in school i.e. for Dyslexia / Dyspraxia as they may not have an EHCP but may have a school action plan." [Parent, guardian or carer]

"These tables should be publicly available together with explanations about what this information will tell us." Volunteer with support group for parents and adults with dyslexia]

"Far too many key measures - reduce number please to focus on outcomes and impact." [Warwickshire resident]

"Questions are way too wide and cannot possibly be answered in one remark." [Parent, guardian or carer]

"I do not understand. These (measures) seem to be vague and unspecific." [Parent, guardian or carer]

Agree with proposed measures comments

"Sounds good but where is the money coming from as all you hear about is funding being cut" [Early years staff or provider]

"Consideration of pupils attending dual placement between mainstream and special school." [Special school staff]

"Consideration of specialist schools offering more outreach services to mainstream settings." [Special school staff]

"If mainstream schools will be asked to accept more vulnerable students then Warwickshire need to ensure that resources are provided to do this so that we are not being asked to do more with the same resources." [SENCO Partnership]

Please feel free to provide any other comments (e.g. elements of best practice to share more widely, concerns of strategic gaps in service).

Any other comments	Number of times mentioned
Experiences summary	50
Support / resources / staffing summary	47
Access to services / provision summary	41
Gaps summary	38
Financial summary	36
Training / awareness summary	32
Joined-up thinking / collaboration summary	17
Charting progress / planning summary	16
Transition summary	6
Clarity needed summary	5

Experiences comments

"We think it likely that three groups of CYP will be most affected by a push towards greater inclusion. We think there are risks for each of these groups under current circumstances. Academically able CYP with Autistic Spectrum conditions and associated diagnosis can struggle to integrate, particularly at secondary school and college…CYP with moderate learning difficulties including dyslexia, dyspraxia and associated conditions can struggle to show their full cognitive potential in school and colleges. The effects of this on their emotional wellbeing can be devastating and interfere with behaviour, school attendance and prospects for education and work. It is wrong to assume that these CYP don't need specialist attention. Teacher training doesn't cover their needs and schools must take on the role of specialist providers in these cases…The last cohort of CYP who will be affected by the strategy are those who are struggling with social, emotional and mental health needs. Once again schools are being asked to take on a greater role in supporting these CYP nationally while the NHS struggles to keep up with demand for services. Obviously, resources are a primary issue here. WCC is doing some great work to support this cohort educationally and hopefully the delivery plan will look at how schools can become more involved in this work and benefit from it. Our conclusion from examining this strategy is that we are heartily in agreement with the inclusion agenda, indeed we would like WCC to lead it by example. We think that the document itself has some failings as mentioned. We think that ideas around sharing expertise, local partnerships and co-production are the way forward. We also must insist that as it stands the financial climate for all partners works against the aims as laid out in the strategy and that this must be addressed realistically." [Parent Carer Forum]

"Have struggled first hand with problems gaining SEND support for our child we are very concerned with the education system and children's education." [Parent, guardian or carer]

"Too many children are being failed and worse still, actually damaged by their experiences with school. They are too often segregated, excluded and off rolled for the benefit of the school not the children." [Parent, guardian or carer]

"Concerns around lack of specialist provision." [Secondary education staff]

"Lack of consistency between schools. Varying levels of staff understanding within schools. Also off-rolling & refusal of some headteachers to take children." [Parent, guardian or carer]

"Children with SEND are currently being let down in the system due to ridiculously long waiting lists, in SENDAR and NHS, as well as by a complete lack of facilities." [Primary education staff]

"Emphasis on academia/data driven and insufficient practical skills or alternative curriculums prevent even the best intentions from taking place for all SEND students." [Secondary education staff]

"Too often placements are entrenched by funding, skills (or lack of them) rather than by best provision decisions." [Member of Governance Board of a school]

"More training to spot and support the signs of Dyslexia is needed for teachers." [Parent, guardian or carer]

Support / resources / staffing comments

"Support, investment and staff retention - the reality will remain the opposite of the vision and children will be compromised by their human rights and right to be educated and children that have additional needs will struggle adopting mental health and social emotional issues and children will be displaced and end up not being educated with high volumes of children being expelled with behaviour issues not managed effectively." [Parent, guardian or carer]

"Too many schools have SENCos performing more than one role such as head teacher which means full attention cannot be given to SEN needs within a school." [Parent, guardian or carer]

"Special Ed teachers are few and far between and are so stretched that unless you persist, you don't get anywhere" [Parent, guardian or carer]

Access to services / provision comments

"Access to universal services providing specialist consultation, parenting or help to families with children who are not classed as complex, severe or significant disabilities but their needs and impacts of needs become so within the family/school context and they get excluded or are on very part time tables and the families are requesting help they fail to get the specialist help, an EHCP or support to reduce impact of diagnosis on them and their families" [Other group or organisation]

"It is essential that you work to improve provision at SEN support and EHCP level in mainstream schools." [Parent, guardian or carer]

Gaps comments

"Gaps in service when they reach 18 years and respite stops and social services haven't put in place adults respite due to no transition planning, handover from children's to adults teams and the young person is confused and anxious"
[Parent, guardian or carer]

"Gaps emerging with lengthy diagnosis and support as there is lengthy diagnosis processes with high thresholds so families aren't receiving the appropriate level or response" [Other group or organisation]

"Huge service gap between mental health and education where mental health teams don't recognise their role in supporting mainstream schools."
[Parent, guardian or carer]

"Currently the general staff of the public schools lacks knowledge of how to deal with SEND children specifically. Each school should have a SEND specialist who could develop the strategies in situ. The schools seems to be a bit overwhelmed and short of staff" [Parent, guardian or carer]

"There needs to be improvements in the quality of EHCPs." [Parent, guardian or carer]

"More support for charities and groups that support people with SEND." [General public]

"More support for schools and sports teams to include people with SEND and support them in meeting recommended guidelines of physical activity." [General public]

"Large gap between provisions for those needing targeted support and those with an EHC plan." [Parent, guardian or carer]

Financial comments

"We see daily the stress experienced by staff in schools and the frustrations they have to bear with budget cuts and the curriculum expectation with tests and tick box working and the fear of redundancy and loss of funding." [Parent, guardian or carer]

"Needs to be much greater investment in ensuring all staff in schools and SENDAR are made fully aware of the law around SEND and their statutory duties as well as their understanding of exactly what constitutes a disability e.g. mental health issues, attachment disorder, autism etc." [Parent, guardian or carer]

"In order for successful inclusion to take place in mainstream settings, the LA must be mindful of the costs to necessary to support these pupils, particularly those with high needs" [Primary education staff]

"Funding for supporting the pupil on a day to day basis and immediate high quality staff training and support to make this inclusion successful is vital"
[Primary education staff]

"Without funding it is most likely the majority of mainstream schools will not be in a position to meet the child's needs successfully" [Primary education staff]

"Budget cuts are preventing sufficient provision for SEND students in school." [Secondary education staff]

"More Teaching Assistant funding needed particularly in the secondary setting." [Parent, guardian or carer]

"Funding will be the biggest issue in delivering this guidance." [Primary education staff]

Training / awareness comments

"There needs to be more awareness and training in primary schools as many children are left behind in these early years, which makes any transition to secondary school even more challenging. Many teachers seem to think all SEN children require a blanket set of rules, which clearly shows the lack of awareness of the spectrum of special needs, in turn leading to children missing a basic education. The level of SEND now coming it mainstreams requires often particular skills, knowledge and support." [Parent, guardian or carer]

"Primary school staff need to be better trained in SEN children and their needs." [Parent, guardian or carer]

"Pupils with SEND need support from staff that have had appropriate training which is more expensive." [Primary education staff]

"Teachers need access to appropriate training as they are often unprepared for the extra challenges." [Primary education staff]

Joined-up thinking / collaboration comments

"Better link between Disability & Mental Health with specialist universal service to meet needs of children with a disability" [Other group or organisation]

"In addition to developing inclusion with professionals within provision there will be a lot of work to do to build parental confidence in the ability for mainstream schools and post 16 provision to include and cater for their child with SEND" [SENDIAS]

"Specialist settings and mainstream staff supporting one another. Training and sharing experience together" [Parent, guardian or carer]

"Greater working relationship between specialist schools and mainstream so that good practice could be shared or training of staff" [Secondary education staff]

"A flexible range of provision, which enables pupils with SEND to move across different elements as a pupil's needs change, would best serve the LA…Best practice of special school providers could certainly be better shared with mainstream schools in more satellite and/or resources settings and in outreach support." [Member of Governance Board of a school]

"Could there be a move towards special schools and mainstream schools doing shared education e.g. a child attends mainstream and special school half and half? Or just for specific lessons?" [Parent, guardian or carer]

Charting progress / planning comments

"Best practice would be to ensure better planning through all agencies from age 16 years" [Parent, guardian or carer]

"With specialist provisions all full across Warwickshire, there has to be accountability measures for mainstream schools and alternative provisions with regards to pupils with SEND" [Primary Head Teacher]

Transition comments

"Best practice would be to ensure that it's a smooth transition from primary to secondary and have good links between the two" [Parent, guardian or carer]

Clarity needed comments

"Clarification is needed on what are 'overwhelming reasons' for a student not to be in a mainstream school." [Secondary Head teacher]

"There is plenty of talk being talked but where is the detail showing how this will be put into practice? It seems these are aspirations without real substance relating to implementation; and in an increasingly challenging financial situation what is the likelihood of real change and improvement?" [Independent external specialist teaching service]

"I received a personal email from a secondary school headteacher asking me not to send my child to their school. How can any parent forge a solid placement from that opener?" [Parent, guardian or carer]

Overview of parent/carer/staff/professionals' qualitative comments

Broadly the response to the vision and priorities was positive. The negativity was predominantly focused on concerns over how the vision was going to be delivered with increasing pressure and fewer resources. There were specific references to the 'default' position being mainstream schooling unless there was an 'overwhelming reason' why not. Responses reflected the feeling that that position was not necessarily congruous with putting children's needs at the heart of the educational decision making process.

The traditional binary nature of educational provision, either mainstream school OR special school, has been diversified with the introduction of specialist provision, particularly bases in mainstream schools. This is beginning to reflect the spectrum of SEND need. Parents and carers had concerns that the matching of need to provision availability locally was currently an issue and would continue to be given the current financial climate. Pragmatic solutions to reflect the range of needs through a range of specialist provision would be welcomed by parents and carers.

There is only one specialist base in a mainstream secondary school in Warwickshire which is Peter's Place, part of Trinity Catholic School, in Leamington. It is currently a unique solution to the specific needs of certain young people whose needs are too high for mainstream school, but who may be able to achieve recognised qualifications with smaller class sizes, appropriate support and reasonable adjustments. Special schools cater for a wide range of special needs but as such are unable to be 'specialists' as such in certain need categories. However children with 'special needs and disabilities' are not a homogenous group. Warwickshire County Council might consider how the future needs of children with SEND are catered for as new schools are built to accommodate the population increase driven by new housing developments. Warwick District and Rugby Borough are the predominant growth areas and consideration for how the corresponding increase in the population of children with SEND should be supported is vital in delivering the Inclusion Strategy. For example, all-through specialist provision on mainstream sites could overcome the issue of transitioning between schools, and support the inclusion agenda by having closer integrated provision.

There was a feeling that mainstream schools could make reasonable adjustments for the whole class or school which would be of benefit to more children than just the child with the additional need e.g. calm down time at the end of the day before pick up time. A thought provoking made by a teacher in a special school was about expectations of children with additional needs. The thought was that in mainstream schools the 'offer' is the offer and if a child is unable to access part of that offer they are not expected to take part, in essence they become excluded from the whole school offer. The teacher commented that many children arrive at the special school unable to access the whole school offer but there is an expectation that with reasonable adjustments the pupil will eventually be able to access it, with support where necessary. Of course this won't be the case in all mainstream or all special schools but it raised interesting questions about expectations within the different provisions.

Speaking to a group of teachers of primary aged children in North Warwickshire, their view was that some mainstream schools put too much pressure on children with SEND to achieve academically which, if their social and emotional needs are not supported, can lead the children to have a poor experience of school. One TA whose child has SEND chose to send her child to a special school because of her experience of how children with SEND fare in her mainstream school. This sentiment was echoed by teaching staff in special or specialist schools, who could give examples of children who had moved away from mainstream provision because of the pressure of trying to achieve without the necessary support to do so. Mainstream schools are felt to have more of a focus on academic achievements, with less social and emotional support. Special schools are felt to have more of a focus on social, emotional and disability support, with lower academic expectations. Access to recognised qualifications such as GCSEs are more limited in a special school. This presents a conundrum for parents of academically able children who have significant social and emotional difficulties e.g. those with high functioning autism.

The social isolation of children with SEND was highlighted with reference to bullying which was a major worry for parents of children of both primary and secondary age. The predominant worry was bullying of children with SEND within mainstream settings which sets a challenge for the Inclusion Strategy. How can greater inclusion be achieved whilst also addressing the issue of bullying?

Transport poses a big issue for learners, their parents/carers and WCC. It is a significant budget yet the satisfaction levels, as inferred from the learners' survey and comments on both surveys, could be improved. Work could be done to understand how the same budget could be better spent to achieve better outcomes. The specificities of the transport training funding could be better matched to meet the needs of learners more holistically, not only the journey to school and back.

The current support in place for those preparing for adulthood or joining the workforce was seen as limited in its effectiveness. The post 16 offer in colleges across Warwickshire predominantly have a 3 or up to 4 day SEND offer, whereas young people without SEND are able to access 5 day courses. The job opportunities for young people with SEND also seem to centre on voluntary unpaid work, even multiple volunteer jobs, whereas young people without SEND are more likely to be employed in paid roles. How can the SEND and Inclusion Strategy help address these imbalances?

The proposed measures were not understood by a significant minority of those responding to the consultation. There may be a need for multiple measures to report to the SEND Inclusion Board but if parents/carers/staff/professionals and children and young people are to understand whether the strategy is achieving its objectives, measures directly linked to the priorities would make it clearer for them, as would fewer measures overall.

Learners' survey

The learners' survey was specifically promoted to special and specialist schools across Warwickshire, as well as the top 21 schools in the county with EHC plans. More widely it was promoted via education stakeholder meetings (see contact log Appendix C for more details). To support the online survey, which may not be accessible to some learners, opportunities for face to face discussions were offered to those the survey was specifically promoted to. 6 schools took up the invitation, with a further 2 community consultation events with young adults up to the age of 25.

Q1. What type of school or college do you attend?

School type	% survey respondents
Secondary school	84.1%
Special school	9.1%
Primary school	4.5%
College (Yr 12 and above)	1.1%
Independent school	1.1%
I am educated at home	0.0%
Other	0.0%
Not answered	0.0%
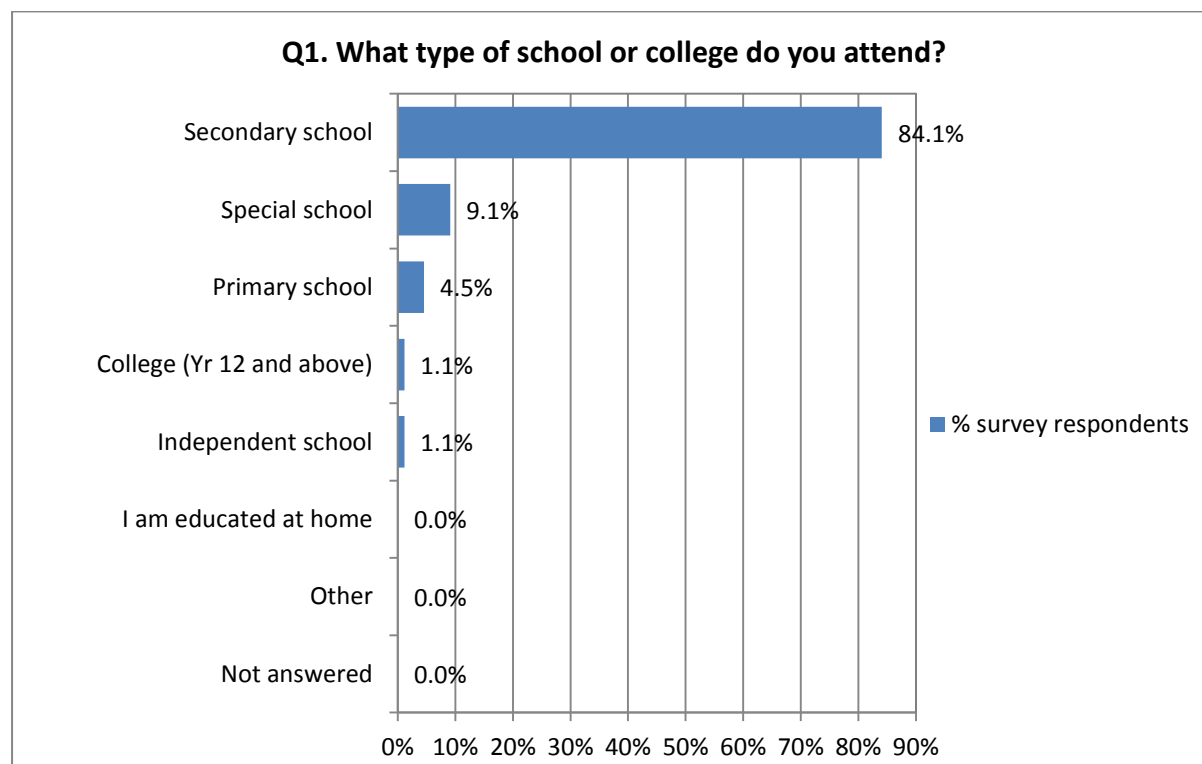
The majority of the survey sample attends a secondary school (84.1%), with the next highest establishment type being special school (9.1%) then primary school (4.5%). One child attends a hospital based school.

Q2. Do you have an Education, Health and Care Plan?

	% survey respondents
Yes	39.8%
No	36.4%
Don't know	23.9%
Prefer not to answer	0.0%
Not answered	0.0%
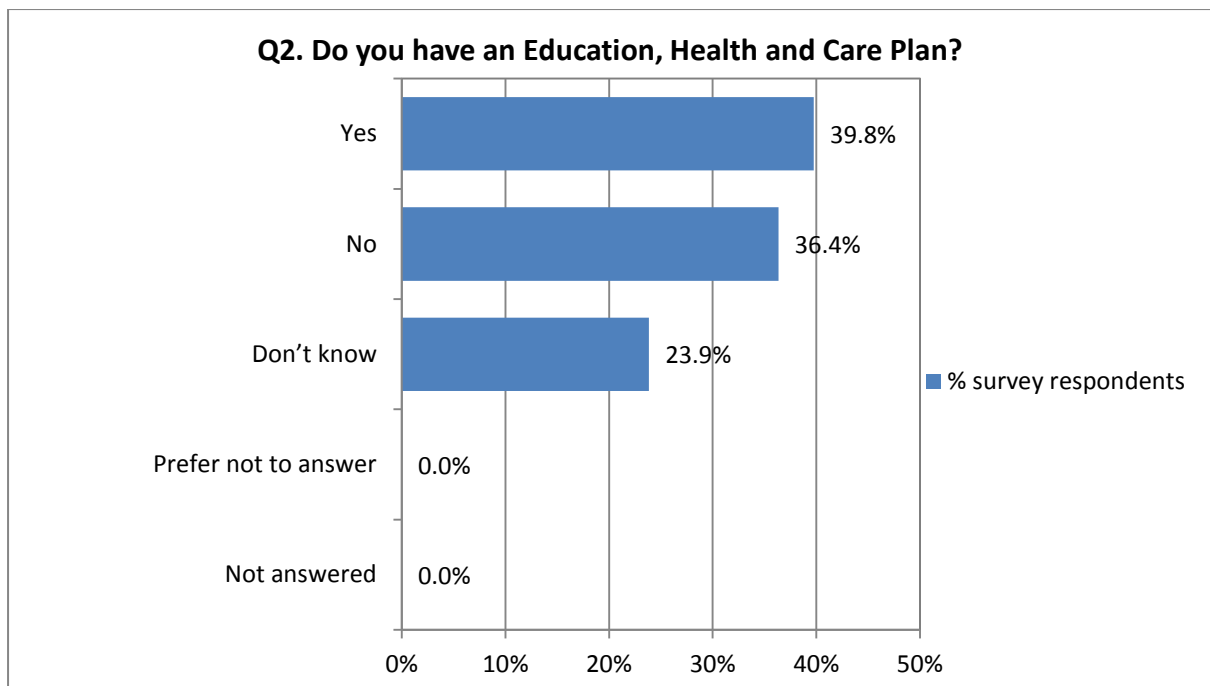
Two fifths (39.8%) of the survey sample has an Education, Health and Care Plan (EHC Plan), with 36.4% not having one. Almost a quarter of respondents don't know if they have an EHC plan.

Q3. How much do you agree or disagree with the following statements?

Statement	Strongly disagree	Disagree	Agree	Strongly agree	Don't know	Prefer not to say	Not answered
I am listened to and my views are respected	6.8%	11.4%	39.8%	12.5%	22.7%	6.8%	
I am supported in my learning	5.7%	10.2%	52.3%	23.9%	8.0%	0.0%	
I am supported in my health and well-being	4.5%	6.8%	40.9%	35.2%	9.1%	3.4%	
I see friends at school/college	6.8%	3.4%	30.7%	56.8%	2.3%	0.0%	
I see friends outside of school/college, at the weekends and in the school holidays	13.6%	8.0%	34.1%	42.1%	1.1%	1.1%	
I feel safe at school/college	9.1%	6.8%	47.7%	29.6%	5.7%	1.1%	
I have already thought about the type of job I will do in the future	13.6%	14.8%	28.4%	30.7%	12.5%	0.0%	
I enjoy travelling to and from school/college	19.3%	17.1%	30.7%	17.1%	13.6%	2.3%	

Only 52.3% of learners agreed with the statement 'I am listened to and my views are respected'; 18.2% disagreed with it. The highest percentage of learners didn't know if they were listened to or had their views respected (22.7%). This equates to 6 learners, all of whom have an EHC plan, attend a secondary school and are White British.

76.1% of learners agreed with the statement 'I am supported in my learning'; 15.9% disagreed with it.

76.1% of learners agreed with the statement 'I am supported in my health and well-being'; 11.4% disagreed with it.

87.5% of learners agreed with the statement 'I see friends at school/college', with 56.8% strongly agreeing, the highest level of agreement; 10.2% disagreed with it.

76.1% of learners agreed with the statement 'I see friends outside of school/college, at the weekends and in the school holidays'; 21.6% disagreed with it, the third highest level of disagreement.

77.3% of learners agreed with the statement 'I feel safe at school/college'; 15.9% disagreed with it.

59.1% of learners agreed with the statement 'I have already thought about the type of job I will do in the future'; 28.4% disagreed with it, the second highest level of disagreement.

76.1% of learners agreed with the statement 'I enjoy travelling to and from school/college'; 36.4% disagreed with it, with 19.3% strong disagreeing, the highest level of disagreement. 13.6% didn't know if they enjoyed travelling, the second highest level of uncertainty.

Learners were asked: It's a good day at school when…

Comments on 'It's a good day at school when…'	Number of times mentioned
I do the type of lesson/subject I like and do not do the lessons I do not like summary	35
I am with friends summary	17
I do not get in trouble summary	17
When I am praised / achieve summary	9
Teachers are good summary	8
I go off-site / have a break summary	8
When I get support with my learning e.g. TA support or materials summary	6
When I am learning summary	5
Home life is ok (e.g. sleeping well) summary	4
When I am listened to / supported summary	3
I understand the work summary	1
My transport comes on time summary	1

Good day verbatim comments from survey – pupils/students

"I have my favourite lesson at school", "I enjoy my learning theme"

"I enjoy history and science", "When the lessons are interesting"

"When I have good lessons on my timetable", "I have good lessons round my mates"

"I don't get set homework and I get to have my favourite lessons"

"I have a P.E. lesson and no Spanish lessons", "When I have good lessons and good teachers"

"We do fun activities and I get to see my friends have a lot of fun in lessons I enjoy"

"When I enjoy all my lessons and the stuff that I learn is interesting"

"I like Tuesdays because I always have Art on Tuesday"

"The lessons are fun whilst learning" , "When the lessons are fun and when I see my friends"

"When I see my friends and they ask if I want to come over or something. When my friends offer me stuff, like sweets, because it makes me feel thankful and they've considered me as a good friend"

"Fridays because I catch up with my friends and my cousin"

"When the Teachers are alright with you", "It's the end of the school week"

"The lessons are fun whilst learning, when I have the teachers I like, when I'm listened to and get supported and when teachers are in a good mood"

"I am listened to as a student", "I have good lessons and good reports from teachers"

"I get support when I am struggling, before becoming anxious.", "I get Merits for my work"

"I have Curriculum Support with the Support For Learning department"

"I understand the work", "It's home time", "I go off-site"

"My taxi comes on time and it doesn't make me anxious", "When I've had enough sleep"

"I had amazing teachers. They were inspirational" [Young person, community consultation]

"Helped me with bereavement counselling." [Young person, community consultation]

"Guided me down the right path even when I had arguments." [Young person, community consultation]

"Helped me work out my mental health." [Young person, community consultation]

"Got me a [unpaid] work placement/internship at [local company] and a job at college on the main reception [unpaid]." [Young person, community consultation]

"The [special] school helped me with washing and drying, computers, basketball, cooking, money." [Young person, community consultation]

"The taxi driver is the same man. He shows me the directions." [Young person, community consultation]

"I made friends I see in the college and out of college." [Young person, community consultation]

"I go to the gym with a friend." [Young person, community consultation]

"I've worked at the café for a year and made friends at the café." [Young person, community consultation]

"I meet friends at their houses." [Young person, community consultation]

"If I have a problem at college I get help with my problem from [staff member]. Like help with my drawing." [Young person, community consultation]

"I live with my parents and get a lift to my 3 jobs. The staff at [workplace] give me a lift home." [Young person, community consultation]

"I made some friends at [secondary special school] and I still see them. I have not so many friends at [mainstream further education college] but I do some skill builders." [Young person, community consultation]

"If I have a problem I ask my tutor for help and my support worker helps during lessons, if I have trouble with spelling and reading." [Young person, community consultation]

"I have coding and citizenship lessons at [mainstream further education college]. I learn new things. You learn about yourself and wellbeing. Maths, English and Art are my favourite things." [Young person, community consultation]

Comments from special school pupils

"ICT", "Food tech", "PE", "Having my health needs met before learning"

"Grownups help me feel safe, "Afterschool, dinner, nurse"

"Spending time to build friendships and relationships", "People play with me"

"Transition period between classrooms and teacher", "Nanny keeps me safe at home"

"Teacher and TA keep me safe at school", "My mum keeps me safe at home"

"Having the same children every year", "3 travel by car, 2 by taxi and 1 by bus"

"Being by myself at school on the white table", "Like quiet and gentle friends"

"Know classroom, know where things are, know people can help me find things"

"Teachers and TAs listening to sounds", "Relax in taxi feel safe"

"Keeping the classrooms the same from September"

"Staying with the same children from year to year"

"When teachers know what I need and play with me how I want to be played with"

"Spinning and playing in the garden , playing between light and dark, familiar rhymes"

"Same objects/locators so people feel safe know what's going to happen, little chairs"

"Tapping two things are safe ways to play". "Do a little bit at a time to help me feel safer"

"Play games and read in the car, iPad"

"Timers make some people feel safe and some people less safe"

Comments from mainstream resourced provision pupils

"Quiet classroom", "Visual time table", "Use of main school facilities", "Less students"

"Own entrance", "Brand new outdoor area", "Known/familiar staff"

"Brilliant equipment - TV, games, kitchen", "Shorter day/lessons" , "Funny Teachers"

"Not being bullied or not being a bully" , "Easily getting friends", "Other people and helping"

"Lots of homework" , "Always helping others", "Word of the day", " Learning more"

"Help [teacher] with [pet]", "Team work", "Help others", "Hometime", "Having help"

"Good teachers, "TA help", "Fidget toy", "Laptops/computers", "Colouring"

"Being yourself", "Teacher helping you with your handwriting", "Having a disco"

 "Getting achievements (when worked hard)", "Workbooks for everyone", "Having friends"

"[Teaching assistant] is always helping others" "Class room is always clean"

"Nurture because others are helping and you are first in class for whole of term"

"Big classes - no more than 10 people", "No shouting (teachers)", "Reading books"

"Good work", "Listening to music", "Watching videos", "Things I'm interested in"

"Quiet voices", "Treated nicely"

Comments from mainstream school pupils with SEND

"Think people should be punished if hand in homework 2 days late", "Help you to learn"

"Nice teachers", "Kind teachers", "Walk home with friends", "Lunchtime", "Challenges"

"Make new friends", "Funny teacher", "Chocolate calendar", "Breaktime"

"Respectful teachers and pupils", "See friends outside school because they live near me"

 "Fun lessons - P.E. music, Design and technology, dance, geography, ICT reading"

"No bullying", "Lessons of enjoyment e.g. P.E." ,"Kind and nice people", "Special days"

 "FUN", "New lessons, friends, teams", "Games", "If a person likes you like a girlfriend"

"Sit where you want", "Friends", "Trips", "Food", "Computing", "Girlfriend"

"Respect you if being bullied and they help you. Kind, helpful friends"

"Trampolining in P.E.", "Teachers I can trust", "Performing arts, ""Teachers are supportive"

"Once a week tutor representative complain. Once a month meeting with house leaders. Week later goes to head"

"Bullying major issue and founded anti bullying ambassadors as result of tutor reps."

"Good support from teachers. Mum refused to let me go to [other local mainstream secondary] because just taught about rules and detentions."

"Bullied in year 2 and teachers do nothing. [School] do do something but check through systems before punishing ."

"Inclusion cards - allow me to leave lessons but then have 20 questions about why leaving"

"Some nice older teenagers – prefects", "Enjoyed year 6 - buddy system with Reception"

"Tutor tells pupils off if they call me by bullying name", "Year 7 buddy with year 9/10"

"Moved up sets to get away from bully", "Inclusion room good for chilling out"

"Class passes to get out early and when people annoy me", "Hanging around with friends"

"This school has a consistent head teacher", "See friends outside school and inside school"

"Not perfect but being actively addressed – bullying" ,"My friends look after me"

"Pleased I chose [school] because I do drama and dance. There's so much to do here, clubs, art, dance."

"Thought it was a good school. Most of my friends came here."

"Making sure there's no bullies", "Making sure everyone is being nice to each other"

"I want to be a vet and save cats but I don't know how the school would help"

"[School] is good at helping with being nice", "Bullying is dealt with OK"

"Feel safe - lots of people around, more of a quiet person"

"My key worker in lessons", "[Key worker] helps me with food tech"

"Helps me do work Maths, English, food, tech, R.E, health & social"

"Friends help me; meet you in the morning/friend to walk to school with"

"Friends make me happy, wait for them in canteen near student services"

"Help you a lot in lessons", "Can read because of school"

"Learn about autism, health & social", "Work experience in year 10, just right timing"

"Do photography in art", "Got help with diagnosis of autism at secondary school"

"Health & social help me to learn more about when I grow up and be nursery worker

"Got new canteen pick up pod as well as old canteen - listened to students who didn't want to wait"

"Primary school helped with reading, learning letters and spelling"

"Teachers make changes to writing so children can read it"

"SOS department/office, sort out arguments, talking, getting to class"

"See school friends outside school, go to best friend's house, live next door to each other"

"Children from lots of different areas", "Hugs from best friends and family"

"Push me just the right amount", "Doing the homework"

Young adults (16-25 year olds) comments

"Days out", "Cafe - work in a cafe in a nearby town. College helped me get a job"

"Art and crafts", "Going to work in [supermarket] - I've applied", "Friends at school"

"Cleaning minibuses - paid work at college", "Woodwork at college", "ICT"

"Helping people in local area", "Maths - help with money course"

"Got work experience in garden nursery job and still have that job now" ,

"Worked at [disability specialist] and the school helped"

"College got me a cleaning job which I enjoy", "Learnt to look after own money"

"Went horseriding, to a gymkhana, and enjoyed Thursday afternoons"

"Worked at [local college] cleaning for 10 years", "Teachers support with Maths and English"

"Work experience in 6th form hub", "Money maths was helpful to add up money"

"Go to school on Back and 4th bus", "Looking after animals", "Meeting new friends"

"Work is not hard, really easy. Don't push me too hard . Make me happy."

"[Secondary special school] is amazing. I've made loads of friends."

"[Teacher] is very nice. Helped me with stuff. Helped me drink more water. Left aged 9/10."

"Staff being nice and helpful", "Students keeping it clean and tidy"

"Helped with money and cooking", "Made a girlfriend", "School bus good driving"

"Kids with special needs help each other", "[Secondary special school] is caring"

"Spend with different friends and with girlfriend"

"Work experience in cafe, pet shop voluntary work, paid job in farm shop"

"Volunteering for garden nursery", "Voluntary art class"

"Helped with money management and budgeting. Recognising coins and notes so don't get wrong money."

"Cooking at college", "Help with cooking", "Still cooking same meals now"

"Got own place and got support staff so I can cook for myself",

"Help progress with English and Maths", "Nice and kind and helpful children."

"Enjoyed my [secondary special school]. Felt supported by staff. Teachers nice. Help if problems with other students. 'The Best School in [district]'"

Learners were asked: Sometimes I worry about…

Comments on 'Sometimes I worry about…'	Number of times mentioned
Being bullied	13
Tests / grades / poor performance	10
Homework / forgetting my homework	9
Falling out with people / not seeing friends	8
Issues at home / my family	8
Coming to school / school work / specific lessons	7
Getting into trouble / detention / exclusion	7
The future	4
Mental health (e.g. self-harm / voices in my head / anger)	4
Teachers / staff	3
When I am not supported with my work / do not understand the work	2
Financial pressures	2
Physical health	2
When my transport doesn't come/not on time	1
Sudden changes to routine	1

Worry about verbatim comments from survey - pupils/students

"Coming to school" , "If there is homework due in and I haven't brought it in"

"Work or homework that's meant to be due in" , "I've not got into trouble"

"Not being able to learn due to people being annoying in lessons"

"Doing bad in tests" , "Getting in to trouble and fights", "How well I've done on a test"

"Not understanding the work" , "Being bullied and excluded from groups"

"Being bullied and disrespected", "I don't get into arguments with the Teachers"

"Tripping over and landing on something or someone because people in corridors stick their legs out"

"Bullying because as I got worried, my confidence started to disappear"

"No incidents with other patients", "Getting in to trouble and fights"

"Fights because I'm not the most likeliest person to win them"

"Getting kicked out of school. My education - messing around instead of listening to the Teacher, so I won't be able to get into the army"

"My taxi coming to collect me on time if it isn't here I worry a lot and it makes me anxious and when I get to college I feel cross and need time to think and work it out."

"I don't get in trouble and I had a good start to my day at home"

"Stuff at home", "When my uncle died last week and I cried"

"My mum and my nan", "Money troubles, death in my family, my mom and dad"

"I have nowhere to live and cannot stay in the area because the council will not help me even though I have a life here"

"What my future will be like", "People's health and my health", "Having certain teachers"

"My hearing and my spinal problems", "Self-harming, voices" , "Missing [named teacher]"

"What's going to happen to me in the future. People's views of me"

"If I have to work and I can't as I get anxious and don't get supported and I don't want to do this"

"It's a good day when no problems are in my head which doesn't happen all the time"

"My anger!!!" , "Losing my temper" , "Letting people down, like my mum or dad"

"When some children hurt others when they get really angry"

"Not seeing my friends before school in the morning"

"Not seeing my friends again when we leave college"

"Sudden changes to planned lessons and outings"

"I don't know where I can turn". [Young person, community consultation]

"My mental health. I feel trapped." [Young person, community consultation]

"I experienced bullying at [mainstream secondary school] I ran to the Head and asked for them to help me out. There was more bullying at [special further education college. No one at the moment is helping. No student union or peer supporters any more. College is in special measures." [Young person, community consultation]

"I have a voluntary job at the café but I don't have a paid job yet" [Young person, community consultation]

"I used to catch the bus to college but they changed the route so it's longer and I can't catch it anymore." [Young person, community consultation]

Comments from special school pupils

"Not enough equipment that works e.g. Big Mac switches",

"Not having a suitable curriculum", "Too loud noises from friends"

"Don't like a doorway or hallway behind me", "If the bus is early the children have to wait"

"Bus took too long. Made me feel unsafe. Have fidget toys"

"I don't like people hitting me", "Don't like it when the door is open"

"More space in my work area and more time on my own", "Lights make me feel unsafe"

"Too busy - tons of toys all around me", "If my routine changes e.g. coming upstairs"

"When adults come and go - adults change and it makes me feel unsafe"

"Difficult if there's new adults", "Lights dangling above me. Careful with busy displays"

"Necessary changes e.g. Christmas decorations make children feel unsafe"

"Living a long way away from school. It makes playdates hard"

"Other children who make loud noises coming up behind me"

"Not very good at waiting for things", "When there's an odd number of people around"

"When people scream at me I don't like it", "I get angry and I hit him back"

Comments from mainstream resourced provision pupils

"Slight anxiety in some students about exams", "Bright colours – displays", "Bullying"

"Would like more activities at break/lunch when it's wet", "Not having a helping hand"

"Loud noisy places - busy corridors", "Teachers shouting", "People hurting me"

"People being rude", "Shouted at", "Disability", "No friends", "No attention"

"No homework", "Sitting by yourself", No help", Too many jobs", "SATs are hard"

"The work is too hard", Homework too hard", Start of the day", Shouted at"

"Being bullied", "Not having friends", "Always need a good handwriting"

"Being shouted at", "Always being ready", "Getting told off for nothing"

"It is hard because you have to be ready for everything", "Worrying about tests"

Comments from mainstream school pupils with SEND

"Annoying people", "Mean teachers", "Bad food", "Bullies", "No friends", "No challenge"

"No funny teachers", "Excluded", "No games", "No chocolate calendar", "Detentions"

"Wars [against each other]", "Swears", "Mean teacher", "Detentions for no reason"

"No special days e.g. odd socks day, non-uniform day", "No lunchtime", "No breaktime"

"Sad - hate it when brother kicked sand in my eyes", "Angry", "SAD", "Sent out"

"Detentions - have to stay afterschool, should be at breaktime. You need a bit of punishment but not after school. Should never be after school."

"When the bell goes it's our time not for the school to take.", "Bad moods"

"Children from primary school coming and fighting proper fighting moves"

"Had fingers bent back but not broken.", "Miss old school", "Would like to have a pet day"

"If house captains say they want something it might not be as a result of what tutor reps have told them."

"Great music department with Apple Macs but recent government funding means year 7 and 8 only have 1 lesson a fortnight. It's becoming a maths classroom."

"Used to have 3/4 music lessons a week now 1 a fortnight. Hard to get better without outside help"

"Drama only once a week. If come out of a lesson it's a music lesson."

"Only 1 music teacher and not going to hire another one. Room is deteriorating."

"Feel unsafe at school", "There's no money to replace things"

"Inclusion is inclusive if you're in but not if you have a wobble and you're not usually in inclusion"

"Inclusion expected me to tell them about my feelings and I don't even know them"

"Football playing kids aim balls at other kids - repeatedly told off but still do it."

"Old school were not that good. Heads were never there."

"Inclusion team used to be wonderful but now about systems."

"Multiple procedures in place to deal with bullying - need systems but needs to be more common sense"

"If you have a diagnosis of additional needs you get help. If you are just struggling they say you are a troublemaker"

"Used to be more inclusion trips but not any more", "Teacher taking threats as jokes"

"Nurture is for babies and I didn't like it being called nurture"

"Being cyber bullied. I told one of the teachers and phoned someone's dad but they're still cyber bullying me"

"People call me the wrong name so often people think it's my name"

"No common sense with bullying. Have to get their side of the story"

"Bullying is name calling", "Teenagers swear a lot and push"

"Set system. Move down troublesome kids and difficult to move back up the levels"

"I don't like the boy-girl seating plan .The boy distracts me by whispering in my ear. I need a silent person next to me."

"Bullying not dealt with because boys in my class say I [insult]"

"Would like more time to spend with friends at school."

"Don't know what want to be when older", "Bullies push downstairs or trip you up"

"Teacher yelling at pupils to get them to be quiet. I have sensitive hearing"

"They didn't help me with my work; they help [other child with SEND] and it's not fair. I should get more help"

"We might have a school council but I'm not sure [child at school for 3 years]"

"Distracted in year 6 TA moved me very annoying, hated year 3 teacher"

"Moody teachers can't understand their writing- joined up; too small and joined up"

"Not much help in primary school for autism", "Didn't get pen license at primary school"

"Found out had autism when mum told [health professional]"

"Need person on duty outside canteen asking people to watch out for naughty people"

"When children take their food outside when they aren't allowed to."

"Push me too hard, want work to be easier"

"Should get more help in health & social because I sometimes get stuck on the work and I need more help"

"More support in health & social, sometimes the teacher is late so I have more time to work on assignment"

Young adults (16-25 year olds) comments

"Being bullied", "Hated work experience at [disability specialist]"

"Not help with own money budgeting", "Getting bullied. They wreck your life don't they?"

"Feel college was the right place for me", "Don't know where everything is at college"

"[Other mainstream college] would have been better for me"

"Would have been a better atmosphere at [mainstream college] than [special college]"

"[Mainstream primary] was horrible. The teachers pushed me too hard and give extremely hard work. People never played with me. Teachers too horrible. Had to move."

"Stressed by maths and English", "No work experience at [mainstream college]"

"Gardening was boring", "Not enough support staff in mainstream"

"Support staff in mainstream not very helpful. Not enough members of staff in big classes."

"Mainstream don't keep an eye on bullying regularly whereas special needs do. Handled bullying better at special school than mainstream."

Overview of learners' qualitative comments

Teachers and TAs who understand them and understand their needs were the main things that make good days at school. Other children understanding their needs was also important and this related to the main thing that learners worry about which was bullying. Schools which respond to learners' concerns about bullying make children feel safe and happy. More generally, listening to learners' ideas and responding to them makes for a happy school.

The importance of friends and friendship groups was clear. They support you when you are being bullied and the lack of isolation is a preventative factor in not being bullied e.g. having friends around you. Helping children become part of friendship groups makes them feel more included in school and at lower risk of isolation.

Academic pressures in the form of homework and tests/exams etc. are things learners worry about. Support when struggling and acknowledgement of efforts can help learners have a good day. Individual members of staff can make a huge difference – both positive and negative – on children and young people.

Change and transition are key areas which if managed proactively can make children feel good. Minimising unnecessary change and understanding the impact it has on learners with SEND is important. All through special schools or specialist provision on mainstream sites would minimise the number of transitions children would have to make.

Transport which takes a long time, has a bad driver or doesn't keep to time are things which make learners unhappy. Given the high spend WCC has on transport and the levels of unhappiness which have come through in the survey data (36.4% disagreed that they enjoy travelling to and from school/college) this is an area which has room from improvement.

Young people enjoy the jobs they have but the majority are unpaid which doesn't adequately prepare them for independent adulthood. What paid opportunities can WCC offer to young people with SEND? The SEND post 16 offer only being 3, up to 4, days a week when learners without SEND are able to access 5 day week courses is inequitable and leaves learners with SEND at an additional disadvantage at a time when they will be competing with those without SEND in the jobs market.

Appendix A – Parents/carers/staff/professionals survey – Equality monitoring information

Q13. What is your gender identity?

Category	% survey respondents
Female (including trans woman)	76.3%
Male (including trans man)	11.7%
Other including non-binary	0.7%
Prefer not to answer	9.1%
Not answered	2.2%
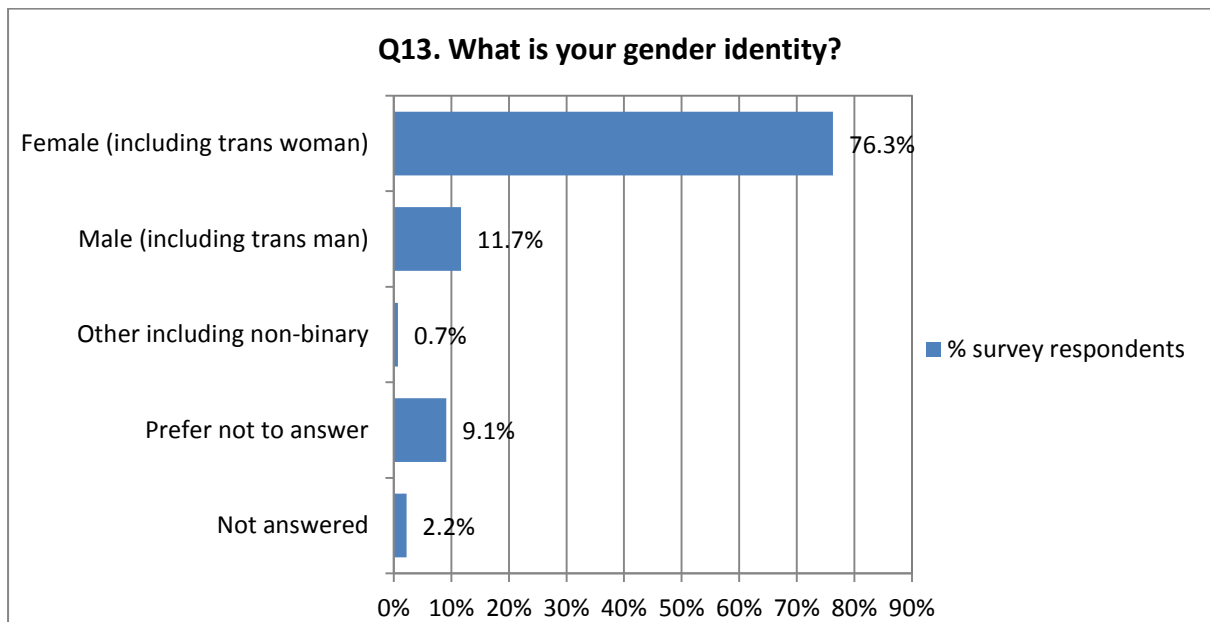
Over three quarters (76.3%) of the survey sample were female.

Q14. How old are you?

Category	% survey respondents
Under 18	2.9%
18 – 29	5.8%
30 – 44	38.3%
45 – 59	36.1%
60 – 74	8.0%
75 +	0.0%
Prefer not to answer	7.7%
Not answered	1.1%
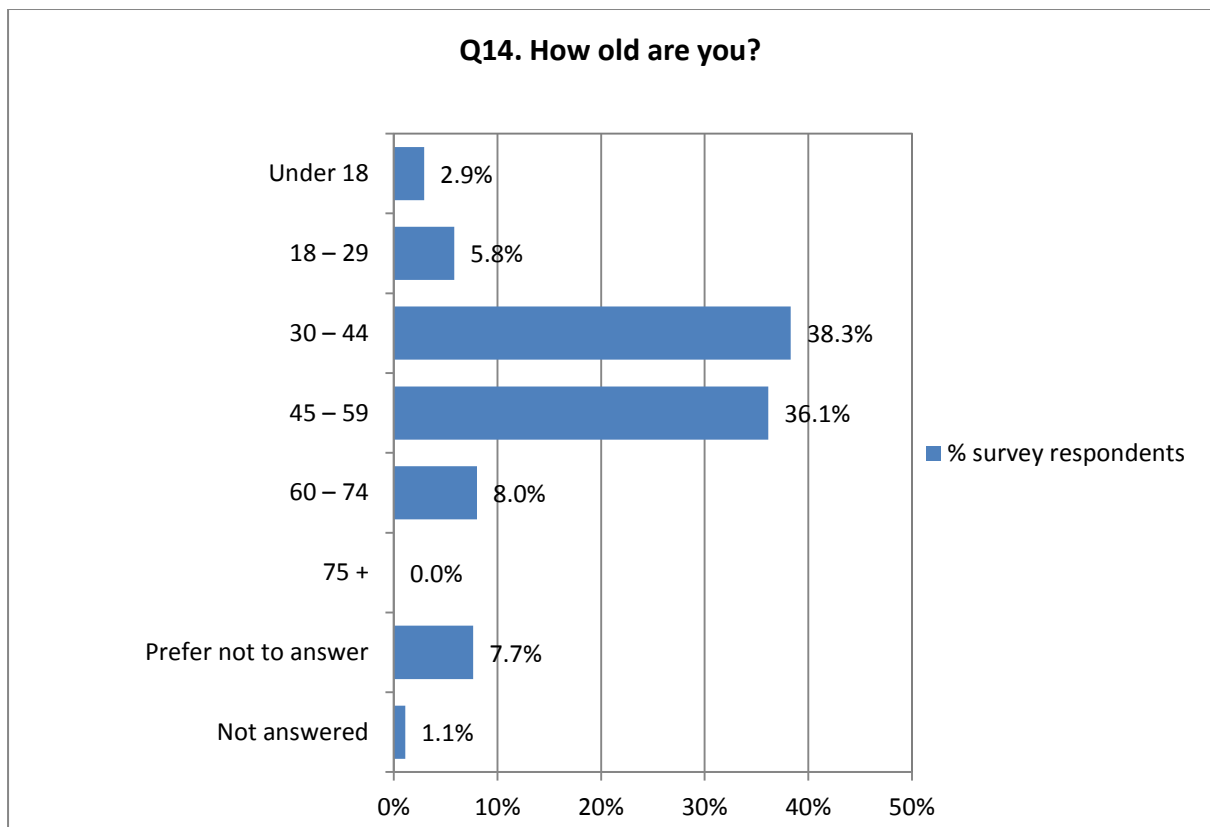
Three quarters of the survey sample were aged 30 – 59 years. 1 of the people aged under 18 was a parent, the rest were pupils/students.

Q15. Do you have a long standing illness or disability?

Response	% survey respondents
Yes	10.6%
No	77.4%
Prefer not to answer	10.2%
Not Answered	1.8%
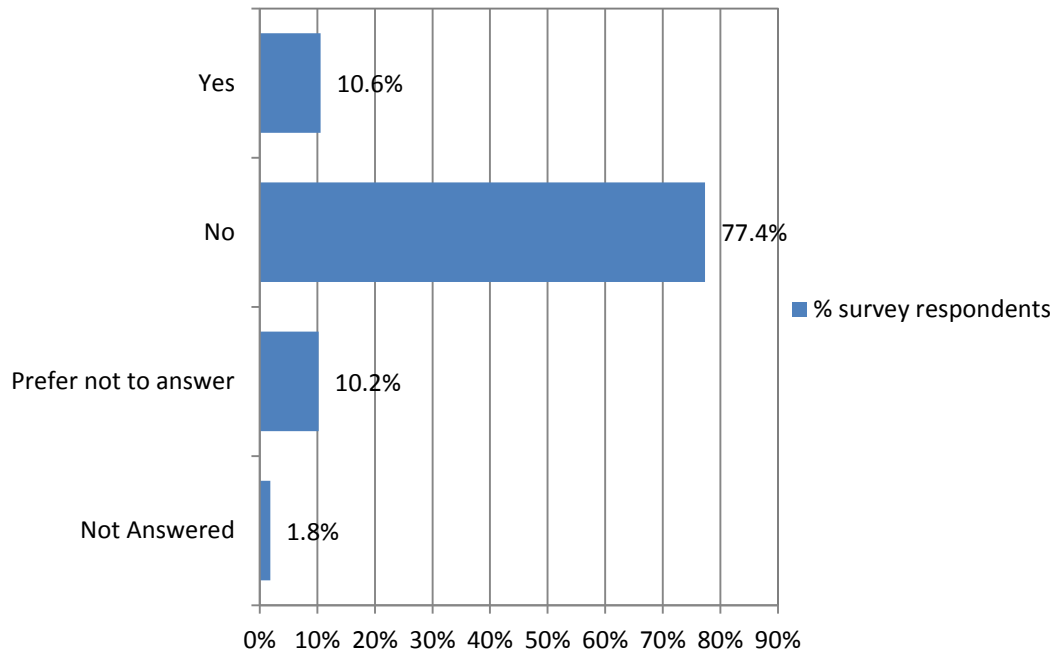
10.6% of the survey sample has a long standing illness or disability. This compares with 19% for the working age population (16-64 years) in the UK.

Q16. What is your ethnicity?

Response	% survey respondents
White – English/ Welsh/ Scottish/ Northern Irish / British	83.6%
White - Any other background please specify	2.2%
Asian or Asian British - Indian	1.8%
White – Gypsy or Irish Traveller	0.7%
White - Irish	0.4%
Mixed - White and Black Caribbean	0.4%
Any other ethnicity	0.0%
Prefer not to answer	9.5%
Not answered	1.5%
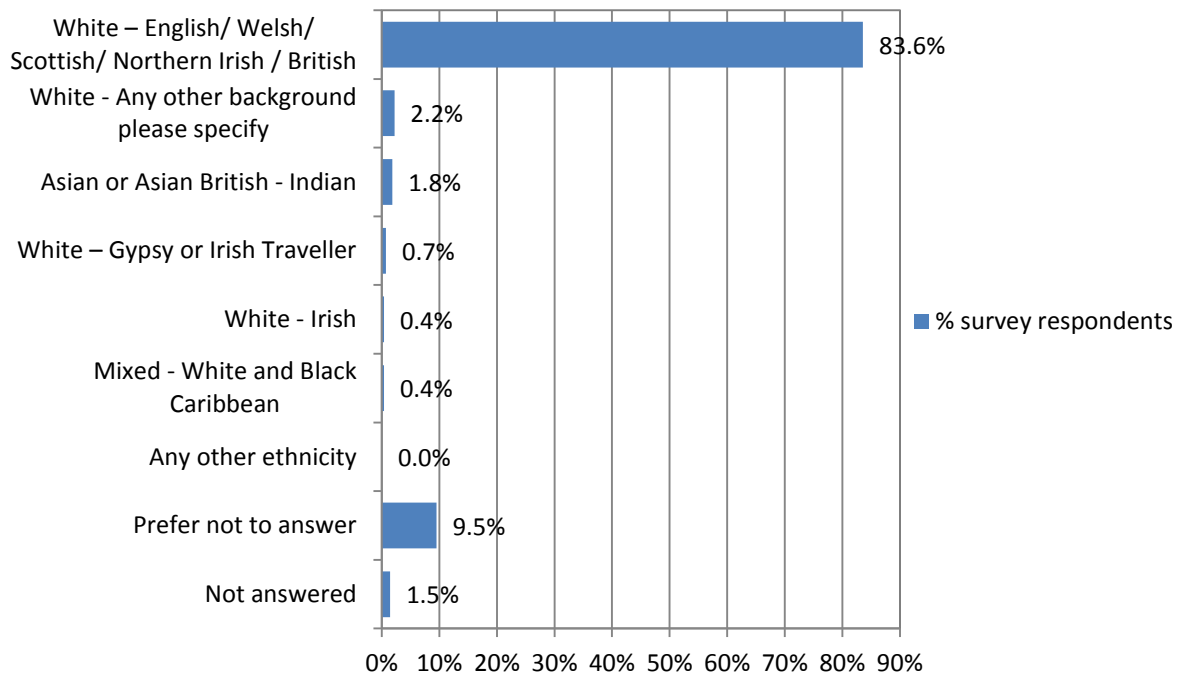
The majority of respondents were the majority ethnic group in Warwickshire, white British.

Q17. What is your religion?

Religion	% survey respondents
Christian	44.2%
None	34.3%
Sikh	1.1%
Buddhist	0.7%
Jewish	0.4%
Muslim	0.4%
Hindu	0.0%
Other (Please specify below)	1.8%
Prefer not to answer	15.0%
Not answered	2.2%
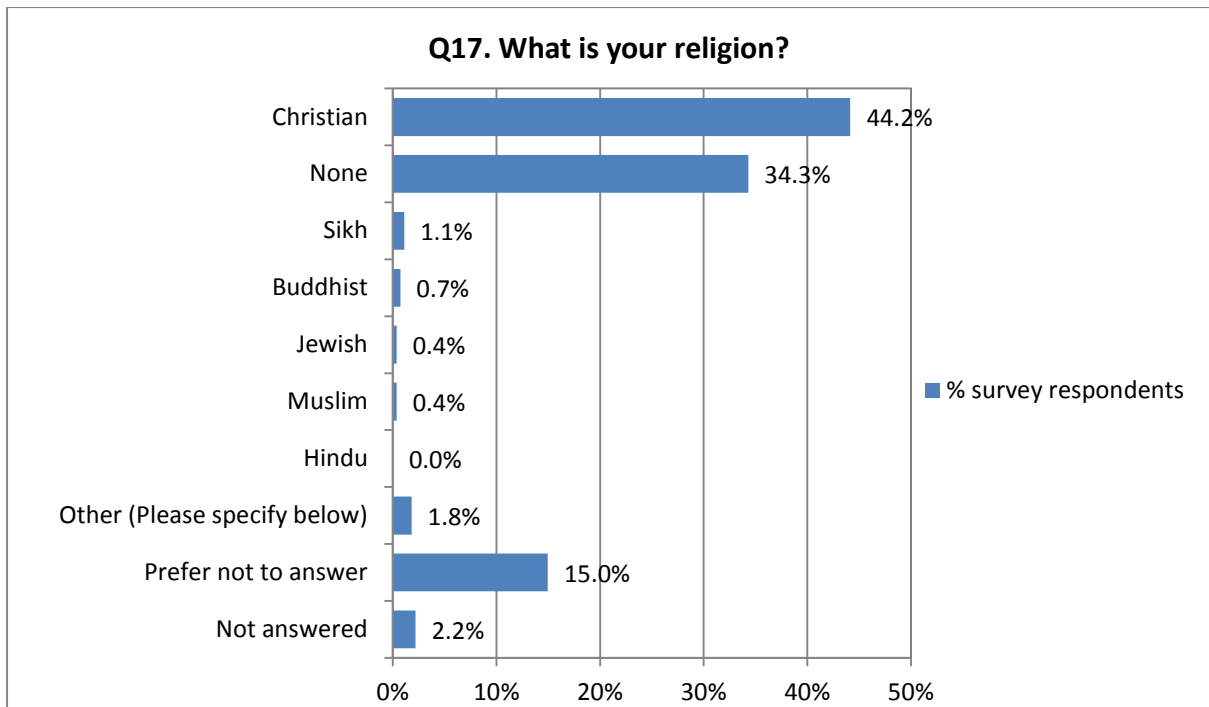
44.2% of the survey sample identified as Christian compared with 59.3% of the UK population in the 2011 Census. 34.3% said they had no religion, compared with 25.1% of the UK population. 15.0% preferred not to answer the question compared with 7.2% of the UK population in the 2011 Census.

Q18. Do you consider yourself to be…

	% survey respondents
Heterosexual or straight	81.8%
Gay or lesbian	1.1%
Bisexual	0.0%
Other	0.7%
Prefer not to say	15.0%
Not answered	1.5%
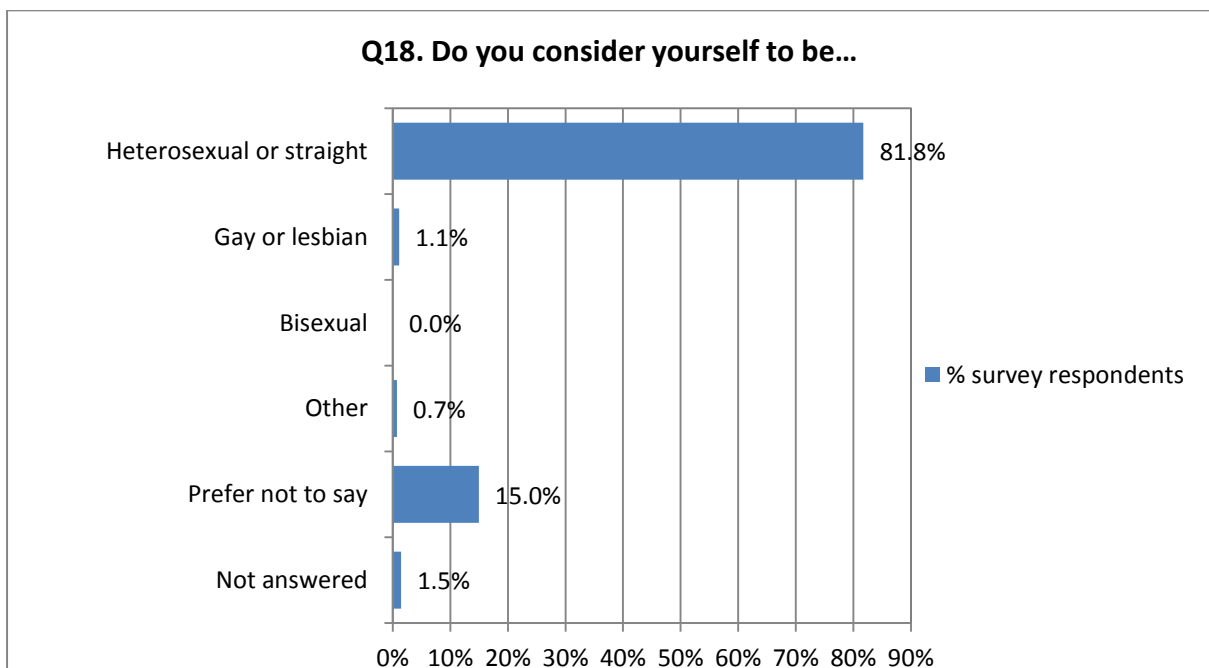
81.8% of the survey sample identified as heterosexual or straight with 15.0% preferring not to answer. Sexual orientation was not collected in the 2011 Census so there are no comparator statistics available to understand if this is representative of the UK population.

Appendix B – Learners survey – Equality monitoring information

Q6. What is your gender?

Response	% survey respondents
Boy	68.2%
Girl	29.6%
Trans*	1.1%
Prefer not to say	0.0%
Not answered	1.1%
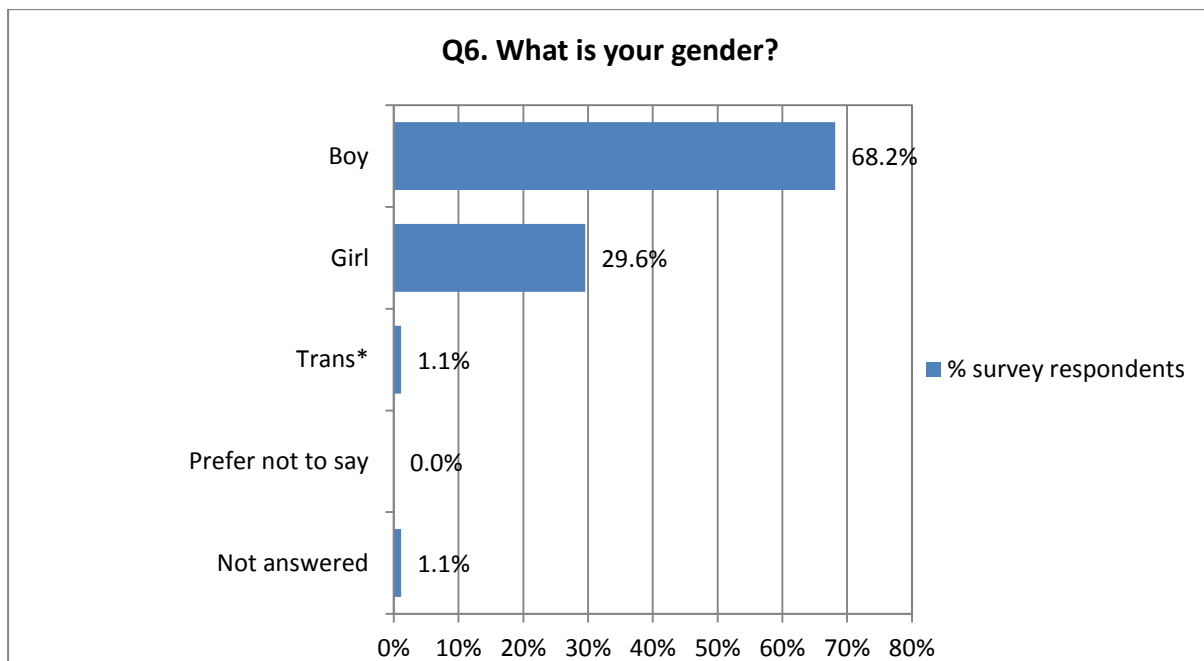
Significantly more males than females completed the learners' survey (68.2% vs 29.6% at 99% level of confidence). This differs greatly from the expected balance based on Department for Work and Pensions estimates (46.6% males vs 54.3% females). It is also different from the predominantly female sample for the parent/staff survey.

Q7. What is your ethnicity?

Response	% survey respondents
White – English/ Welsh/ Scottish/…	84.1%
Prefer not to answer	3.4%
Mixed - White and Black Caribbean	3.4%
White - Any other background…	3.4%
Asian or Asian British - Indian	2.3%
Mixed - Any other mixed background	2.3%
White - Irish	1.1%
Any other ethnicity	0.0%
Not answered	0.0%
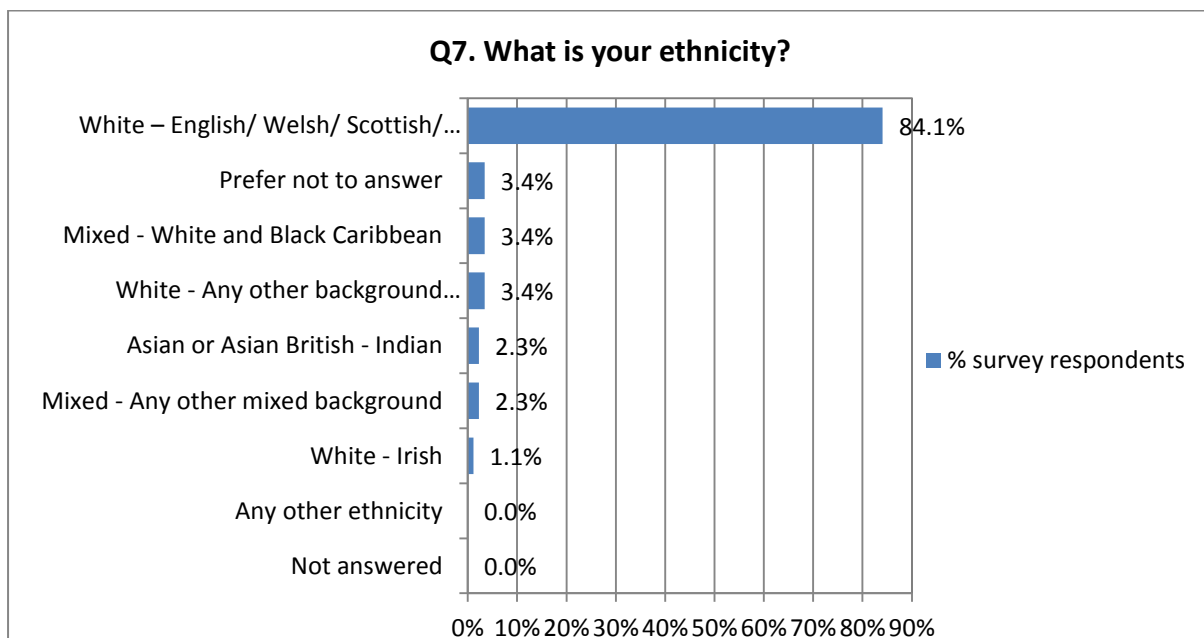
The vast majority of the survey sample were White British (84.1%) in line with the ethnicity of the parent/staff survey sample (83.6%).

Appendix C – Distribution of survey and engagement opportunities

The invitation to take part in face to face discussions and the survey were distributed to:

Distribution group	Number of recipients	Number of responses	Response rate
Short breaks providers	3	2	67%
All specialist bases in mainstream schools in Warwickshire	6	2	33%
All special schools in Warwickshire	7	2	29%
Top 21 mainstream schools for EHC plans in Warwickshire	21	2	10%
All special school bases off-site in Warwickshire	5	0	0%
All specialist special schools in Warwickshire	4	0	0%

Contact log

Activity	Number of consultees
Online quantitative questionnaire – staff/parents – learners/children	274 88
6 consultation events at schools for learners	-
6 consultation events at schools for parents/staff	-
3 community events for grandparents, parents & young people	-

Consultation opportunities

Drop-in events

- Friday 16th November 2018, 9.30am-12pm, Alveston C.Of E. Primary School, CV37 7BZ
- Monday 19th November 2018, 6pm-8pm, Exhall Grange School and Science College, CV7 9HP
- Wednesday 21st November 2018, 1.30pm-4pm, The Queen Elizabeth Academy, CV9 1LZ
- Wednesday 28th November 2018, 9.30am-12pm, North Leamington School, CV32 6RD
- Tuesday 11th December 2018, 2.30pm-5pm, Higham Lane School, CV10 0BJ
- Friday 14th December 2018, 9.30am-12pm, Oakfield Primary School, CV22 6AU

Meetings

(Promoted and encouraged responses online)
<u>Head teacher's Conference - Coombe Abbey</u>

Thursday, 15 November 2018·9:30am – 5:00pm

Attended by primary, secondary and special school headteachers

<u>SEND Promoting Inclusion workstream</u>

Wednesday, 21 November 2018·10:00am – 12:00pm

Attended by stakeholders including schools, parent carer forum, NHS

<u>SWEP SENCOs</u>

Thursday, 22 November 2018·11:00am – 12:00pm

Attended by SEND Coordinators in secondary schools in South Warwickshire

<u>Specialist Provision Board</u>

Monday, 26 November 2018·2:00 – 4:30pm

Attended by special school headteachers and multi-academy trust chief executives

<u>SEND: Preparation for Adulthood Meeting</u>

Friday, 30 November 2018·10:00am – 12:00pm

Attended by stakeholders including schools, colleges, parent carer forum

<u>Parent Carer Forum event</u>

Monday, 3 December 2018·9:30am – 12:00pm

Attended by parents

<u>Special School Heads Meeting</u>

Monday, 3 December 2018·2:00 – 4:30pm

Attended by special school headteachers

<u>SEND: Delivering Outcome for High Needs Learners</u>

Wednesday, 5 December 2018·12:30 – 2:30pm

Attended by stakeholders including schools, parent carer forum, NHS

SEN Transport workstream

Tuesday, 11 December 2018·11:30am – 1:00pm

Attended by stakeholders including transport teams, parent carer forum, NHS

SEND & Inclusion Board

Wednesday, 12 December 2018·12:30 – 2:30pm

Attended by stakeholders including schools, parent carer forum, NHS

Leaflets

5,000 leaflets printed and distributed including 6 to every school and college, 3 to every early years setting, as well as distributed through WCC teams (e.g. SENDAR, Specialist Teaching Service) and other stakeholders (e.g. SENDIAS).

Social media posts

6 Facebook posts from WarksCoPro – highest 'reaches' 1,184, highest 'engagements' '88', plus Twitter post. Shares and retweets from other accounts.

Social media meetings
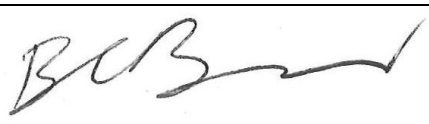
- 10 December 2018 – Hearing the Voice of Families in Warwickshire (Facebook) – 6 attended
- 19 December 2018 – Online meeting by invitation of IDS 0-5 Strategic Manager (Facebook) – 3 attended

APPENDIX C

EQUALITY IMPACT ASSESSMENT/ ANALYSIS (EqIA)

Special Educational Needs & Disability (SEND) and Inclusion Strategy 2019-2023

Equality Impact Assessment/ Analysis (EqIA)

Group	Communities
Business Units/Service Area	Education & Learning, SEND & Inclusion
Plan/ Strategy/ Policy/ Service being assessed	SEND & Inclusion Strategy 2019-23
Is this is a new or existing policy/service? **If existing policy/service please state date of last assessment**	New
EqIA Review team – List of members	Jane Carter, Ross Caws, Jonathan Wilding
Date of this assessment	23rd October 2018 Updated 19th March 2019
Signature of completing officer (to be signed after the EqIA has been completed)	
Are any of the outcomes from this assessment likely to result in complaints from existing services users and/ or members of the public? If yes please flag this with your Head of Service and the Customer Relations Team as soon as possible.	**NO**
Name and signature of Head of Service (to be signed after the EqIA has been completed)	**PAUL SENIOR**
Signature of GLT Equalities Champion (to be signed after the EqIA is completed and signed by the completing officer)	

A copy of this form including relevant data and information to be forwarded to the Group Equalities Champion and the Corporate Equalities & Diversity Team

Form A1

INITIAL SCREENING FOR STRATEGIES/POLICIES/FUNCTIONS FOR EQUALITIES RELEVANCE TO ELIMINATE DISCRIMINATION, PROMOTE EQUALITY AND FOSTER GOOD RELATIONS

🟥 High relevance/priority	🟧 Medium relevance/priority	🟩 Low or no relevance/ priority

Note:
1. Tick coloured boxes appropriately, and depending on degree of relevance to each of the equality strands
2. Summaries of the legislation/guidance should be used to assist this screening process

Business Unit/Services:	Relevance/Risk to Equalities																											
State the Function/Policy /Service/Strategy being assessed:	Gender			Race			Disability			Sexual Orientation			Religion/Belief			Age			Gender Reassignment			Pregnancy/ Maternity			Marriage/ Civil Partnership (only for staff)		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SEND & Inclusion Strategy		✓				✓		✓				✓		✓		✓					✓			✓			✓

Are your proposals likely to impact on social inequalities e.g. child poverty for example or our most geographically disadvantaged communities? **If yes please explain how.**	**NO**
Are your proposals likely to impact on a **carer** who looks after older people or people with disabilities? **If yes please explain how**.	**NO**

Form A2 – Details of Plan/ Strategy/ Service/ Policy

Stage 1 – Scoping and Defining	
(1) What are the aims and objectives of Plan/Strategy/Service/Policy?	The Strategy builds on the Vulnerable Learners' Strategy 2015-18 and the Education Strategy 2019-2023. The aims and principles are to: - work in a spirit of co-production and partnership with parents and their children and young people with Special Educational Needs and Disabilities (SEND), involving them in all key decisions; - work in partnership with partner agencies and schools to deliver an effective SEND system that ensures effective early identification of need followed by robust assess-plan-do-review processes and clear pathways; - have the highest expectations for children and young people with SEND, ensure that they are fully included in all educational settings and that their needs are met by high performing local schools; - maintain a commitment to Warwickshire's state-funded schools and academies, promoting and championing strong leadership and inclusive practice for children and young people with SEND across all phases, mainstream and special; - ensure a rigorous focus on the preparation for adulthood outcomes and life after school; - ensure that resources are fairly and consistently allocated according to needs.
(2) How does it fit with Warwickshire County Council's wider objectives?	The strategy fits with the wider WCC One Organisation Plan targeting the most vulnerable and ensuring "Resources and services are targeted effectively whether delivered by the local authority, commissioned or in partnership".

(3) What are the expected outcomes?	Our aspiration is: For all children and young people have the right to lead a fulfilling life and be part of their community. For every child and young person has a right to have their health, social care and education needs met within their local community. For every child has the right to attend a good local school that is appropriate for their level of need or disability, usually a mainstream school. For the views and wishes of children and young people with SEND, as well as their parents will be heard, and we will work with them to ensure they have confidence in local providers to meet their children's needs. For every early years setting, state-funded school, further educational college and training provider will make good provision (as determined by Ofsted) for children and young people with SEND; to ensure that they make good progress in their education and development; that they transition smoothly into the next stage of their education and; as appropriate, they are helped to secure independent living and opportunities for employment. We recognise that specialist provision is an essential and valued component of our county's education system. We will continue to work in partnership with our specialist education providers to ensure they provide excellent services for learners attending specialist provision.
(4)Which of the groups with protected characteristics is this intended to benefit? (see form A1 for list of protected groups)	Children and Young People with SEND and their families
Stage 2 - Information Gathering	

(1) What type and range of evidence or information have you used to help you make a judgement about the plan/ strategy/ service/ policy?	The strategy is informed by • an External SEND Demand Management Strategic Review; • work over four years with the SEND & Inclusion Board[1] and Workstreams, consisting of key strategic partners across education (including schools, EY and FE settings), health, social care, the Parent Carers Forum; • annual SEND workshops with a wide range of different partners including parents, Elected Members, settings and schools, both in Warwickshire and the Non Maintained Special School sector. • work with young people, working alongside the Co-Production Officer
(2) Have you consulted on the plan/ strategy/ service/policy and if so with whom?	The draft Warwickshire SEND & Inclusion Strategy was consulted upon during November and December 2018. There were two online surveys: one for learners and one for parents, carers, staff, professionals and other stakeholders. The consultation was promoted through social media, by leaflets being shared with all schools and settings and through the Ask Warwickshire consultation hub. In total 274 responses to the survey were received, of which 145 were parents, 88 were staff and 41 were any other type of respondent. 88 young people responded to the learner's survey Following this, the consultation analysis was considered by: - A workshop of head teachers - A workshop with the parent carer forum - Five workstream stakeholder meetings (representatives of education, schools, health, social care and parents/carers) .
(3) Which of the groups with protected characteristics have you consulted with?	The families of Children and YP with SEND. See 'SEND and Inclusion Consultation Analysis', January 2019 for full details.
Stage 3 – Analysis of impact	

(1) From your data and consultations is there any adverse or negative impact identified for any particular group which could amount to discrimination? If yes, identify the groups and how they are affected.	RACE Neutral	DISABILITY Positive	GENDER Positive e.g. earlier identification of SEND and improved workforce development leading to heightened awareness of girls with ASC
	MARRIAGE/CIVIL PARTNERSHIP N/A	AGE Positive: greater emphasis on Preparation for Adulthood and presumption of employability	GENDER REASSIGNMENT Neutral
	RELIGION/BELIEF N/A	PREGNANCY MATERNITY N/A	SEXUAL ORIENTATION Neutral
(2) If there is an adverse impact, can this be justified?	N/A		
(3)What actions are going to be taken to reduce or eliminate negative or adverse impact? (this should form part of your action plan under Stage 4.)	N/A		

(4) How does the plan/strategy/service/policy contribute to promotion of equality? If not what can be done?	**Promoting Inclusion**. Mainstream schools and other education settings will use their best endeavours to deliver a graduated response to the needs of each child in their school. **Getting it right for learners with high needs (school age)**. Learners with high needs will receive multi-agency support, coordinated through the Education, Health and Care (EHC) plan process. Where appropriate, specialist education provision will provide for their needs. **Workforce Development.** That professionals across the system are confident in delivering the 'assess, plan, do and review' approach to deliver a graduated response for learners with SEND. **Improving health and social care for learners with SEND.** We will work with statutory partners and commissioned services to focus on the holistic needs of the child and improve the local offer of services. **Preparation for Adulthood.** Learners are supported to fulfil their potential as they transition to adulthood. We believe that the overwhelming majority of learners with SEND are capable of sustainable paid employment, with the right preparation and support. With our partners, we want to embed this 'presumption of employability', by ensuring there are significantly increased opportunities for our learners with SEND as they enter adulthood. **Transport.** That the quality and offer of specialist transport provision and removes transport issues as a barrier to success, within the policy and resources available.
(5) How does the plan/strategy/service/policy promote good relations between groups? If not what can be done?	Wherever possible we are committed to children and young people being taught with their peers in their local community school or as close to home as possible. Children and young people rate their social relationships as the most important aspect of their education. Being educated locally with their peers promotes social inclusion, increasing the opportunities for local friendship groups and maximising the longer term benefits for social integration and emotional wellbeing.

(6) Are there any obvious barriers to accessing the service? If yes how can they be overcome?	The inconsistent inclusive practice that was identified back in 2015 in the Vulnerable Learners Strategy has persisted and, in some schools, continues to be an issue. The Delivery Plan accompanying the Strategy outlines specific activities to address this inconsistency.
(7) What are the likely positive and negative consequences for health and wellbeing as a result of this plan/strategy/service/policy?	We believe that all children should be educated as close to their home as possible, which not only reduces the time they spend travelling, but also enables them to be an integral part of their local community, where they are able to feel welcomed, included and valued as equal members of society. Although bullying is an unfortunate feature of any type of community life there is evidence that young people who attend a special school experience far more bullying by children from other mainstream schools and from peers and outsiders in their neighbourhood.
(8) What actions are going to be taken to reduce or eliminate negative or adverse impact on population health? (This should form part of your action plan under Stage 4.)	N/A
(9) Will the plan/strategy/service/policy increase the number of people needing to access health services? If so, what steps can be put in place to mitigate this?	More joined up, effective and timely identification will impact on health services, for example, referrals to RISE, however, this is consistent with the SEND Code of Practice. Earlier proactive intervention, however, is about mitigating reactive high cost provision.
(10) Will the plan/strategy/service/policy reduce health inequalities? If so, how, what is the evidence?	Yes. For example: More Young People with SEND in work; employment is a positive indicator in relation to health outcomes, in particular, positive mental health. Earlier, more joined up identification and referral to appropriate services should lead to more timely interventions.

Stage 4 – Action Planning, Review & Monitoring	
If No Further Action is required then go to – Review & Monitoring	No further action
(1)Action Planning – Specify any changes or improvements which can be made to the service or policy to mitigate or eradicate negative or adverse impact on specific groups, including resource implications.	

(2) Review and Monitoring State how and when you will monitor policy and Action Plan	Review and Monitoring	Lead Officer	Date for completion	Progress Measures
	Oversee and review the SEND & Inclusion Strategy impact	SEND & Inclusion Board Chair	Half-Termly	% of school age learners in mainstream school with EHC plan; % permanent exclusions from school for pupils with SEN Support & EHC Plans; number of supported internships.

Please annotate your policy with the following statement:

'An Equality Impact Assessment/ Analysis on this policy was undertaken on (date of assessment) and will be reviewed on (date three years from the date it was assessed).

Cabinet

11 April 2019

On-street Parking Pricing Review and Change to Virtual Permitting System

Recommendations

That Cabinet approves:

1.   the variation of charges for on-street parking throughout the Civil Parking Enforcement areas of Warwickshire pursuant to section 46A of the Road Traffic Regulation Act 1984 in accordance with the pricing structure proposed in this report.

2.   making and consulting on the necessary variation orders pursuant to section 45(2) of the Road Traffic Regulation Act 1984 throughout the Civil Parking Enforcement areas of Warwickshire to introduce a virtual permit system and make the other changes to that system proposed in this report.

1.0   Introduction

1.1   Warwickshire County Council is responsible for on-street Civil Parking Enforcement (CPE) in the districts of Warwick and Stratford-on-Avon and the boroughs of Rugby and Nuneaton and Bedworth.

1.2   CPE has been introduced throughout Warwickshire on a district and borough basis since 2007 with the objective to follow suit in North Warwickshire Borough Council in due course. This is still the intention and initial contact has been made with the DfT to this effect. However, DfT has informed us that preparations for leaving the EU will prevent any progress in the introduction of CPE until 2020 at the earliest.

1.3   The Road Traffic Regulation Act 1984 makes provision for a local authority to designate parking places on highways, to make charges for vehicles left in designated parking places and to issue parking permits for the long-term use of such places.

1.4   Warwickshire currently issues a range of permit types with the predominant categories being residents' permits and visitors' permits.

1.5   Residents parking schemes are intended to deal with the problems caused by other parking attractors such as shops, businesses, hospitals and railway stations, all of which

may decrease the likelihood of homeowners being able to park at or close to their property.

1.6   Visitors' permits are also available to residents. This recognises that infrequent, repeat visitors to the property, friends and family for example, should not be penalised by finding it impossible to park close to their destination as a result of general public parking.

1.7   Currently, all residents' and visitors' permits issued by Warwickshire County Council are issued on a paper-based system, for display in the vehicle.

1.8   Warwickshire also offers dispensations which allow parking in on-street locations where waiting is normally restricted. This facility is at present offered on an informal basis. In addition, there is also a facility to suspend designated parking places such as pay and display parking bays for periods of time. Both of these functions enable, for example, builders or utilities workers to carry out essential works at roadside premises. A charge is applicable both to dispensations and to parking place suspensions.

2.   Background

2.1   The Service Area has carried out an appraisal of its approach to parking management within CPE as part of its on-going regular review of service provision. To understand the existing situation, identify best practice, and assess the reasonableness and likely impacts of available options, the Council has carried out a benchmarking exercise which compared its parking policies and charges with neighbouring authorities of comparable size and populations. The full report is available in background papers.

2.3   On-street parking is a function of the County Council as the traffic authority under the Road Traffic Regulation Act 1984 and this report proposes the exercise of powers under that Act. Section 122 of the Act makes it the duty of traffic authorities to exercise their functions under the Act (so far as practicable having regard to certain specified matters) to secure the expeditious, convenient and safe movement of vehicular and other traffic (including pedestrians) and the provision of suitable and adequate parking facilities on and off the highway. Full details of section 122 and the specified matters are in the Appendix.

Permit pricing

2.2   On-street parking spaces are at a premium in many of the residential and urban areas of Warwickshire. As a result there is often a competition for parking space between residents, visitors, shoppers, commuters, businesses and other vehicle users.

2.3   Tackling these competing demands is a complex issue. One of the ways Warwickshire does this is through the introduction of residents parking schemes, which are, in the vast majority, shared use between residents and short stay general parking.

2.4   On the whole, residents parking schemes are broadly successful in allowing homeowners to park at or close to their properties, while still providing for a good turnover of parking spaces for other users.

2.5   However, it is recognised that there is some misuse of visitors' permits, dispensations and suspensions which further reduces available parking for residents.

2.6   At present Warwickshire CC annual permit charges are:

Residents			Visitors
1st permit	2nd permit	3rd permit	
£25	£25	£25	£25

2.7   Comparison with neighbouring local authorities' resident annual permit charges:

Local Authority	1st permit	2nd permit	3rd permit	Visitors permit*
Warwickshire	**£25**	**£25**	**£25**	**£25**
Derbyshire	£35	£50	£50	£13
Leicestershire	£50	£50	£50	£10
Staffordshire	£48	£48	n/a	£48
Gloucestershire	£50	£100	n/a	£10
Oxfordshire	£60	£60	£120	-
Northamptonshire	£35	£35	n/a	£35
Solihull	£103.50	£103.50	£103.50	£103.50

* restrictions to use of visitors permits vary by local authority, so direct comparisons are difficult.

2.8   Provision is made for guest house visitors to park on street through a permitting system in Stratford and Warwick districts only, with differential charging for each district. Warwick guest houses may apply for one permit per lettable room at a charge of £25 per year per room. Stratford guest houses currently apply for a 24 hour parking permit at a cost of £3 per 24 hours per visitor's vehicle.

2.9   Dispensations (allowing parking where it is normally restricted) and suspensions of designated parking spaces, such as pay and display, are made available primarily for businesses and contractors to park on-street close to their sites of work.

2.10   An examination of neighbouring local authorities' approaches to the issuing of dispensations and suspensions was carried out as part of the benchmarking report. Warwickshire currently charges significantly less than many of its neighbouring authorities in the region.

2.11   Current WCC charges for dispensations and suspensions are:

Dispensations			Suspensions
1 day	1 week	1 month	£60 application + £10 per day or £40 per week for P&D bays
£5	£15	£30	

Neighbouring authorities' charges for dispensations are:

Local Authority	Charge per day	Charge per month
Warwickshire	**£5**	**£30**
Birmingham	£16	£480
Coventry	£20	£150
Solihull	£0	£30
Gloucestershire	£10	£155
Staffordshire	£22	£366
Northamptonshire	£0	-

2.12 The charge for suspending parking bays in most councils matches that of dispensation fees, with the additional cost of preparing DfT approved suspension signs and installation of these on street.

2.13 Warwickshire currently operates a £60 application fee for each parking bay suspension plus a £10 per day or £40 per week charge for the suspension of each P&D bay.

On-street parking charges

2.14 WCC parking policy specifies that on-street parking charges should be maintained at a level to encourage use of district and borough owned off-street car parks. Cheaper off-street parking will reduce demand for on-street parking, thereby freeing up space and reducing congestion on the road network.

2.15 The current charges for on-street parking and comparable costs for car parks in Warwickshire are as shown in the following table:

	On-street (Warwickshire)	On-street (Kenilworth only)	Stratford car parks	Warwick car parks	Rugby car parks
30 mins	£0.55	£0.50	-	£0.50	-
60 mins	£1.10	£1.00	£1.00	£1.00	-
90 mins	£1.65	-	-	-	-
120 mins	£2.20	£2.00	£2.00	£2.00	£1.00

2.16 It can be seen from the above table that, with the exception of Rugby, there is little difference between the charge levied for on-street parking and that applied by the districts and boroughs in their car parks, providing little incentive to park off-street and ease kerbside demand in some of the more congested areas of the county.

Online virtual permitting

2.17 The vast majority of permits issued by Warwickshire CC which allow on-street parking in one form or another are paper-based and require display in the appropriate vehicle.

2.18 The current system is becoming obsolete, is costly to run and can lead to issues of lost, damaged or stolen permits which may result in unnecessary enforcement and penalty charge notices (PCNs) being issued to residents and visitors.

2.19 The contract between Warwickshire and our service provider NSL seeks continuous improvements through increased efficiencies and this move towards an online permitting system is a programmed development through the delivery of the contract, which ends in 2021.

2.20 As a result of the government's drive towards online systems there is a general reduction in the use of paper based systems on the market. Warwickshire's current system is approaching the end of contract and becoming unsupported as the move towards online gathers pace.

2.21 The Council has also taken up the move towards online systems as it seeks to increase efficiency through better use of online channels and technology.

3. Proposal

Permit pricing

3.1 Previous work carried out in-house shortly after the adoption of on-street CPE by Warwickshire CC identified that the actual cost of running a residents parking permit scheme was in the region of £60 per permit.

3.2 The proposed increase in permit charges therefore addresses the fact that, for many years, the price of the permits has not reflected the actual cost of running a parking permit scheme, issuing permits and carrying out the appropriate enforcement to ensure its effectiveness.

3.3 The County Council proposes to increase the charges for residents' and visitors' parking permits within the CPE areas of the county as outlined in the table below. Visitors will have a choice of purchasing one package per year of either up to 25 or up to 50 sessions of all day parking for use throughout that year.

Residents			Visitors	
1st permit	2nd permit	3rd permit	Up to a maximum of 25 visits	Up to a maximum of 50 visits
£35	£55	£80	£25	£75

3.4   There is a large majority of households with one permit only. The current breakdown of households with multiple permits is as shown below:

Warwickshire households with parking permits		
One permit only	Two permits	Three permits
5890	1604	371

75% of permit holders have just one residents' parking permit. The proposed tiered pricing structure is therefore likely to have a limited impact with most households being subject only to the £10 price rise. The proposed £35 charge is still significantly below the cost of the administrative process of running a residents' parking permit scheme and will apply to the overwhelming majority of Warwickshire residents using the scheme.

3.5   For single permit holders, the daily cost of parking on-street will be less than 10p per day, every day of the year.

3.6   The changes will bring Warwickshire into line with neighbouring authorities in terms of permit pricing.

3.7   Warwickshire's Local Transport Plan aims to discourage the use of the motor car, where possible, in favour of more environmentally sensitive transport modes. The proposed tiered permitting structure with increasing charges for second and third car usage per household contribute to a reduction in the reliance on the motor car and encourage the consideration of other modes of transport, especially public options. This will have positive benefits on availability of kerbside space and congestion on an already crowded local highway network, and help to improve local air quality and public health.

3.8   Most significantly, the changes will address the issue of over-parking in busy residential streets. The abuse of visitor parking is a substantial problem in certain permit zones in Warwickshire. There is some evidence that visitors' permits are used routinely by regular visitors including commuters in some of the busier residents permit streets and that this contributes to frustration on the part of residents who struggle to find parking close to their homes.

3.9   The new visitor parking scheme will prevent the misuse of visitor permits which are currently not vehicle specific and can be lent or sold to commuters for all day parking all year round. The new visitor charging system will be vehicle specific with a maximum of 50 all day parking sessions available for use in one year. This will prevent regular misuse by commuters without penalising infrequent visitors such as friends and family or tradespeople.

3.10   Together, these changes will enhance the management of kerbside usage, providing appropriate opportunities for parking, waiting and loading for the majority of users.

3.11   It is proposed to introduce a consistent charging structure across Warwickshire for guest house permits, following the approach in Stratford. There have been no price increases

in the guest house visitor parking charge since CPE was introduced in the district in 2008.

3.12 A small increase of £2 for each 24 hour parking period is proposed, bringing the total charge to £5 per vehicle per day. This still offers a substantially discounted rate for all day parking in a pay and display bay should a visitor choose to leave their car all day.

3.13 The County Council proposes to put dispensations on a statutory footing by varying the relevant orders and to increase the charges for dispensations and bay suspensions within the CPE areas of the county as outlined in the table below.

Type	Charge
Dispensation	£15 per day
Bay suspension	£60 application fee plus £15 per parking space per day

3.14 The charge increases for dispensations and suspensions are not significant and in line with the previous rates. However, weekly and monthly rates have been removed. Previously these were discounted rates which, in effect, encouraged lengthier stays, thus depriving kerbside space on the network and reducing residents' parking places. The proposed rates will encourage efficient and timely conclusion of roadside activities which will benefit all of Warwickshire's road users, but especially local residents.

3.15 It is proposed to remove the possibility of refunds for residents who wish to return their permits. Currently, refunds are only possible when a period greater than six months is remaining on the permit, with a refund applicable for each whole month remaining. An administration fee of £10 is also applied.

3.16 The removal of refund availability will help to ensure that permit applications by local residents are limited to those which are strictly necessary. In particular it will further reduce the likelihood of the abuse of visitor's permits which is thought to be responsible for increased parking demand, particularly in already heavily parked streets.

On-street parking charges

3.17 It is proposed to introduce linear charging throughout those parts of Warwickshire where current charges exist for parking on-street.

3.18 A minimum charge of 30p will be applicable, providing 15 minutes of parking. Lengthier stays will be charged at a linear rate of 10p for every additional five minutes, up to the maximum permitted parking time. For ease of comparison some examples of the proposed new pricing structure are given in the table below:
A small charge of 15p is also applicable when using the RingGo parking service.

	Existing on-street (Kenilworth only)	Existing on-street (Warwick, Leamington, Rugby and Stratford)	Proposed on-street (all Warwickshire where charges apply)
30 mins	£0.50	£0.55	£0.60
60 mins	£1.00	£1.10	£1.20
90 mins	-	£1.65	£1.80
120 mins	£2.00	£2.20	£2.40

3.19 The proposed changes will harmonise on-street parking charges throughout those areas of Warwickshire where fees currently exist. This will remove the anomaly of differential parking charges in Kenilworth which could be seen as unfair towards other areas of the county.

3.20 Kenilworth has very limited areas of on-street pay and display parking, with only three streets served by ten machines. The proposed increase in charges is therefore likely to have minimal financial impact locally but does serve to provide a consistency of approach across the county.

3.21 On-street parking charges have risen once in the last six years and have not previously been subject to inflationary adjustments. The proposed new charging scheme provides a fair, transparent, county-wide structure.

Virtual permits

3.22 The move to a fully virtual permit process will remove the occasional performance issues experienced by the current paper production system. Further, there will be no requirement for permit holders to display a permit, thereby eliminating the possibility of loss, damage and theft of permits.

3.23 In keeping with the government's direction to move towards fully web-based, virtual systems wherever possible, the new permit application process will be streamlined and more user-friendly, in line with other similar processes such as the current vehicle excise duty (tax disc) system.

3.24 The proposed changes to virtual permitting and online applications, payments and renewals do not currently fully align with the Digital by Design strategy as part of the Council's transformation programme. The increasing obsolescence of the existing system requires swift implementation of a new virtual system to ensure the continuing success of the administration of parking permits in Warwickshire.

3.25 It is the intention of the CPE team to seek to complement its online systems with the Digital by Design requirements as part of its ongoing service area reviews.

3.26 Internet access to the new system will be exclusively through the Council's webpage. Links will take the user to the appropriate sections of NSL's dedicated Warwickshire website.

3.27 The new system will not feed directly into the Council's financial information software, Agresso. Our service provider NSL receives payment on our behalf and transfers it to the County monthly. The present system wherein NSL transfers payments and provides the parking management team with monthly financial accounts for scrutiny will continue but we will look to develop more streamlined links between these systems in future.

3.28 Currently, the data collected through the permitting process is directly available to Council officers for interrogation, aggregation and analysis and this will continue. With NSL we will pursue closer alignment between the Council's IT systems and those of NSL.

3.29 Our service provider will retain a form of permit application by phone which will allow those without internet access to apply. However, it is anticipated that the majority of applications, renewals and contact will be through an online process.

3.30 Research shows that in 2018 90% of households had internet access and that the greatest increase in online internet purchases was in the 65 and over age group.

3.31 This familiarity with internet and smartphone activity and online purchasing lends itself to a move towards this type of permit application process.

3.32 The move to online processes will result in a reduction of tens of thousands of paper correspondence items per year and the costs associated with them. Uptake of the online permit processing system will be monitored with a view to decreasing the amount of postal and telephone applications. These users will be encouraged to use the online system with telephone applicants being talked through the process if necessary.

3.33 Terms and conditions will be updated to reflect the new virtual permitting system and the prices associated with it. In accord with the current arrangement, terms and conditions will be readily available for potential customers to inspect through our website and must be accepted before purchasing a permit.

3.34 The current proposals are based on Warwickshire's parking policy as agreed previously at Cabinet.

3.35 There is currently no intention to introduce a permit scheme with charges based on vehicle emissions. However, this is an approach which may be considered in future but will require a significant and substantial amount of preparatory analysis of its own to determine the financial, practical and operational impacts of introducing such a scheme for Warwickshire's residents, visitors and businesses.

3.36 Two equality impact assessments (EqIA) have been carried out, one for the proposed price changes which showed that the proposals will not have any adverse impacts on

Warwickshire's customers and a second for the change to virtual permitting which identified a potential adverse impact on older people which would be mitigated by retaining the availability of telephone and paper-based applications.

Communications

3.37   A comprehensive communications strategy will be implemented to ensure that all existing and potential customers affected by the proposed changes will be made aware of them in advance.

3.38   It is anticipated that the communications strategy will involve letters to permit holders, online communications, the Council's blog, media briefings and press releases, and notices on street.

4.   Financial implications and timetable

4.1   All work will be carried out within the existing 2019/2020 budget allocation and is compliant with the current One Organisational Plan (OOP2020).

4.2   The changes to the permit system will require variation orders to be made and published for consultation. If objections are received, the decision whether to confirm the orders is normally made by the Portfolio Holder (although Cabinet also has the necessary powers). Such a decision cannot be predetermined and so Cabinet may only give an in principle approval at this stage. The changes to pay and display charges can be made by publishing a notice without any further consultation process.

4.3   Subject to consideration of any objections, it is anticipated that the online permit application process and associated charging structure will be fully implemented from 1 August 2019 and the pay and display charges from 4 June 2019.

5.0   Background Papers

- Project Centre – Permit Review: Benchmarking
- Warwickshire CC – Permit parking scheme terms and conditions
- Warwickshire CC – Parking policy
- Equality Impact Assessments

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This report was circulated to the following members prior to publication:

Councillors Chattaway, Clarke, Roodhouse, Chilvers, Cockburn, Phillips, Shilton

Appendix

Section 122 of the Road Traffic Regulation Act 1984

(1) It shall be the duty of every ... local authority upon whom functions are conferred by or under this Act, so to exercise the functions conferred on them by this Act as (so far as practicable having regard to the matters specified in subsection (2) below) to secure the expeditious, convenient and safe movement of vehicular and other traffic (including pedestrians) and the provision of suitable and adequate parking facilities on and off the highway ...

(2) The matters referred to in subsection (1) above as being specified in this subsection are—

(a) the desirability of securing and maintaining reasonable access to premises;

(b) the effect on the amenities of any locality affected and (without prejudice to the generality of this paragraph) the importance of regulating and restricting the use of roads by heavy commercial vehicles, so as to preserve or improve the amenities of the areas through which the roads run;
[
(bb) the strategy prepared under section 80 of the Environment Act 1995 (national air quality strategy);

(c) the importance of facilitating the passage of public service vehicles and of securing the safety and convenience of persons using or desiring to use such vehicles; and

(d) any other matters appearing to ... the local authority to be relevant.

Cabinet

11 April 2019

Building Acquisition Nuneaton

Recommendation

That Cabinet supports the contribution by the County Council of £1,500,000 from the Capital Investment Fund to Nuneaton and Bedworth Borough Council ("NBBC") to support the acquisition by NBBC of the Co-operative Building, Nuneaton (shown edged with a black line on the Plan attached to the report as the appendix), as part of the Transforming Nuneaton programme subject to being satisfied as to the proposed commercial arrangements as set out in the separate exempt report.

1.   Background

1.1.   Abbey Street development site (see appendix) is one of the key investment opportunities in Nuneaton town centre. The majority of the site is in the ownership of Nuneaton and Bedworth Borough Council (NBBC) and they have been leading on the development of a leisure based scheme for the site.

1.2.   As part of the wider Transforming Nuneaton Programme the Board intend that this leisure based project will regenerate the western end of Nuneaton Town Centre by improving connectivity between Abbey Street and Queens Road creating new public spaces with improved public realm, supporting existing businesses and jobs, creating new employment opportunities, and supporting the diversification and sustainability of the Town Centre economy, particularly the evening economy. NBBC are proposing direct development of the site. The economic benefits from bringing these leisure uses into the Town Centre will be substantial.

1.3.   The delivery of this leisure led scheme is intended, subject to NBBC approvals, to:

- bring in significant direct investment into Nuneaton town centre alongside anticipated deliverables
- create new jobs
- develop new commercial space
- result in an increase in Gross Value Added (GVA)

2. Key Issues

2.1. The development proposals for this part of Nuneaton will require NBBC to borrow significant sums to build out the scheme and see it through to completion.

2.2. Financial support has been requested from WCC by NBBC to support the initial costs associated with the purchase of the former Co-Op Department Store (and associated properties), demolition and remediation of the site within a relatively short timescale.

2.3. The Co-op building forms a key part of the site for the leisure scheme, alongside the Abbey Street car park which is in NBBC's full ownership, and it is therefore essential that the site was secured and demolition / remediation works now progress.

2.4. The request to WCC for support with the purchase is ahead of NBBC completing their full business case for the wider development scheme.

2.5. The WCC capital contribution to the acquisition cost of the land/site may have minimal or nil return on the investment made due to the low values associated with the scheme. No interest will be collected on the £1.5m however the NBBC proposal is that WCC/NBBC share income from retained shop units until the development proceeds, and an ongoing share of the profit from the developed site. However, the main case for WCC making a contribution is the impact of the scheme on the wider Transforming Nuneaton plan.

3. Options and Proposal

3.1. A range of options to support NBBC in the acquisition have been explored and for each option the risk/reward relative to WCC has been considered. The preferred option, the risk analysis and the principles which will underpin this arrangement with NBBC are detailed in a separate (exempt) report which is also on this agenda. This sets out how the Council's monetary contribution of £1.5m will be protected.

3.2. The development scheme and delivery of it will be monitored through the established Transforming Nuneaton Programme Board, a joint Board between the two Authorities, and WCC will be one of the main stakeholders for consultation purposes as it develops.

4. Capital Investment Fund (CIF) Panel Assessment

4.1. A bid for the £1.5m funding was assessed by a CIF Panel in March 2019. The Panel's scores against the agreed CIF criteria are shown below:

- Fit to the organisation's strategic objectives: 13.8/15
- Financial viability: 17.4/30
- Asset enhancement (Economic Growth):   25.2/45
- Political, social and environmental impact: 8.4/10

This leads to a total score of 64.80 out of 100.

4.2. The Panel was satisfied that, based on the draft Heads of Terms provided, the risk

to WCC's principal investment was low. The £1.5m would be secured against NBBC's delivery of the scheme in a number of ways.

4.3. In terms of the economic regeneration of the area, the scheme's anticipated return represents a very good return to WCC on an investment of £1.5m. Furthermore, the scheme is a cornerstone in the broader Transforming Nuneaton proposal and the Panel was satisfied that there was potential for additional benefits from its completion. However, the scheme will need very careful and proactive management. NBBC will manage the project with oversight from the Transforming Nuneaton Board on which WCC has joint representation.

4.4. In summary, while the Panel recognises that there are risks associated with delivering the planned economic returns, it is satisfied that WCC's contribution is reasonably well-protected and so is recommending that Cabinet approve the scheme.

Background papers

None

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