

Children and Young People Overview and Scrutiny Committee

8 June 2011

Agenda

A meeting of the Children and Young People Overview and Scrutiny Committee will take place at the **SHIRE HALL, WARWICK** on **WEDNESDAY, 8 JUNE 2011** at **10.00am**.

The agenda will be:-

1. General

- (1) Election of Chair and Vice-Chair
- (2) Apologies for Absence
- (3) Members' Declarations of Personal and Prejudicial Interests

Members are reminded that they should declare the existence and nature of their personal interests at the commencement of the item (or as soon as the interest becomes apparent). If that interest is a prejudicial interest the Member must withdraw from the room unless one of the exceptions applies.

Membership of a district or borough council is classed as a personal interest under the Code of Conduct. A Member does not need to declare this interest unless the Member chooses to speak on a matter relating to their membership. If the Member does not wish to speak on

The public reports referred to are available on the Warwickshire Web
www.warwickshire.gov.uk/committee-papers

the matter, the Member may still vote on the matter without making a declaration.

- (4) **Minutes of the Children and Young People Overview and Scrutiny Committee meeting held on 6 April 2011**
- (5) **Minutes of the special Children and Young People Overview and Scrutiny Committee meeting held on 10 May 2011**
- (6) **Chair's Announcements**

2. Public Question Time (Standing Order 34)

Up to 30 minutes of the meeting is available for members of the public to ask questions on any matters relevant to the business of the Children and Young People Overview and Scrutiny Committee.

Questioners may ask two questions and can speak for up to three minutes each.

To be sure of receiving an answer to an appropriate question, please contact Richard Maybey on 01926 476876 or richardmaybey@warwickshire.gov.uk at least five working days before the meeting. Otherwise, please arrive at least 15 minutes before the start of the meeting and ensure that Council staff are aware of the matter on which you wish to speak.

3. Questions to the Portfolio Holder

Up to 30 minutes of the meeting is available for Members of the Committee to put questions to the Portfolio Holder (Councillor Heather Timms (Child Safeguarding, Early Intervention and Schools)) on any matters relevant to the Children and Young People Overview and Scrutiny Committee's remit and for the Portfolio Holder to update the Committee on relevant issues.

4. SEN Green Paper (consultation with stakeholders)

This report details the SEN Green Paper Consultation Questions and asks for comments which will be reported to Cabinet on 16.06.11 and included in the LA response to the Department for Education.

Recommendation

That members:

- Consider the proposal that the Local Authority volunteers as a pathfinder with a focus on effective assessment of special educational needs and disability
- Consider the issues raised in the consultation questions as part of a wider discussion with parents and teachers on 8th June 2011, and that the

The public reports referred to are available on the Warwickshire Web
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Overview and Scrutiny Committee then makes recommendations to Cabinet about the response to the Department of Education.

For further information, please contact:
Jessica Nash, Assistant Head of Service, SEN and Inclusion
T: (01926) 742480
E: jessicanash@warwickshire.gov.uk

5. Impact of Government Spending Review

This report details further analysis around the individual elements that make up the 2011/12 allocation for the Children, Young People and Families Directorate and give detail of the approach that was taken.

Recommendation

To consider the impact of the Government Spending Review on the Children, Young People and Families Directorate and identify areas for scrutiny as appropriate.

For further information, please contact:
Simon Smith, Strategic Finance Manager
T: (01926) 742326
E: simonsmith@warwickshire.gov.uk

6. Scrutiny of Bullying

An update on the implementation of recommendations from “Scrutiny of Bullying: Report of the County Youth Panel” was provided in December 2009. The purpose of this report is to advise members of the progress that has been made since that time.

Recommendation

That the Overview and Scrutiny Committee consider the progress that has been made through the work of the Anti-Bullying Coordinator and support the recommendation for a sub-regional approach in the future.

For further information, please contact:
Viv Sales, Principal Educational Social Worker
T: (01926) 742527
E: vivsales@warwickshire.gov.uk

7. Work Programme 2011-12

The Children and Young People Overview and Scrutiny Committee is asked to consider its work programme.

Recommendation

That members consider the draft work programme at Appendix 1 and amend as appropriate.

For further information please contact Michelle McHugh, Overview & Scrutiny Manager

T: (01926) 412144

E: michellemchugh@warwickshire.gov.uk

8. Any Other Items

Which the Chair decides are urgent.

Jim Graham
Chief Executive

Children and Young People Overview and Scrutiny Committee Membership

County Councillors: Peter Balaam, Carol Fox, Julie Jackson, Mike Perry, Clive Rickhards, Carolyn Robbins, John Ross, Martin Shaw, June Tandy (Chair), Sonja Wilson

Cabinet Portfolio Holder: Councillor Heather Timms (Child Safeguarding, Early Intervention and Schools)

Church Representatives: Mr Joseph Cannon, Dr Rex Pogson

Parent Governor Representatives: Alison Livesey and 1 Vacancy

The reports referred to are available in large print if requested

For general enquiries, please contact Richard Maybey, Democratic Services Officer

T: 01926 476876

E: richardmaybey@warwickshire.gov.uk

For enquiries relating to specific reports, please contact the relevant officer named above.

Minutes of the Meeting of the Children and Young People Overview and Scrutiny Committee held on 6 April 2011

Present:-

Members of the Committee	Councillor Peter Balaam “ Carol Fox “ Robin Hazelton “ Julie Jackson “ Mike Perry “ Clive Rickhards “ Carolyn Robbins “ John Ross “ June Tandy (Chair)
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Invited Representatives	Max Hyde (Teacher Representative) Chris Smart (Governor Representative) Diana Turner (Governor Representative) Joseph Cannon (Church Representative)
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Other County Councillors	Councillor Martin Shaw Councillor Heather Timms (Portfolio Holder for Children, Young People and Families)
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Officers	Dave Abbott, Assistant to Political Group Elizabeth Featherstone, Head of Service - Early Intervention Services Liz Holt, Assistant Head of Service – Manager of Commissioning Support Service Richard Maybey, Assistant to Political Group Ann Mawdsley, Principal Committee Administrator Jessica Nash, Assistant Head of Service – SEN and Inclusion Jane Pollard, Democratic Services Manager
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1. General

(1) Apologies for absence

Apologies for absence were received on behalf of Councillor Tilly May and Rex Pogson.

Apologies were received on behalf of Councillor June Tandy, for late arrival, and Councillor John Ross took the Chair.

(2) Members Declarations of Personal and Prejudicial Interests

Councillor Julie Jackson declared a personal interest in Item 4 as a Governor of Oakwood Special Schools and as the relative of a child with special educational needs.

Councillor Julie Jackson declared a personal interest in Item 5 as a former member of the PRU Management Committee.

Councillor Julie Jackson declared a personal interest in Item 6 as her daughter currently uses post 16 transport.

Councillor Clive Rickhards declared a personal interest in Item 5 as he had ex-colleagues who were working for the PRU.

Councillor Carolyn Robbins declared a personal interest in Item 6 as her grandson currently uses post 16 transport.

Diana Turner declared a personal interest in Item 4 as her grandson (aged 19) has special educational needs.

(3) Minutes of the Children, Young People and Families Overview and Scrutiny Committee meeting held on 8 March 2011

The minutes of the meeting held on 8 March 2011 were agreed with the following corrections:

Page 1 – 1. General (1) Apologies for absence

Councillor Mike Perry to be removed from the third line.

Matters Arising

Page 3 – 2. Public Question Time

Ann Mawdsley undertook to forward to Cllr Robin Hazelton, the Portfolio Holder's response to Mr Don Bates' public question.

Page 4 – 4. Development of Draft Measures and Targets in Support of the CBP 2011-13

Jane Pollard reported that the Overview and Scrutiny Board had taken account of the views of the O&S Committees in relation to the draft measures and targets in support of the Corporate Business Plan (CBP), and forwarded their comments to the Cabinet, to be taken into account in the future development of the CBP.

(4) Chair's Announcements

The Chair noted that the Committee's report on Pupil Attainment would be considered by the Cabinet on 14 April 2011.

2. Public Question Time

None.

3. Questions to the Portfolio Holder

Councillor Heather Timms

1. Councillor Robin Hazelton asked the Portfolio Holder for an update on the proposed changes to the Warwickshire PRUs. Councillor Heather Timms noted that there were currently two PRU sites at Keresley and Pound Lane, with induction courses only being held at Merttens Centre.
2. Councillor Clive Rickhards asked what the current rate of take-up had been for primary schools expressing an interest in becoming Academies. Councillor Heather Timms noted that there had not been the same interest expressed by primary schools as with secondary schools, and Elizabeth Featherstone agreed to provide a briefing note to Members giving an update on Academies.
3. Councillor Julie Jackson asked whether there had been any more applications to set up Free Schools. Councillor Heather Timms confirmed that the Priors School in Priors Marston was the only school in Warwickshire to date that had applied for and been approved for Free School status. The Chair requested that the report scheduled for 8 June on Academies and Traded Services include an update on Free and Federation Schools.
4. Councillor Peter Balaam asked whether any special schools in Warwickshire were looking at academy status. Councillor Heather Timms confirmed that there were not.

Councillor June Tandy joined the meeting and took the Chair.

4. The proposals of the Special Educational Needs (SEN) Green Paper and its Consultation questions

The Committee considered the report of the Strategic Director of Children, Young People and Families giving an overview of the key themes of the SEN Green Paper "Support and Aspiration" and providing information to inform the Warwickshire County Council response to the Consultation by 30 June 2011.

The Chair reminded members of the Committee that this would be a substantial item on the agenda for the 8 June meeting.

Max Hyde stated that success depended upon services working together and there had not always been buy-in from health colleagues. She recommended that the response to the Consultation should point out that the Green Paper does not set out clear responsibilities,

particularly in those cases where children had both special educational needs and mental health problems. It was also not clear in the Green Paper whether the SEN outcomes would be measured in schools, and whether Ofsted would look at the range of actions put in place to achieve outcomes, or only at the outcomes achieved. Jessica Nash responded that the intention of the Green Paper was to move to a system that looked at the whole journey for these children and young people and not just summative measures, creating a link between personal development and making a difference to learning and improving learning opportunities post 16. Liz Holt noted that she was a new member of the Health Transitions Board and she would pass the comments of the Committee to that Board.

During the ensuing discussion the following points were noted:

1. The Department for Education did not intend to legislate until May 2012 at the earliest, with personal budgets expected to be in place in 2014.
2. It was not clear yet, locally or nationally, how personal budgets would be set up, but there would be caveats around individual budgets and the statutory entitlement to education would sit with the Local Authority. Parents would, it was believed, be given the option to manage individual budgets for interventions such as sensory therapy and speech and language, with key worker support.
3. The Green Paper looked to shared budgets around complex needs and special schools and provision with budgets for less complex needs being devolved into school budgets to make whole school improvements.
4. Concern was raised about the linking of SEN and disabilities, which was based on a medical model and not on a social model.
5. Local Authorities would, at a date yet to be determined, be required to make clear and transparent the range of services they offered, mapping out what was offered, what was available and how this could be accessed.
6. Work was already underway ahead of the Green Paper, bringing professionals together from a cluster of primary schools to collaborate on putting in place, monitoring and evaluating outcomes. This work would be used as a model, which other schools, including academies, would be encouraged to put in place.
7. The Local Authority would be making an offer to Heads and Area Groups setting out how they wanted to contribute in working with SEN.
8. Professionals locally and nationally believed there would be a change to the identification and certification process in relation to statementing.
9. It was suggested that the title "Giving Parents Control" was misleading and a title such as "Allowing Parents to Participate" would better represent a service where professionals retained the responsibility for assessments and advising and empowering

parents through a clear sense and understanding of the different options available.

10. Under current Warwickshire admission arrangements, children with a statement of SEN that named a school, had to be admitted unless that school is considered to be an unsuitable environment. It was not clear whether this would in the future include all children with SEN needs, and clarity around this needed to be sought. Jessica Nash confirmed that this issue was being discussed on an ongoing basis with colleagues and there was general agreement that there needed to be an incremental sense to the new SEN category to enable schools to appropriately plan for provision.
11. There was already a lot of work being done with school staff and parents, looking at the systems currently in place, identifying gaps and looking at how these could best fit within the White Paper.
12. Concern was raised about the removal of bias towards inclusion and Jessica Nash confirmed that this concern had been raised by a number of stakeholders already.
13. In response to concern raised regarding delays with statementing, Jessica Nash stated that since April 2010 96.6% of all statements had been actioned and completed within the statutory deadline. She added that this timeline was shrinking and it was important that this progress was maintained.
14. The West Midlands Mediation Service worked with 13 Local Authorities, providing a proactive solution for situations where there was not agreement about the most appropriate way to meet needs identified.
15. Contextual value added information would be removed from future performance tables, and the progress element of students would therefore not be represented in the “snapshot” of school performance.
16. Any developments made by schools in response to the White Paper would need to be made in consultation with Governing Bodies.
17. Behavioural, emotional or social difficulties (BESD) of pupils could be manifested through SEN and there was a need to look at a single process with more precise assessment methods.

The Chair thanked Jessica Nash and Liz Holt for their contributions.

The Overview and Scrutiny Committee agreed to note the key messages of the DfE SEN Green Paper “Support and aspiration: A new approach to special educational needs and disability” and agreed that consideration should be given to inviting parents and teachers who had experience with statementing, dealing with key workers and/or direct payments, to give Members a wider view.

5. PRU – Interim Report

The Committee considered the report of the Strategic Director of Children, Young People and Families giving an update on the implementation of the recommendations made by the Committee, which had been agreed in full by the Cabinet on 16 December 2010.

Elizabeth Featherstone noted that the restructuring of the Warwickshire PRUs would be complete for September 2011. She added that the officers were working closely with the Chairs of the Area Behaviour Panels (ABPs) and all Headteachers on how best to manage and fund the changes, and on the whole, there had been strong support for this direction of travel.

During the ensuing discussion the following points were noted:

1. Hot meals were now being provided at both Pound Lane and the Keresley Centre.
2. There was still a lot of work to be done to ensure buy-in from all Heads, but the aim was to devolve more money to partners to invest in preventing exclusions, for example with Learning Support Units (LSUs), FE colleges and vocational training places. Officers were in the process of putting together a map of what alternative provision was available.
3. Provision would still be made for pupils given permanent exclusion, in a restructured PRU from September and through a different system long-term.
4. In response to a query regarding funding, Elizabeth Featherstone noted that there had been a reduction of approximately one third of the staffing costs of PRUs and this sum would be devolved to Partnerships.
5. One of the drivers of the Education Bill was that any school excluding a pupil would retain responsibility for that pupil, including Academies.
6. Concern was expressed that despite the recommendation proposed by the Committee and agreed by the Cabinet that some of the savings from the closure of PRUs would go towards improving the environment of the remaining facilities, that this had not happened. Elizabeth Featherstone stated that the sites would not be used in the longer term, and physical improvements had been limited to safer playing environments and egress and access and emphasis had been placed on the quality of teaching and enhancing the curriculum opportunities for young people. Councillor Heather Timms stated that meetings had taken place with Margaret Ryan to agree the best approach and John Harmon (Assistant Head of Service, Capital and Property) had reported progress to the last PRU Board.
7. Headteachers retained the right to exclude pupils, with a requirement for exclusions to be upheld by the Governing Body. Governing Bodies of Academies was currently under consideration by the DfE, to ensure processes were in place across all schools that ensure a balance of power. It was acknowledged that there were critical points when exclusions

increased, such as the appointment of new Headteachers, and this needed to continue to be monitored in the future.

8. Common Assessment Frameworks (CAFs) had had a positive impact in Warwickshire, in terms of identifying issues and support and resolving issues for young people at an early stage.
9. Permanently excluded children were most likely to be NEETs or involved in crime and how these young people were dealt with would impact on the future of Warwickshire society.
10. It was agreed that the next report to the Committee should include an outline of support being given to primary schools and pupils, and how that support would be evaluated.
11. In response to a query regarding the effectiveness of ABPs, Elizabeth Featherstone reported that considerable progress had been made over the past months in taking up the challenges. She added that it was still the responsibility of the Local Authority to have some kind of provision for excluded children, including from Academies.
12. The Chair agreed to discuss with Elizabeth Featherstone how best to provide information and training to inform Members.

Elizabeth Featherstone agreed to provide a briefing note to members of the Committee responding to queries raised.

The Committee, having considered the progress report, requested a further visit to the two PRU sites during the summer term (Pound Land and the Keresley Centre) to consider progress on their original recommendations agreed by the Cabinet.

6. Work Programme 2010-11

The Committee noted the Work Programme with the following changes:

Visit to Warwickshire PRUs – at a date to be determined
PRU – Report moved from 8 June to 1 September

Jane Pollard confirmed that a further proposal for a Task and Finish Group on Post 16 Transport would be taken to the Overview and Scrutiny Board meeting on 25 May 2011.

7. Any Other Items

There were no urgent items.

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Chair

The Committee rose at 12.10 a.m.

Minutes of the Special Meeting of the Children and Young People Overview and Scrutiny Committee held on 10 May 2011

Present:-

Members of the Committee	Councillor Peter Balaam “ Robin Hazelton “ Julie Jackson “ Tilly May “ Mike Perry “ Clive Rickhards “ Carolyn Robbins “ John Ross “ June Tandy (Chair)
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Invited Representatives	Diana Turner (Governor Representative) Max Hyde (Teacher Representative)
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Invited Guests:	Andrew Clay (Headteacher, Ash Green School)
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Other County Councillors	Councillor Richard Chattaway Councillor Heather Timms (Portfolio Holder for Children, Young People and Families)
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Officers	Mark Gore, Head of Service – Learning and Achievement Yvonne Rose, Service Manager – Learning and Achievement Jane Pollard, Democratic Services Manager Richard Maybey, Assistant to Political Group
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1. General

(1) Apologies for absence

Apologies for absence were received on behalf of Councillor Carol Fox, Councillor Bob Hicks (signatory to the call-in), Joseph Cannon, Rex Pogson and Chris Smart

(2) Members Declarations of Personal and Prejudicial Interests

Councillor Julie Jackson declared a personal interest as a Governor of a post-16 Special school and as her daughter currently uses post-16 transport.

Councillor Carolyn Robbins declared a personal interest as her grandson currently uses post-16 transport.

2. Statutory Proposal to Establish Post 16 Provision of Ash Green School from September 2011

The Chair introduced the item under discussion and confirmed the options available to the Committee under the Council's Call-in procedure.

2.1 Mark Gore summarised the position of the authority and the rationale for its recommendations to Cabinet. Key points included:

- (a) Officers do recognise that Ash Green School (AGS) is a good school that has rapidly improved and delivered outstanding results.
- (b) However, they have to take a wider view and ensure that decisions regarding 6th form provision are made in the best interests of the area, not just the individual school.
- (c) Given the existing local 6th form provision, officers do not believe there is an objective case for further provision at AGS.
- (d) There is a risk that AGS will not achieve the outcomes desired for young people because the curriculum offer is relatively limited.
- (e) The funding available from the Young People's Learning Agency (YPLA) for post-16 provision is decreasing, and a small 6th form such as AGS will find it hard to benefit from economies of scale.
- (f) The capital investment proposals of AGS are very small in comparison to the investments made at Etone Community School and St Thomas More School, which calls into question if AGS can provide the best possible facilities.
- (g) National and local evidence suggests that small 6th forms (those with fewer than 300 pupils) are less successful.
- (h) Teaching the post-16 curriculum is very different from teaching Key Stage 3 and 4, so there is no guarantee that the school's current teaching standards will transition through to the 6th form.
- (i) Warwickshire needs strong and viable post-16 provision. If a 6th form was granted at AGS, it would prompt similar applications from other schools. Increasing the number of post-16 providers would weaken the system as a whole and lessen the curriculum choices available to students.

2.2 Councillor Heather Timms, Portfolio Holder for Children, Young People and Families, stated that Cabinet had taken a strategic area-based view of post-16 provision and judged that it was currently sufficient. She confirmed that the Schools Adjudicator will be asked to review this provision to ensure it meets the needs of local people.

2.3 Mr Andrew Clay, headteacher of AGS, presented his arguments in favour of the proposal, which included the following points:

- i. AGS is a rapidly improving school, and many pupils want to continue their education there.
- ii. Nuneaton and Bedworth are separate towns that should not be viewed as one area; the officer report places the needs of neighbouring institutions above those of the local community in South Bedworth.
- iii. The school was not given sufficient time to respond to the officers' concerns regarding the AGS proposal.
- iv. The proposal is fully costed to deliver a capacity of over 1000 places.
- v. The current curriculum at AGS is being changed following the launch of the English Baccalaureate to provide a wider choice of learning options for its more gifted students.

- vi. The school's 4-year budget plan shows that the 6th form will not draw resources away from the rest of the school.
- vii. The provision of a local 6th form will cut down student travel time and enable them to work part-time jobs, which is increasingly important given the removal of Educational Maintenance Allowance (EMA).
- viii. The officer report is based on a premise that King Edward VI Sixth Form College will suffer if the AGS proposal goes ahead. However, this contradicts one of the authority's own commissioning principles, which states the needs of one institution should not be placed above those of young people.
- ix. The Audit Commission reports that larger 6th forms do better "on average" than smaller 6th forms. However, it also acknowledges that strong accountability plays a major factor in a school's success, so it can not be judged purely on pupil numbers.
- x. Although the curriculum choice at AGS would be fairly limited, it would still offer all but one of the subjects listed as entry requirements by the Russell Group of universities. The exception to this is French, which would be reviewed.
- xi. Bedworth has suffered too long with poor provision and should not be made to wait a further 12-18 months for a review.
- xii. As part of the consultation process, 348 families expressed their desire for a 6th form at AGS.

In response to specific questions from Members, Mr Clay confirmed that:

- xiii. AGS would aim to pool resources with the neighbouring President Kennedy School to offer specialist subjects such as politics and economics. There is an agreed process regarding the sharing of teaching resources and blocking of timetables to ensure no conflicts between the schools.
- xiv. The travel implications will be minimal, as President Kennedy School is less than 1 mile away and the AGS proposal makes provision for a minibus and a driver.
- xv. The consultation process was comprehensive, with parents, pupils and staff all having opportunity to respond. In total, 348 positive response cards were received in the first stage of the consultation, followed by 32 formal responses.
- xvi. The proposed admissions include a notional limit of 20 external students, which would prevent excessive numbers entering from other schools.

2.4 During the ensuing debate the following points were made

- (a) Cabinet has not explained how the AGS proposal failed to meet its own principles for commissioning post-16 education.
- (b) Cabinet has not fully taken into account the evidence and arguments that support the 9 commissioning principles, such as:
 - i. The overwhelming support from parents and students, which is acknowledged within the officer report.
 - ii. The widening of choice for young people in the local area, many of whom have to travel in order to access post-16 education.
 - iii. The opportunity for increased take-up of post-16 education in Bedworth.

- iv. The outstanding performance of the school, which has the 2nd highest CVA score in Warwickshire and which is placed in the top 1% of schools nationally by the Fisher Family trust.
 - v. The benefits of continuity for pupils from deprived backgrounds as they progress from year 9 through to year 13.
 - vi. The AGS proposal supports sustainable transport, which is acknowledged within the officer report.
 - vii. There is no evidence that AGS will not offer value for money. Cabinet needs to be consistent in its decision-making – if Nuneaton schools are able to have their 6th forms, Bedworth should be able to as well.
 - viii. AGS believes it will be able to attract and retain high-quality teachers, thereby improving the local skill base.
 - ix. Local institutions have expressed their interest in exploring partnership and collaborative arrangements with AGS.
- (c) The perceived negative impact on King Edward VI Sixth Form College is more likely to be caused by the new 6th forms opening at Etone School, St Thomas More and the Nuneaton Academy.
 - (d) It is unfair on the pupils of AGS that the authority's aim of stopping the fragmentation of post-16 education should start with them.
 - (e) The response to the consultation indicates that there is strong local demand for a 6th form at AGS.
 - (f) There is a clear commitment to make 6th form provision a success at AGS, evidenced by the proposals and the headteacher's contribution to the meeting.
 - (g) Warwickshire County Council employs professional officers to guide Elected Members down the right path for such decisions, and their advice is to reject the proposal.
 - (h) There is a limit on the number of 6th forms that can viably serve the number of pupils who wish to attend; the more fragmented and diluted the system becomes, the weaker it becomes.
 - (i) The school's performance should be judged after 3 years, not 1.
 - (j) Accepting the AGS proposal could set a precedent, resulting in similar applications from other schools, which could further fragment the system.
 - (k) The AGS proposal indicates that there is limited demand for even the core curriculum subjects, so it would need to consider federated provision for more than just the specialist subjects in order to make class sizes viable.
 - (l) AGS would have not just a "small" 6th form, but a "tiny" 6th form, which would risk setting children back 2 years in their educational development.
 - (m) Provision may be feasible in future years, but with the current planned admission numbers, there is a risk that the 6th form would fail.

Councillor Julie Jackson, seconded by Councillor June Tandy, moved that the matter be referred to Full Council.

With 4 votes in favour and 5 against, the motion was **lost**.

Councillor John Ross, seconded by Councillor Carolyn Robbins, moved that the matter be referred back to Cabinet with the advice that the Committee supports the decisions made by the Cabinet.

With 5 votes in favour and 4 against, the motion was **carried**.

The Chair thanked members, representatives and officers for their contributions.

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Chair

The Committee rose at 16.00

AGENDA MANAGEMENT SHEET

Name of Committee Children and Young People Overview and Scrutiny Committee

Date of Committee 8 June 2011

Report Title SEN Green Paper

Summary This report details the SEN Green Paper Consultation Questions and asks for comments which will be reported to Cabinet on 16.06.11 and included in the LA response to the Department for Education.

For further information please contact: Jessica Nash
Assistant Head of Service, SEN and Inclusion
Tel: 01926 742480
jessicanash@warwickshire.gov.uk

Would the recommended decision be contrary to the Budget and Policy Framework? [please identify relevant plan/budget provision] No

Background papers

CONSULTATION ALREADY UNDERTAKEN:

Details to be specified

Other Committees

Local Member(s)

Other Elected Members CYP&F O&S Chair & Vice-Chair
Cllr June Tandy
Cllr John Ross

CYP&F O&S Spokespersons
Cllr Peter Balaam
Cllr Carolyn Robbins

Cabinet Member For information:

Cllr Heather Timms

- Other Cabinet Members consulted
- Chief Executive
- Legal Fay Ford "no comments"
- Finance
- Other Strategic Directors
- District Councils
- Health Authority
- Police
- Other Bodies/Individuals Jane Pollard, Overview and Scrutiny Manager

FINAL DECISION **NO**

SUGGESTED NEXT STEPS:

Details to be specified

- Further consideration by this Committee
- To Council
- To Cabinet Cabinet 16.06.11
WCC Response to SEN Green Paper
- To an O & S Committee
- To an Area Committee
- Further Consultation

Children and Young People Overview and Scrutiny Committee – 8 June 2011

SEN Green Paper

Recommendation:

That members:

- i. consider the proposal that the Local Authority volunteers as a pathfinder with a focus on effective assessment of special educational needs and disability;
- ii. consider the issues raised in the Consultation Questions as part of a wider discussion with parents and teachers on 8th June 2011, and that the Overview and Scrutiny Committee then makes recommendations to Cabinet about the response to the Department of Education.

1. Purpose

- 1.1 The purpose of this report is to consider the SEN Green Paper: 'Support and Aspiration: a new approach to special educational needs and disability' Consultation Questions, and to contribute comments which will be included in a Cabinet Report for 16.06.11, and which will then form the Local Authority (LA) response to the Department for Education (DfE).

2. Introduction

- 2.1. The SEN Green Paper 'Support and Aspiration: a new approach to special educational needs and disability' provides the opportunity for national consultation up to 30 June 2011. This Green Paper outlines proposed changes to support the arrangements for children, young people and their families with special educational needs and/disability (SEN/D). There are 59 consultation questions attached as **Appendix A**.
- 2.2 The LA is collating responses from across stakeholders to submit to the DfE. This includes school based and LA professionals, as well as a sample of parent/carer and young people via established forums.
- 2.3 Some of the main areas for change include:
 - Revising the local offer to reflect overall changes in the educational landscape and to publish this information for easy access and understanding by families;

- A single school based SEN category (rather than the Code of Practice 2001 categories of School Action, School Action Plus and Statement of Educational Need);
- A single 'Education, Care and Health Plan' supported by coherent across agency involvement, as well as support from the community and voluntary sectors;
- Confirming parental preference for provision placement for SEN/D children within maintained, Academy, Free School and specialist settings;
- Practising greater mediation prior to any legal appeal processes;
- The opportunity of a Personal Budget for families, with support from a key worker.

2.4 There are two main areas for consideration: the opportunity to register our interest with the DfE as a pathfinder and the LA's response to the consultation questions.

3. Pathfinder Status

3.1 The DfE is inviting LAs to volunteer as pathfinders. Officers are in the process of clarifying the process for registering interest: effective assessment of SEN/D would contribute to improved learning experiences and thereby raise attainment. Effective SEN/D assessment informs specialist provision placement.

3.2 There would be minimal resource implications in pursuing this pathfinder. The model is to work with a sample of volunteer schools, and Academies if they are willing to engage. The aim is to establish what already works well in existing approaches for identifying and assessing SEN/D and to extend the effectiveness of those approaches by making any necessary changes.

3.3 This pathfinder development work can be supported by some of the current development time that exists within LA support service staff; it is likely that some additional monies would be needed to provide 'cover time' for school based staff.

3.4 Being a pathfinder requires a detailed research plan which would specify the actual resources required. This could be drafted if it is felt that it is worth pursuing. Such a project could:

- support improved pupil outcomes in participating schools/Academies, by ensuring more effective identification of need and inform provision;
- provide a clear overview of improved systems to disseminate locally;
- indicate some commissioning priorities across education, care and health (where multi agency involvement was required to support the SEN/D needs identified);
- provide Pathfinder feedback to the DfE.

4. Consultation questions

4.1 The questions fall into broad areas and a summary of the Consultation Questionnaire is attached as **Appendix B**:

4.2 Some concurrent issues to consider may include:

- the role of governors;
- the revised Ofsted framework, being piloted: increased focus on leadership and management, focus on progress and attainment of lower 20% of pupils,
- the Pupil Premium and responsibility of schools to demonstrate the impact of the Premium;
- the revised school performance tables which will include data on progress/performance of the lowest 20% pupils and not include contextual value added information;
- the changing arrangements in health services, including the Health and Well Being Board, the GP consortia, Public Health Board;
- the implications of the Munro Report regarding the proposed Single Plan for Education, Care, Health.

4.3 During meetings on the consultation questions with some school and LA colleagues the following areas have been considered:

4.4 a) **The single school based SEN/D category**

- What is your experience of SEN/D Code of Practice 2001 guidance in terms of addressing pupil needs through a staged approach?
- To what extent do the stages (School Action, School Action Plus) help to assess needs of individual children and therefore plan to meet their needs?
- How easy are the current arrangements to understand for families, for staff in schools, for staff working in other agencies?
- What difference do you think it would make (for families, for school staff, for other professionals) if there is a SINGLE category?
- What difference does the current system make in terms of improving pupil outcomes? What difference do you think it would make if there was a single school based category?
- What would schools need to do in order to best establish a single SEN/D category? What do you think is required to make sure that it is workable and meets the pupil needs?
- What might be the drawbacks of such an approach?

4.5 b) **The Single Plan for Education, Care and Health**

- How effective is assessment of pupil needs under current arrangements? When does it work well to improve pupil outcomes by meeting their needs appropriately? What holds it back when it does not work well?
- Which are the key services, currently, involved? What are the contributions that they offer? What, if any, are the barriers to the effective contributions by those services?
- Which other services, if any, do you think might need to be involved in a Single Plan?
- If you could change 1-3 things within the current system of planning support for pupils and their families, based on your own experiences, then what would those changes be?

4.6 c) Engagement of Parents

4.6.1 For professionals:

- How do you decide to involve families with SEN/D provision for their child?
- How easy is it to work with parents? What helps this working together? What holds it back?
- What difference, if any, do you think a revised single school based category, and all its processes will make to working with parents in order to meet their child's needs?
- Who else might be involved, engaging and supporting parents?

4.6.2 For parents:

- When were you invited to talk about your child's needs, to what extent have you been part of the planning and review?
- How easy is it to be involved in school planning and review to make sure that your child's needs are being met?
- What/who would help improve your involvement in planning and reviewing to meet your child's needs?
- What difference, if any, do you think a revised single school based category, and all its processes might make in terms of your involvement in order to meet your child's needs?

4.6.3 For both:

If you could change 1-3 things within the current system of working together (planning, discussing progress, seeking involvement of other professionals) based on your own experiences, then what would those changes be?

4.7 The SEN Green Paper reflects the trends in central government policy around education. It is clear in aiming to introduce legislation that will improve outcomes for SEN/D children and their families by changing the current system to reduce bureaucracy and make it more transparent.

4.8 Evidence demonstrates that effective practice in meeting additional needs builds on those approaches in universal practice: making sure, early on, that pupil needs are identified, and that appropriate interventions are personalised and build on their skills. This requires regular and precise assessment of progress, it requires creative solutions. Staff in schools and other settings need to be adequately skilled, to work flexibly and responsively. The focus needs to be more sharply focussed on outcomes for the individual.

Author: Jessica Nash

Head of Service: Liz Holt

Strategic Directors: Marion Davis

Portfolio Holder: Cllr Timms

24 May 2011

Consultation Questions

Question 1: How can we strengthen the identification of SEN and impairments in the early years, and support for children with them?

Question 2: Do you agree with our proposal to replace the statement of SEN and learning difficulty assessment for children and young people with a single statutory assessment process and an 'Education, Health and Care Plan', bringing together all services across education, health and social care?

Question 3: How could the new single assessment process and 'Education, Health and Care Plan' better support children's needs, be a better process for families and represent a more cost-effective approach for services?

Question 4: What processes or assessments should be incorporated within the proposed single assessment process and 'Education, Health and Care Plan'?

Question 5: What is the potential impact of expanding the scope of the proposed single assessment process and plan beyond education, health, social care and employment?

Question 6: What role should the voluntary and community sector play in the statutory assessment of children and young people with SEN or who are disabled? How could this help to give parents greater confidence in the statutory assessment process?

Question 7: How could the proposed single assessment process and 'Education, Health and Care Plan' improve continuity of social care support for disabled children?

Question 8: How could the arrangements for provision of health advice for existing statutory SEN assessments be improved?

Question 9: How can we make the current SEN statutory assessment process faster and less burdensome for parents?

Question 10: What should be the key components of a locally published offer of available support for parents?

Question 11: What information should schools be required to provide to parents on SEN?

Question 12: What do you think an optional personal budget for families should cover?

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Question 13: In what ways do you think the option of a personal budget for services identified in the proposed 'Education, Health and Care Plan' will support parents to get a package of support for their child that meets their needs?

Question 14: Do you feel that the statutory guidance on inclusion and school choice, *Inclusive Schooling*, allows appropriately for parental preferences for either a mainstream or special school?

Question 15: How can we improve information about school choice for parents of children with a statement of SEN, or new 'Education, Health and Care Plan'?

Question 16: Should mediation always be attempted before parents register an appeal to the First-tier Tribunal (SEN and Disability)?

Question 17: Do you like the idea of mediation across education, health and social care? How might it work best?

Question 18: How can we ensure that the expertise of special schools, and mainstream schools with excellent SEN practice, is harnessed and spread through Teaching Schools partnerships?

Question 19: How can we ensure that we improve SEN expertise, build capacity and share knowledge between independent specialist colleges, special schools and colleges?

Question 20: How can we continue to build capacity and SEN specialist skills at each tier of school management?

Question 21: What is the best way to identify and develop the potential of teachers and staff to best support disabled children or children with a wide range of SEN?

Question 22: What is the potential impact of replacing School Action and School Action plus and their equivalents in the early years with a single category of SEN in early years settings and schools?

Question 23: How could changing the school- and early years setting-based category of SEN embed a different approach to identifying SEN and addressing children's needs?

Question 24: How helpful is the current category of BESD in identifying the underlying needs of children with emotional and social difficulties?

Question 25: Is the BESD label overused in terms of describing behaviour problems rather than leading to an assessment of underlying difficulties?

Question 26: How could we best ensure that the expertise of special schools in providing behaviour support is harnessed and shared?

Question 27: What are the barriers to special schools and special Academies entering the market for alternative provision?

Question 28: What are the ways in which special Academies can work in partnership with other mainstream and special schools and Academies, and other services, in order to improve the quality of provision for pupils with SEN and disabilities?

Question 29: What are the barriers to special Academies becoming centres of excellence and specialist expertise that serve a wider, regional community and how can these be overcome?

Question 30: What might the impact be of opening up the system to provide places for non-statemented children with SEN in special Free Schools?

Question 31: Do you agree with our proposed approach for demonstrating the progress of low attaining pupils in performance tables?

Question 32: What information would help parents, governors and others, including Ofsted, assess how effectively schools support disabled children and children with SEN?

Question 33: What more can education and training providers do to ensure that disabled young people and young people with SEN are able to participate in education or training post-16?

Question 34: When disabled young people and young people with SEN choose to move directly from school or college into the world of work, how can we make sure this is well planned and who is best placed to support them?

Question 35: Do you agree that supported internships would provide young people for whom an apprenticeship may not be a realistic aim with meaningful work opportunities? How might they work best?

Question 36: How can employers be encouraged to offer constructive work experience and job opportunities to disabled young people and young people with SEN?

Question 37: How do you think joint working across children's and adult health services for young people aged 16 to 25 could be improved?

Question 38: As the family doctor, how could the GP play a greater role in managing a smooth transition for a disabled young person from children's to adult health services?

Question 39: Do you agree that our work supporting disabled young people and young people with SEN to prepare for adulthood should focus on these areas: ensuring a broad range of learning opportunities; moving into employment; independent living; and transition to adult health services? What else should we consider?

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Question 40: We have identified three core features of the role of local authorities in supporting children and young people with SEN or who are disabled and their families: strategic planning for services, securing a range of high quality provision, and enabling families to make informed choices and exercise greater control over services. Do you agree that these are the three core features of the role of local authorities in supporting children and young people with SEN or who are disabled and their families, or are there others?

Question 41: How can central government enable and support local authorities to carry out their role effectively?

Question 42: What would be the best way to provide advice to GP consortia to support their commissioning of services for children and young people with SEN or who are disabled and their families?

Question 43: What would be the most appropriate indicators to include in the NHS and public health outcomes frameworks in the future to allow us to measure outcomes for children and young people with SEN or who are disabled?

Question 44: What are the ways in which the bureaucratic burdens on frontline professionals, schools and services can be reduced?

Question 45: In addition to community nursing, what are the other areas where greater collaboration between frontline professionals could have the greatest positive impact on children and young people with SEN or who are disabled and their families?

Question 46: What more do you think could be done to encourage and facilitate local services working together to improve support for children with SEN or who are disabled?

Question 47: How do you think SEN support services might be funded so that schools, Academies, Free Schools and other education providers have access to high quality SEN support services?

Question 48: What are the innovative ways in which new models of employee-led organisations, such as mutuals and cooperatives, could improve services for children and young people with SEN and their families?

Question 49: In addition to their role in the assessment process, what are the innovative ways in which educational psychologists are deployed locally to support children and young people with SEN or who are disabled and their families?

Question 50: How do you envisage the role and service structures of educational psychologists evolving to meet local demands?

Question 51: What are the implications of changes to the role and deployment of educational psychologists for how their training is designed and managed?

Question 52: What do you think can be done to facilitate and encourage greater collaboration between local authorities?

Question 53: What do you think are the areas where collaboration could have the greatest positive impact on services for children, young people and families?

Question 54: How do you think that more effective pooling and alignment of funding for health, social care and education services can be encouraged?

Question 55: What are the ways in which a Community Budget approach might help to improve the ways in which services for children and young people with SEN or who are disabled and their families are delivered?

Question 56: What are the ways in which we could introduce greater local freedom and flexibility into the ways in which funding for services for children and young people with SEN or who are disabled is used?

Question 57: What are the areas where the voluntary and community sector could have the greatest positive impact on services for children and young people with SEN or who are disabled and their families, and what are the ways we can facilitate this?

Question 58: How do you think a national banded funding framework for children and young people with SEN or who are disabled could improve the transparency of funding decisions to parents while continuing to allow for local flexibility?

Question 59: How can the different funding arrangements for specialist provision for young people pre-16 and post-16 be aligned more effectively to provide a more consistent approach to support for children and young people with SEN or who are disabled from birth to 25?

Summary of Consultation Questions

Questions

1 - 9: Statutory assessment, including:

- proposed single assessment
- coherence across education/social care/health
- manageability for parents
- early years identification

10 - 17: Parental engagement, including:

- information available on choices
- personal budget options
- school preferencing
- effective mediation

18 - 21: Educational settings as system drivers for improvement, Including:

- special and mainstream Teaching Schools
- management capacity and specialism of SEN
- building staff SEN skills

22 - 25: Single school based SEN category, including:

- impact of identifying and planning for SEN
- accuracy of BESD descriptor
- options for supporting challenging behaviour

26 - 30: Role of educational settings to improve pupil outcomes:

- Special Schools
- Academies
- regional development of resources

31 - 32: Evidencing progress of low attaining pupils

33 - 39: Provision for young people with SEN/D 16 – 25 years:

- training opportunities
- transition planning
- independent living

40 - 41: Core role of local authorities

42 - 46: Services working together:

- **GP Consortia**
- **progress indicators**
- **coherence, reduced bureaucracy**

47: SEN funding arrangements:

- **support services**
- **Academies, free schools, schools**

48: New models for supporting children and their families e.g. co operatives

49 - 51: The role of educational psychologists

52 - 57: Developing local ways of working to more effectively meet needs:

- **local authority collaboration**
- **pooled budgets**
- **increasing flexibility in funding arrangements**

58 - 59: Changes to funding arrangements:

- **national banding framework**
- **building consistency to maximise equality**

**LA responses to the DfE's Green Paper:
"Support & Aspiration:
A new approach to special educational needs and disability."**

Extract from the document: there are 59 questions in total

How to get involved:

We welcome your views on how we can put in place a radically different system to support better life outcomes for young people with SEN or who are disabled; give parents confidence by giving them control; and transfer power to professionals on the front line and to local communities.

Consultation responses can be completed online at www.education.gov.uk/consultations, or emailed to send.greenpaper@education.gsi.gov.uk, or by downloading a response form which should be completed and sent to:

Consultation Unit
Department for Education
Area 1C, Castle View House
East Lane
Runcorn WA7 2GJ

This consultation will run for 16 weeks between 9 March and 30 June 2011, exceeding the Government's Code of Practice on Consultation which recommends a minimum period of 12 weeks.

Following consideration of consultation responses, we will publish the Government's response on the DfE e-consultation website later this year. This will set out our next steps.

Consultation Questions

Question 1: How can we strengthen the identification of SEN and impairments in the early years, and support for children with them?

The proposed approach is flawed for the following reasons:

- It sounds too medicalised.
- There is a challenge: there is clearly a need for a constant dialogue based on clear pathways between education, social care and health. It will be problematic unless standardised assessment frameworks are developed between the agencies, a joint policy statement between DfE and DoH is the only sure way of securing it.
- The barriers to success are inevitable where teams are driven by tensions between differing priorities, and those teams may not be co located; such issues mitigate against the effective practice based on the 'team around the child' principle.
- It may be beaucratically limiting to link funding/intervention to the production of a Single Plan: consider an Early Support model. Often positive outcomes have been achieved by time limited multi disciplinary

packages, a flexible inclusion grant that may be used for substantial, one off actions such as house adaptations or equipment purchase. This could be supported via locally agreed criteria and focus on specific outcomes.

- It would be helpful to maintain funding for vulnerable groups (e.g. multiple births, young parents) via Children's Centres, to include specialist support such as speech and language, portage.
- Another issue will be the transition into pre schools, childcare provision and schools; LAs is in a position to influence the former but in the instance of Academy status schools then it is clearly not possible to influence appropriate provision.

Question 2: Do you agree with our proposal to replace the statement of SEN and learning difficulty assessment for children and young people with a single statutory assessment process and an 'Education, Health and Care Plan', bringing together all services across education, health and social care?

No, where would the statutory duty lie?

- What is the criteria for determining statutory responsibility? What are the proposed changes across agencies to implement accountability in the case of lead responsibility? How will outcomes be monitored?
- What about those children who only present with educational or only present with social care needs?
- The proposal as it stands fails to take account of the fact that one presenting need may in fact mask a range of other needs over developmental stages.
- It is not clear as to the alignment between these proposals and existing practice e.g. Common Assessment Framework, Children in Need Plan.
- There is an absolute need for the DoH to improve its provision and timelines for health advice.
- There is a timescale which needs to be adhered to for applications post 16 and independent specialist providers.

Question 3: How could the new single assessment process and 'Education, Health and Care Plan' better support children's needs, be a better process for families and represent a more cost-effective approach for services?

The current proposal is fraught with implementation difficulties:

- Unless the relevant agencies collaboratively develop shared assessment frameworks based on pooled funding, then more time will be devoted to establishing responsibilities. What expectations/ requirements will there be of joint commissioning?
- If the Single Plan is limited to those not presenting needs in all of three areas then what is the anticipated intervention for children with severe needs e.g. Autism, Down's Syndrome, where needs present educationally but necessarily medically or within social care.
- Existing multi agency interventions for those not registering with a triad of need are supported effectively via current SEND funding arrangements, which do not represent 'Early Intervention'. These vulnerable needs to be accounted for.

Question 4: What processes or assessments should be incorporated within the proposed single assessment process and 'Education, Health and Care Plan'?

The effectiveness of the Single Plan is contingent on these key components:

- All those with (potential) statutory responsibility understand those duties, and work in services with frameworks that compliment partner agencies.
- There is a single point of access for parents, driven by transparent and mutual assessment processes which are more efficiently time limited than the current Statement process.
- There is a clear criteria for identifying the lead professional, and clear criteria for determining the resources allocation from across agencies. Section 139a needs to be incorporated.
- Family involvement from the outset.

Question 5: What is the potential impact of expanding the scope of the proposed single assessment process and plan beyond education, health, social care and employment?

There are concerns as to the scope being too big to manage under current systems and resourcing:

- Budgets need to be reconfigured to include the 19 - 25 yrs range. It makes sense to ensure appropriate support to 25 years.
- Existing protocols need to be effectively revised: quality assurance and avoiding overlap of services - resource to maintain current systems

during this change process.

- Resources to support the revised protocols.

Question 6: What role should the voluntary and community sector play in the statutory assessment of children and young people with SEN or who are disabled? How could this help to give parents greater confidence in the statutory assessment process?

There are a number of barriers to overcome if this proposal is to ensure positive outcomes:

- Building knowledge and skills capacity within the organisations; establishing quality assurance mechanisms in relation to intended outcomes.
- Minimising the partisan interests of some of the groups. There is more confidence, from experience, with generic groups.
- Insuring that the low incidence needs are adequately provided for in the absence of strong lobbying of decision makers.
- Guaranteeing the commitment to social inclusion for all children and their families where the ethos of current voluntary organisations advocates the opposite.

Question 7: How could the proposed single assessment process and 'Education, Health and Care Plan' improve continuity of social care support for disabled children?

The proposal will be limited unless cross service collaboration is effected:

- It is essential to align age thresholds: education currently 19 yrs, social care currently 18 yrs, some health agencies cease intervention at 16 yrs.
- Different services have different criteria - a single assessment process will not necessarily lead to increased access to multiple services.
- The single assessment needs to take account of differing needs over time.
- It will be important to ensure that cross LA boundaries are embraced by the revised protocols and associated resources.

Question 8: How could the arrangements for provision of health advice for existing statutory SEN assessments be improved?

There are significant considerations with regard to health advice for existing statutory SEN assessments if the revised timeline of 20 weeks is to be realised:

- What is the purpose of health advice, is it an umbrella requirement? Do health intervention thresholds match the resource identified as a need?
- Statutory timescales need to be applied so that health reports are submitted to support achievement of the overall timescale.
- Greater awareness of criteria for a Statement of Educational Need, of what can be provided by a mainstream educational setting, of needs that can meet without a Statement being issued.
- Compatible ICT systems.

Question 9: How can we make the current SEN statutory assessment process faster and less burdensome for parents?

The improvements will be limited unless there is concerted effort to change by all contributors:

- Assessment/monitoring and evaluation of outcomes are separate to commissioning of provision. This has implications for workforce reform.
- Respond to the needs of the child, rather than a uniform system for all e.g. children with Down's Syndrome could be assessed and Statemented more quickly.
- Enable the information sent to parents to set out detail including timelines more clearly.
- LAs engage more systematically with mediation services, parents encouraged to access impartial support during assessment process.
- Performance monitoring to focus on intended outcomes being planned for, rather than process timescales being the measure of effectiveness.
- Joint working across agencies to provide for a lead professional, avoiding the need of duplication with parents having to share the same information with more than one professional.

Question 10: What should be the key components of a locally published offer of available support for parents?

There is a need for expectations to be placed on providers:

- Sets out a single point of access. What is the criteria for this access, given the lack of clarity to date as to statutory responsibility across education, social care and health?
- Resourcing the monitoring of providers, and up dating information for parents is critical.
- All organisations and settings evidence, through outcomes data, their capacity to meet needs (Early Years, schools, Academies, Further Education, Alternative Providers, leisure, community and voluntary sector, transport, employment services).
- It needs to be clear that it is not a quality assurance tool in itself.
- Clear accessible language, that exemplifies outcomes achieved whilst presenting parent relevant information.

Question 11: What information should schools be required to provide to parents on SEN?

Academies and Free Schools, Alternative Providers, Further Education institutions all need to subject to the same expectations:

- Provision mapping to address needs, that indicates both whole school arrangements for SEN/D inclusion as well as approaches to meet individual needs.
- Clear link into individual progress and achievement, based on meeting SEN/D.
- Information as to extra curricular/extended services provision.
- Overview of settings' areas of specialism.
- Detail of expenditure to support provision, historical data as to performance data and improvement planning.

Question 12: What do you think an optional personal budget for families should cover?

It will severely reduce the positive impact of a Single Plan if some aspects of the provision deemed as essential can only be secured via personal budgets.

There are significant misgivings as to the effectiveness of this proposal in the absence of an infra structure which addresses both aspirational outcomes and value for money:

- The need to ensure that current information about resources is accessible to support parents' decision making - how to ensure objective detail is included.
- The risk that providers will often advocate intervention, specialist professionals may preference their own discipline.
- How to provide an effective monitoring system that focuses on outcomes for children and their families, whilst avoiding being overly officious for parents and a conflict of interest between child, parent and provider.
- The dilemma where parental choice conflicts with professional advice.
- The operational costs of an effective infra structure, see 'Special Educational Needs: Reforming Provision in English Schools' Ralph Hartley, Policy Exchange.
- The need to further develop services for families to have maximum choice to purchase from them, in parallel with revising agency frameworks and thresholds.

Question 13: In what ways do you think the option of a personal budget for services identified in the proposed 'Education, Health and Care Plan' will support parents to get a package of support for their child that meets their needs?

There are many reservations. Increasing parental responsibility to improve outcomes is not the only means of positively engaging them in their child's provision, increasing choice offers similar independence and places the responsibility for quality assurance *rather than* decision making across agency professionals:

- How to inspect, approve and monitor parental commissions.
- How to ensure equal understanding to inform decision making by parents, those who are better able/more confident will navigate the system more easily.
- How to address differences in opinion between professionals and parents.
- The risk of providers being biased toward their own specialism in terms of meeting individual child's needs.

Question 14: Do you feel that the statutory guidance on inclusion and school choice, *Inclusive Schooling*, allows appropriately for parental preferences for either a mainstream or special school?

There are many risks associated with the phrase 'removing the bias toward inclusion': current guidance does allow for parental preference:

- SEN/D children aspire for meaningful relationships, positive engagement with their community locally, prospects of employment. Statistics indicate that in failing to support their aspirations, they fall into greater need as young adults and present with greater demands as they age.
- It is essential that the Teaching School programme includes within it schools that demonstrate proficiency in mainstream SEND. The notion of 'specialism' miss represents the skills, approaches and outcomes that are being achieved within mainstream educational settings. The notion of excessive cost securing improved outcomes for some levels of SEND is flawed.
- How will other than maintained settings be challenged to avoid selection processes.
- What is the balance between professional evidence based opinion and parental preference; how will mediation resolve those dilemmas; how will SENDIST be instructed to view such disputes.

Question 15: How can we improve information about school choice for parents of children with a statement of SEN, or new 'Education, Health and Care Plan'?

The usefulness of information is contingent on a number of factors:

- Ensuring impartial advice is available to parents - strengthening and prioritising resources for Parent Partnership services.
- Maintained, non maintained schools and independent providers being required to deliver the same statutory duties.
- The 'local offer' needs to be organised in relation to need, and reflecting agency thresholds for intervention otherwise it will be misleading.

Question 16: Should mediation always be attempted before parents register an appeal to the First-tier Tribunal (SEN and Disability)?

There are difficulties inherent in the current system which need to be addressed:

- Where the appeal process runs parallel with the mediation and timescales are not extended to allow for mediation.
- It would undermine the principles of mediation to make it statutory, but it is not always possible to resolve differences in opinion between perspectives of parents and professionals.
- There is an adversarial system which has a vested interest in conflict between parents and other decision makers, it is likely that even if SENDIST is reviewed the instances of conflict will re emerge e.g. use of personal budgets where independent therapists advocate their own services and parents indicate a preference contrary to professional opinion.
- Parents need to be independently supported by non profit making organisations.

Question 17: Do you like the idea of mediation across education, health and social care? How might it work best?

Yes, it would address some of the issues raised in relation to effective across responsibility and provision. It would need to be a single service, binding on all agencies; parents would still need to avail of independent support where requested.

Question 18: How can we ensure that the expertise of special schools, and mainstream schools with excellent SEN practice, is harnessed and spread through Teaching Schools partnerships?

This approach is flawed unless it is seen as part of the continuum for improving teaching and learning:

- SEN practice does require additional knowledge and skills but they are limited unless they are practised within a whole school ethos of ambition for all, and incremental adjustments in relation to pupil progress.
- It is important to recognise that knowledge and skills are context related: approaches used in specialist settings can inform mainstream settings and vice versa, but they are not necessarily directly transferable.
- Special schools need to be identified within early cohorts of Teaching Schools.
- It is essential that capacity is developed across all schools, in order to ensure real choice for parental preference.

Question 19: How can we ensure that we improve SEN expertise, build capacity and share knowledge between independent specialist colleges, special schools and colleges?

- Expectation for all providers to establish networks (e.g. LLDD leads in FE with special schools) and demonstrate via self evaluation the outcomes for children and families in relation to that networking.

Question 20: How can we continue to build capacity and SEN specialist skills at each tier of school management?

The proposals will be severely limited unless this is a real priority: it essential if policy aims include establishing a range of quality provision to improve pupil outcomes and to offer real choice for parents:

- ITT includes significant component of developing quality teaching approaches, based on purposeful assessment of progress, to respond to individual/group needs.
- Practice is under pinned by values and beliefs! Address organisational ethos i.e. how a school/setting demonstrates collective responsibility for ALL children and families who indicate a preference to be part of their learning community.
- Build in opportunities for staff development programmes to include movement between the sectors.
- Maintain specialisms based on the premise that effective practice includes supporting professional development as well as pupils' learning.
- Establish why there was limited impact of the Inclusion Development Programme: it would be a missed opportunity not to learn from recent experience.

Question 21: What is the best way to identify and develop the potential of teachers and staff to best support disabled children or children with a wide range of SEN?

Unless the profession as whole recognises its responsibility for every child then the expected outcomes of our education systems will be limited (some children have restricted access to schools/settings):

- Performance management approaches for teachers need to be evaluative and formative. Clear message that poor pupil progress is not always as a result of SEND.
- Units/programmes of staff development rather than isolated presentations or generalised information.

- Maintain a register of skills base across local areas.
- ITT needs more than an optional element on SEND.
- Ask parents what they consider as a 'great teacher' for their child, their perspective can contribute to our understanding and inform planning.

Question 22: What is the potential impact of replacing School Action and School Action plus and their equivalents in the early years with a single category of SEN in early years settings and schools?

It could reduce clarity of pupil need and therefore negatively impact on the approaches employed to improve progress:

- Problems with distinguishing between levels of support.
- Lack of equality in accessing support, inconsistent thresholds locally and nationally.
- Those pupils with SEND are not necessarily eligible for the Pupil Premium; schools/settings may reduce SEND expenditure on external support which may negatively impact on the arrangements made to meet individual needs.
- Ensuring a robust system for assessing needs and reviewing progress.
- Lack of clarity around who is responsible for monitoring intervention and determining its impact.

Question 23: How could changing the school- and early years setting-based category of SEN embed a different approach to identifying SEN and addressing children's needs?

Unless there is a clear focus on effective provision delivering positive outcomes, based on assessment of need and monitoring of outcomes as a result of that effective provision then the risks are:

- Some needs remain unmet in the absence of universal screening.
- Assessment of needs continues as resource driven because identification of need means additional monies can be accessed.
- Too long to wait in Early Years settings before securing external advice and support – potential health and safety risks, inappropriate provision.

Question 24: How helpful is the current category of BESD in identifying the underlying needs of children with emotional and social difficulties?

It is unhelpful given current interpretations:

- It is currently used as a 'catch all' descriptor that may describe presenting indicator of need but actually masks the underlying need.
- The underlying need may be triggered by social or health needs but presents most observably in educational settings, which means education is charged with resolving issues beyond its influence.
- Personalised learning needs to be recognised as fundamental to effective universal provision, in which case some of the key messages from the Steer report including quality teaching, staff development and effective agency collaboration to support schools actually drive organisational improvement priorities in educational settings.
- It does not reflect the core purpose of educational settings which is to address the holistic development of all children in order for them to fulfil their potential and grow into citizens who make positive contributions.

Question 25: Is the BESD label overused in terms of describing behaviour problems rather than leading to an assessment of underlying difficulties?

Yes it is:

- More appropriate use of the descriptor needs to be supported by staff development to build understanding and thereby ensure a wider range of teaching strategies to promote 'behaviour for learning'.
- Develop 'sub groups' to support that increase understanding so that assessment actually focuses on the underlying cause(s) and thereby appropriate interventions are put into place to improve outcomes.

Question 26: How could we best ensure that the expertise of special schools in providing behaviour support is harnessed and shared?

The skills are not always transferable; effective partnership working will rely on:

- Both partners recognising the 'in house' skills and understanding and are willingly prepared to share knowledge and approaches.
- Special schools' capacity varies depending on their client group i.e. some pupils required intensive support beyond the specialist environment standard arrangements. Consideration of the impact of

outreach work needs to be made so that the special school can maintain its core functions.

- Consider the skills across a group of schools in a locality, link to individual school improvement planning so that all recognise the benefits to their setting.

Question 27: What are the barriers to special schools and special Academies entering the market for alternative provision?

The main barrier is around admissions and the LA duty to ensure a continuum of provision to meet the needs of its vulnerable children and families:

- If specialist educational organisations offer placements for those with 'manageable' needs in the context of their organisation then where will there be less/no places for those with more complex needs.
- This could be reliant on those who are the most effective promoters to users; it may be difficult for parents to reliably assess the most effective provider.

Question 28: What are the ways in which special Academies can work in partnership with other mainstream and special schools and Academies, and other services, in order to improve the quality of provision for pupils with SEN and disabilities?

There is an absolute need for special Academies to demonstrate that they are fulfilling their core function. In this instance then:

- Engage in local protocols to establish a local offer for specialist intervention commissioned on short and medium term basis.
- Develop outreach services to be commissioned in relation to the local profile of children/families' needs.
- Develop staff development opportunities for others, capacity building that may include focussed training within their own environment as well as in other settings.
- Establish protocols for staff exchange that addresses mutual capacity building.

Question 29: What are the barriers to special Academies becoming centres of excellence and specialist expertise that serve a wider, regional community and how can these be overcome?

- Transport to the venue.

- Discrimination by other clients against SEND.

Question 30: What might the impact be of opening up the system to provide places for non-statemented children with SEN in special Free Schools?

The main concern is the certainty for LAs to exercise their statutory duties:

- Clear, consistent of continuum of provision.
- Evaluating of pupil outcomes in relation their entitlement.
- Risk that with resource being directed away from the maintained sector, there is reduced opportunity for the maintained sector to sustain and improve its provision. In reality this reduces parental choice.

Question 31: Do you agree with our proposed approach for demonstrating the progress of low attaining pupils in performance tables?

It is too limiting: some pupils will consolidate existing skills which in terms of their SEND is a considerable achievement; other make measureable progress on personalised trajectories. This progress would not feature in proposed format.

Question 32: What information would help parents, governors and others, including Ofsted, assess how effectively schools support disabled children and children with SEN?

This is about a balance of quantative and qualitative evidence, including progress data for curriculum skills and knowledge, personal skills and pupil voice:

- Significant improvements need to be made to ensure that the progress of all pupils, including those working below Level One, is recognised.
- Blanket reporting does not give HTs and Governors the opportunity to celebrate an inclusive policy at work: significant and measureable *small* steps are not evident within data sets; there is a disproportional reflection within small schools especially.
- Information about the progress and attainment of students with SEND: data for curriculum skills and knowledge, personal skills.
- Information about staff SEND expertise and examples of personalised learning strategies together with anonymised pupil outcomes.

- Transparency of SEN budget allocation, its intended outcomes and *whole school* improvement priorities.
- Clear evidence of successful social and peer group inclusion.
- Evidence of a “Communication Friendly Environment”.
- An Inclusion Policy which celebrates whole-school and individual achievements, e.g. training attended, expertise developed, resources implemented pupil outcomes that have improved as a consequence.
- Opportunities for parents to talk to other parents of children and young people with SEND.
- Details of when the school commissions external specialists and works with relevant agencies, pupil outcomes to date.
- Feedback from parents and students.
- Information about the processes securing parental involvement.
- Ask parents what information they want about their child – they need to be our partners!

Question 33: What more can education and training providers do to ensure that disabled young people and young people with SEN are able to participate in education or training post-16?

If the aspirations are to be realised then there are some immediate steps to be addressed:

- Establish local provision with consortium of providers – either as a day offer or setting up residential.
- Provide support in unstructured times (and reduce unstructured times).
- Ensure access to education and training on for a full week (not 3 days).
- Ensure support from additional services e.g. Speech and Language, Physiotherapy, Autism, Nursing.
- Provide opportunities for a residential experience.
- If Care Plans are in place, the funding and plan should continue whilst the young person is in full-time education.

Question 34: When disabled young people and young people with SEN choose to move directly from school or college into the world of work, how can we make sure this is well planned and who is best placed to support them?

There is a need for concerted planning to resource such opportunities, as well as operational changes:

- Provide apprenticeship opportunities below level 2.
- Consider training allowances for those not in employment.
- Trained IAG workers – e.g. Connexions personal advisers.
- Provide more work experience opportunities and realistic feedback from employers.
- Provide more support through Job Centre Plus.
- Provide a Key Worker.

Question 35: Do you agree that supported internships would provide young people for whom an apprenticeship may not be a realistic aim with meaningful work opportunities? How might they work best?

There needs to be a framework for this and it needs to be a national scheme:

- As per the Entry To Employment and programme led apprenticeship models.
- This needs to include financial support for employers and training allowance for young people.

Question 36: How can employers be encouraged to offer constructive work experience and job opportunities to disabled young people and young people with SEN?

The significant driver here is that it needs to be easier for employers to take part – less red tape and employers not burdened with administration:

- Engage employers currently working with these learners to raise the profile – i.e. REMPLOY.
- Young people need to have support so they are not a ‘burden’ to the employer. A financial incentive may help smaller employers.
- Good advice on adaptations and reasonable adjustments.

Question 37: How do you think joint working across children's and adult health services for young people aged 16 to 25 could be improved?

It is essential that strategic commitment / responsibility drives operational improvements to improve the experiences and outcomes of this group:

- An improved and extended statutory framework to 25 would give greater confidence to parents through this crucial transition period, particularly for those young adults who have not traditionally met social care and/or health thresholds.
- Establish a shared database, containing data required by the partners with responsibility.
- Each service should have a Transition Co-ordinator.
- Continuing Health Care checklist could be completed by the school nurse.

Question 38: As the family doctor, how could the GP play a greater role in managing a smooth transition for a disabled young person from children's to adult health services?

Support can be offered via commissioning further development of the Nurse Family Partnership.

Question 39: Do you agree that our work supporting disabled young people and young people with SEN to prepare for adulthood should focus on these areas: ensuring a broad range of learning opportunities; moving into employment; independent living; and transition to adult health services? What else should we consider?

Yes, and:

- Year 11 Person Centred Planning.
- Leisure skills, communication skills and personal safety.
- Life skills are not fashionable anymore, yet pupils in mainstream settings often miss out on vital skills needed for independence including travel training, driving etc.

Question 40: We have identified three core features of the role of local authorities in supporting children and young people with SEN or who are disabled and their families: strategic planning for services, securing a range of high quality provision, and enabling families to make informed choices and exercise greater control over services. Do you

agree that these are the three core features of the role of local authorities in supporting children and young people with SEN or who are disabled and their families, or are there others?

No, it is important to also consider:

- Integrated working is vital to meeting needs for some of the vulnerable groups, therefore LAs need to demonstrate their commitment and the outcomes achieved from partnership working. An example is effecting smooth Transitions. This is a responsibility that needs to be shared.
- LAs have a duty to commission effective, quality provision that also provides value for money.
- Effective service commissioning is determined by outcomes, monitoring and evaluation of commissioning is not mentioned.
- Everything that is happening with regard to Academies etc is working against the Local Authority being able to plan strategically.

Evidence based commissioning is clearly an essential ingredient; *how is live data as to client needs to be accessed* so that the LA (and other agencies) can plan strategically?

Question 41: How can central government enable and support local authorities to carry out their role effectively?

- Ensuring that there is clarity as to the criteria for determining statutory responsibilities.
- Ensuring that key partners in delivering those statutory duties are also bound by statute.
- Identifying tensions in priorities across agencies e.g. intervention thresholds.
- Timely access to live performance data to inform appropriate commissioning to meet needs.
- Move funds away from external organisations e.g. YPLA and directly into LAs.

Question 42: What would be the best way to provide advice to GP consortia to support their commissioning of services for children and young people with SEN or who are disabled and their families?

- Locate some GP representatives with the service providers, or vice-versa, ensuring that GPs are aware of the Green Paper and of the issues and context of the field of SEN/Disability.

- Clarity of the role of GPs in commissioning is needed, particularly when the needs of the few may be substantially more expensive than the requirements of the many; the outcomes of Health and Well being Boards.
- Shared Professional Development opportunities e.g. training in the changing face of SEN and disability- the increasing numbers of children surviving very premature for example.
- Shared intranet, data sets.
- Clear local pathways for GPs to find information around the needs of individual children and cohorts within a locality. The expectation for GP representation to attend meetings so that they develop an understanding of individual children for whom they need to commission services in the instance of a Single Plan.
- We need to ensure services meet the needs of those with long-term chronic conditions, as well as those with acute needs. Historically, the NHS has been better at the latter at the expense of the former. Investment in long-term, regular, high quality physiotherapy with physical needs (as opposed to short treatment blocks) can ensure children and young people remain active, healthy, independent and at less risk of falls and injury, thus avoiding more costly interventions and surgery.
- The issue is often that the children with the more complex needs are not known by and may never see their GP. Health provision is met by specialists, often the regional Children's Hospitals, or at centres of Excellence across the country. Nursing care is provided by the Children's Nursing Team, not the general community team. Children who leave hospital with identified needs may never meet their GP, Community Midwife or Health Visitor. If a child develops the needs the issue is the same and any connection with community services is lost in the plethora of hospital appointments or nursing teams visiting the home.

Question 43: What would be the most appropriate indicators to include in the NHS and public health outcomes frameworks in the future to allow us to measure outcomes for children and young people with SEN or who are disabled?

The measures should not necessarily differ – aspiration for all that has 'small steps' built into existing measures.

Question 44: What are the ways in which the bureaucratic burdens on frontline professionals, schools and services can be reduced?

- Establish intended outcomes as the focus for intervention.

- Ensure distributive leadership, through effective staff development and robust performance management: so that all staff recognise their responsibility and opportunity to push for improved outcomes. This would require additional staff time as an up front investment to deliver more effective and efficient services later.
- Single processes to report and monitor, e.g. providing measurable data in one format, rather than several formats for different audiences/managers.
- Establish internal systems / mechanisms (database) which everyone can access.
- Single processes to report and monitor, e.g. providing measurable data in one format, rather than several formats for different audiences/managers.

Question 45: In addition to community nursing, what are the other areas where greater collaboration between frontline professionals could have the greatest positive impact on children and young people with SEN or who are disabled and their families?

- Shared understanding of Early Intervention approaches and resources available.
- Effective information sharing: for example regular caseload discussion with health, e.g. palliative and continuing care meetings locally work are useful to inform next steps.
- Integration of Speech and Language Therapy Services, Physiotherapy and Occupational Therapy Services.

Question 46: What more do you think could be done to encourage and facilitate local services working together to improve support for children with SEN or who are disabled?

Improved support is contingent on statutory duties being shared to provide the impetus for building on and refining current effective practice. This would ensure:

- Co location of multi-agencies. Equal distribution of resources and management time to achieve an equitable balanced service.
- More integrated services should be provided to adults.
- Ensuring that parents and young people are involved in strategic planning and monitoring effectiveness via meaningful mechanisms e.g. Parent Forum and Steering Group offering parental perspective to the

management and governance of the LA's Integrated Disability Service, acting as a critical friend in key decisions affecting future service needs.

- Organisations expecting parents to stay with their children at activities, not providing sufficient additional staff for children with an SEND.

Question 47: How do you think SEN support services might be funded so that schools, Academies, Free Schools and other education providers have access to high quality SEN support services?

- There needs to be core funding to address high incidence additional educational needs, plus individual funding ring fenced for commissioning interventions specified in Statements.
- Clarity as to statutory duties so that strategic SEN planning can ensure adequate and appropriate resourcing, including its own services.

Question 48: What are the innovative ways in which new models of employee-led organisations, such as mutuals and cooperatives, could improve services for children and young people with SEN and their families?

- LA support services could consider options such as co-operatives. Strategic planning would need to take account of sustainability however, for example the CPD of those professionals could be problematic because of economies of scale.

Question 49: In addition to their role in the assessment process, what are the innovative ways in which educational psychologists are deployed locally to support children and young people with SEN or who are disabled and their families?

- *Support and advocacy for children:* consultation with parents and teachers to identify children's needs, develop and evaluate interventions and support, and monitor and review progress. Advocating for children and young people by gathering their views through Personal Construct Psychology or other creative uses of applied psychology.
- *Parent/carer support and advocacy:* providing opportunities for parents and carers to access psychological services and support through home visits, drop in sessions, and school based meetings Liaising with parent partnership services to maximise support offered to parents. Acting as advocates for parents and supporting home/school relationships (mediation) through consultation, discussion and attendance at review meetings.

- *Intervention for children and families:* Educational Psychologists support children, young people and their families with a wide range of needs that go beyond SEN and disability including children with emotional and mental health difficulties, adopted and looked after children, and children who are not attending school for a range of reasons. The delivery of therapeutic intervention such as Cognitive Behaviour Therapy and Solution Focused Brief Therapy or the facilitation of interventions that alter classroom or relationship dynamics such as Circle of Friends. Community drop-in sessions for parents, for example, in children's centres that enable open direct access to educational psychology services and provide opportunities for support and problem solving. The delivery of evidence based parenting programmes such as Early Bird, Triple P, Incredible Years and bespoke packages to foster carers or adoptive parents.
- *Professional support, capacity building and training:* The development and delivery of training for school staff in maintained schools and independent special schools, for other professionals such as social workers and family support workers or those based in community settings such as children's centres. Training might include areas of applied psychology such as the theory of attachment and solution focused questioning or how to understand and support particular groups of children and young people such as those with autism spectrum disorders. Project work that attempts to address widespread issues such as mental health stigma and systemic issues such as poor communication systems within a school community, and the analysis, evaluation and feedback of data that assesses the social and emotional climate of primary schools through a children's survey. Supervision and small group coaching for a range of professionals working with children and families.
- *Research and development:* Supporting local authority strategic development through representation on strategy groups such as the Virtual School, CAMHS Strategy groups or local authority work streams such as those that review SEN and Disability systems. The deployment of doctoral level research skills that review local authority systems and processes and contribute to changing policy Supporting the needs of particularly vulnerable children and young people through contribution to school placement panels, adoption panels and the development of care pathways, for example for children with Autism Spectrum Disorders.

Throughout all of these activities, educational psychologists are unique in the sense that they work at multiple levels drawing from a range of information sources such as evidence based best practice, local authority strategy/policy and local knowledge of school systems to bring about positive change for children, young people and families.

Question 50: How do you envisage the role and service structures of educational psychologists evolving to meet local demands?

- The proposed changes for a Single Plan (where statutory responsibility is clear and processes for identifying the lead professional) should help to reduce the burden of statutory assessments: EPs can contribute more to capacity building in order to skill up staff to better meet pupil needs, to support schools in developing reliable assessment processes.
- Interagency work: there is a move towards more interagency working and shared decision making amongst agencies, which may break down the barriers further between health, social care and education services. This has and may continue to lead to joint policy setting and referral routes/systems. It may also lead to greater opportunities to work more closely with a wider range of professionals.
- Access: there is concern that in an increasingly traded world with less local authority funding certain groups will have disproportionately reduced access to educational psychology services, particularly where some schools may not purchase services or needs are prioritised in accordance with reduced levels of funding. Services may not be able to evolve to meet local demands as they are shaped by other external forces and pressures such as “the market place” or funding streams that determine priorities for them. Where schools do purchase services or receive greater services than previously, there may be more opportunities to respond to local need.
- Types of work: there may be greater opportunities to engage in much more in depth work with schools and other organisations if they buy in substantial amounts of time. This will enable greater facilitation of all of the five areas listed as innovative ways in which educational psychologists can work (Support and advocacy for children, parent/carer support and advocacy, intervention for children and parents, professional support, capacity building and training, research & development) and provide more opportunities for high quality work.

Question 51: What are the implications of changes to the role and deployment of educational psychologists for how their training is designed and managed?

There is significant concern unless the changes are managed in a way that protects professional integrity as well as ensuring robust pupil assessment and evaluation of intervention by professionals from a range of disciplines including psychology:

- Changes to the role and deployment of educational psychologists has not yet clearly emerged, however training needs to take account of the changing nature and current restructuring of local authorities.

- Educational psychologists will need to consider and seek employment in a wider work place that may include social enterprises, independent working and/or other sectors such as the voluntary sector. Other placement experiences that take account of this and can offer appropriate and diverse experiences should be considered for trainees. Trainees need to be trained in skills that will be attractive to this wider workforce, which may include therapeutic intervention.
- Educational psychologists of the present and future need to be able to maintain professional standards and ethics whilst balancing the demands of “paying clients” (such as schools). Greater attention may need to be given to these tensions in training.
- Training could helpfully consider organisational and community psychology in more depth as well as developing expertise in specialist areas of psychology or work with particular client groups.
- Consideration should be given as to whether it would be helpful to revisit joint training with other applied psychologists such as clinical psychologists.

Question 52: What do you think can be done to facilitate and encourage greater collaboration between local authorities?

Current arrangements are insufficient and will militate against the effective models for proposed changes emerging:

- There are no current formal arrangements for cross boundary consistencies.
- Local regional SEN partnerships have recently been disbanded, they provide a model for re establishing and strengthening.

Question 53: What do you think are the areas where collaboration could have the greatest positive impact on services for children, young people and families?

Statutory responsibilities / pupil needs will be problematic and expensive to achieve unless;

- Local Authorities work within transparent frameworks to provide low incidence services e.g. hearing impairment, visual impairment.
- Regional commitment to collective responsibility for resourcing needs within context of local commissioning arrangements that are mutually preferential; whilst individual LAs are focussing on respective budgets then services to other Las are seen as income generators rather than a ‘shared regional resource’.

Question 54: How do you think that more effective pooling and alignment of funding for health, social care and education services can be encouraged?

This will only achieve intended outcomes where:

- Cost centre managers are required to reconcile respective service priorities / thresholds.
- Where co location is structured to inform effective application of those shared budgets and the structure reflects respective thresholds.

Question 55: What are the ways in which a Community Budget approach might help to improve the ways in which services for children and young people with SEN or who are disabled and their families are delivered?

The benefits will be undermined in the absence of appropriate skilling for those involved to build strategic and operational understanding of effective approaches.

Question 56: What are the ways in which we could introduce greater local freedom and flexibility into the ways in which funding for services for children and young people with SEN or who are disabled is used?

A national banding framework accompanied by an outcomes driven matrix to inform local arrangements; this needs to be subject to annual evaluation that is monitored nationally.

Question 57: What are the areas where the voluntary and community sector could have the greatest positive impact on services for children and young people with SEN or who are disabled and their families, and what are the ways we can facilitate this?

Low incidence conditions present infrequently and so it is not sustainable to maintain services, this is an initial opportunity for the voluntary and community sectors.

Question 58: How do you think a national banded funding framework for children and young people with SEN or who are disabled could improve the transparency of funding decisions to parents while continuing to allow for local flexibility?

Unless the framework is comprehensive and binding, with built local flexibility then it will limit actually meeting the evolving and sometimes complex individual need:

- It needs to reflect existing range of needs (social, medical and educational) and be clear as to the statutory duties to deliver the resource.
- The framework needs to reflect equality of access across boundaries.
- Those with physical disabilities are not a homogenous group.

Question 59: How can the different funding arrangements for specialist provision for young people pre-16 and post-16 be aligned more effectively to provide a more consistent approach to support for children and young people with SEN or who are disabled from birth to 25?

It will fail in the absence of a common assessment criteria.

AGENDA MANAGEMENT SHEET

Name of Committee Children and Young People
Overview and Scrutiny Committee

Date of Committee 8 June 2011

Report Title Impact of Government Spending
Review on the Children, Young
People and Families Directorate

Summary This report details further analysis around the individual elements that make up the 2011/12 allocation for the Children, Young People and Families Directorate and give detail of the approach that was taken.

For further information please contact: Simon Smith
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Would the recommended decision be contrary to the Budget and Policy Framework? [please identify relevant plan/budget provision] No

Background papers

CONSULTATION ALREADY UNDERTAKEN:

Details to be specified

Other Committees

Local Member(s)

Other Elected Members CYP&F O&S Chair & Vice-Chair
Cllr June Tandy
Cllr John Ross

CYP&F O&S Spokespersons
Cllr Peter Balaam
Cllr Carolyn Robbins

- Cabinet Member For information:
Cllr Heather Timms
- Other Cabinet Members consulted
- Chief Executive
- Legal Fay Ford *"no comments"*
- Finance John Betts, Head of Finance
- Other Strategic Directors
- District Councils
- Health Authority
- Police
- Other Bodies/Individuals Jane Pollard, Overview and Scrutiny Manager

FINAL DECISION **NO**

SUGGESTED NEXT STEPS: Details to be specified

- Further consideration by this Committee
- To Council
- To Cabinet
- To an O & S Committee
- To an Area Committee
- Further Consultation

Children and Young People Overview and Scrutiny Committee – 8 June 2011

Impact of Government Spending Review on the Children, Young People and Families Directorate

Recommendation:

To consider the impact of the Government Spending Review on the Children, Young People and Families Directorate and identify areas for scrutiny as appropriate.

1. Background

- 1.1 As Members will be aware, because of the tight financial settlement, Directorates across the Council were required to identify a 3-year plan, which identified savings proposals that represented 30% of their net revenue budget. For the Children, Young People and Families Directorate (CYPF) this equated to £17.909m.
- 1.2 At its meeting in February, County Council agreed the savings proposals submitted by Directorates. For CYPF one exception to the proposal was granted, in that Members agreed that the savings proposals around the Youth Service would be reduced by £1 million, with the £1 million being available to support the transformation programme around Services to young people in Warwickshire.

2. Purpose

- 2.1 The purpose of this report is to give the Overview and Scrutiny Committee further analysis around the individual elements that make up the 2011/12 allocation for CYPF and give detail of the approach that was taken in the Directorate.

3. Budget Allocation

- 3.1 The 2011/12 CYPF budget is made up as follows:

<u>Description</u>	<u>£m</u>
Base Budget	103.924
Revenue Allocation (para 4)	4.137
Savings (para 5)	-6.180
<u>Grant Allocation (para 6)</u>	<u>19.274</u>
Total	121.155

4. Revenue Allocations

- 4.1 As part of the budget planning process, the Directorate submitted a number of growth bids that reflected areas of known demographic or inflationary pressures. A summary of the approved growth bids is as follows:

	2011/12 £m	2012/13 £m	2013/14 £m
R-CYPF-01 Inflation	1.059	0.691	1.477
R-CYPF-02 Placement of Looked After Children	2.230	1.720	1.720
R-CYPF-03 Preventative Safeguarding	0.105	0.010	0.010
R-CYPF-04 Legal Case Work	0.743	0.302	0.332
	4.137	2.723	3.539

- 4.2 For inflation, the planning assumption was 2.4% for non-pay related expenditure and 0% for salary related expenditure. The latter reflected the Government's policy on pay freezes for public sector workers.
- 4.3 Trends and analysis of looked after children were considered for determining the growth pressure relating to this area. Like many authorities the number of looked after children continues to increase and in Warwickshire, the numbers are forecast to increase by a further 65 children in 2011/12. Similarly, the level of complexity and individual needs associated with these children continues to rise resulting in increased legal costs.
- 4.4 Alongside this support, the Directorate continues to proactively adopt preventative measures, an approach which is reflected in the preventative safeguarding bid that will provide additional support to children subject to a child protection plan.

5. Savings

- 5.1 Because of the scale of the savings that were required across the CYPF Directorate, it was agreed early in the process that adopting a 'salami-slicing' approach wouldn't be appropriate. Consequently, the Directorate took a strategic approach with all services considered and prioritised to determine which had a higher priority compared to others. In many instances this reflected statutory responsibility but also, following an assessment of risk, seeking to protect 'frontline' services for children and families. As a result services such as safeguarding were, in the main, protected whereas other options were considered for savings.

- 5.2 The final CYPF savings plan consisted of about 50 separate savings proposals that were categorised across 8 key themes. These were:

Table 1: Cumulative CYPF savings proposals by Theme 2011-14

	2011/12 £m	2012/13 £m	2013/14 £m
Transforming services for children and families	0.715	1.632	2.540
Reconfigure services for vulnerable children (Learning Difficulties and Disabilities)	0.836	1.319	1.734
Reconfigure services for Looked After Children	0.361	0.461	0.561
Review services to schools and families	1.171	2.524	2.524
Review of the Safeguarding Service	0.387	0.489	0.489
Community and Play - reduction in services	0.873	2.690	3.611
School/College Transport	1.087	2.614	3.114
Alternative use of grants within Children, Young People and Families directorate	0.750	0.992	2.336
TOTAL	6.180	12.721	16.909

- 5.3 Many of the savings proposals are underpinned through the delivery of transformation projects across the Directorate. To facilitate and monitor this the Directorate has established a Transformation Programme Board that oversees the implementation of these projects to ensure they a) are delivering the savings as outlined in the proposals, and b) are inline with Corporate and Directorate objectives.
- 5.4 While this group is still being formally established, regular monitoring of the savings plan is being undertaken and the latest version of the risk report is included in **Appendix A**. As you will see there are no elements of the savings plan that are currently deemed as significantly at risk.
- 5.5 It should be noted that the savings plan is under constant review and some savings are being achieved which are not in line with the original plan whilst other savings have effectively replaced some of the original proposals.

6. Grants

- 6.1 Previously the CYPF Directorate received large amounts of separate grant funding streams, which had unique terms and conditions attached to their use. As a consequence the reductions in grant funding have a bigger effect on the Directorate, relative to other Directorates.
- 6.2 Table 2 below provides a breakdown of 2011/12 funding levels and the summary of the movements between years. **Appendix B** provides further detail, including a breakdown of grants the CYPF Directorate previously received and where the £20.449 million will be invested in 2011/12.

Table 2: Changes in CYPF Grant Funding between 2010/11 and 2011/12

Future Funding Route	2010/11 Funding £m	2011/12 Funding £m	Movement £m	Movement %
Early Intervention Grant	20.902	17.336	-3.566	-17.06
ABG / SG Stopped	3.738	0.000	-3.738	-100.00
County Music Grant	1.233	1.110	-0.123	-10.00
Substance Misuse	0.089	0.065	-0.024	-27.00
Formula Grant	1.977	1.938	-0.039	-1.97
TOTAL	27.939	20.449	-7.490	-26.81

- 6.3 The above figures illustrate the level of reductions when compared to the baseline 2010/11 position. However, as members will be aware, a reduction in Area Based Grant of £2.246 million was notified during 2010/11, as part of the Government's deficit reduction plans. As a result the cost of services has already been managed down by this amount. Therefore, after adjusting for these reductions that have already been delivered, the real impact of the grant reduction is £5.244 million. This gives a total 2011/12 savings target, for the CYPF Directorate of £11.424 million. In order to meet this level of savings there will inevitably be service reductions and further job losses. An additional 330 posts have been, or may be, placed at risk of redundancy and will be subject to the normal HR procedure and consultation.
- 6.4 Although the £7.490 million reduction is significant, the streamlining of grants has released a number of the terms and conditions and therefore provides more flexibility for the authority to determine the best use of available funding in line with its strategic direction and priorities.
- 6.5 It should be noted that these reductions in grant funding are in addition to the approved savings plan (detailed below). As a result, the total saving, in 2011/12, the Directorate will be required to achieve is £13.670 million, which includes the in-year grant reductions already managed and represents about 16% of the directorate's budget (excluding schools).

7. Early Intervention Grant

- 7.1 As Appendix B shows, in the majority of cases the CYPF Directorate proposes to allocate funding in line with the Government's funding allocations i.e. where grants are continuing the service will continue to be funded to the level of grant received. Where funding has stopped, the CYPF Directorate proposes to stop funding the service. The exception is early intervention where a number of grant streams have been merged and the total funding reduced, rather than individual elements. The remainder of this section therefore focuses on the approach being taken forward to manage the reduction in early intervention funding.

- 7.2 Within the Early Intervention Grant there are two areas that are contributing to the overall saving requirement, namely the contribution to the Connexions service and the provision of the Early Years service (including Children's Centres).
- 7.3 To assist in smoothing the approach to the new prioritisation model in 2011/12 the Connexions service will be funded, only in part, by the Early Intervention Grant (£0.892 million). An additional investment of £0.708 million will be made from one-off CYPF Directorate resources to support appropriate transition arrangements in advance of an all age careers service being implemented in 2012/13. Despite this, the revised service will continue to focus on vulnerable groups such as young people not in employment, education or training, young people with learning difficulties and/or disabilities etc. However, the reduction in funding will mean that some services will not continue including; Information, Advice and Guidance to Year 12 and Year 13 students and September Guarantee for Year 12 students.
- 7.4 To achieve the level of savings across the Early Years Service and Sure Start Children's Centres it is proposed to make significant reductions in cost by reducing the number of centrally managed staff supporting early years, and cutting a number of budgets which relate to training and support for early years settings. The aim has been to protect, as far as possible, services within Children's Centres. The reduction in funding for Children's Centres has been reduced by about 5% overall, around £0.400 million, but with greater protection to centres serving the most deprived communities.
- 7.5 In parallel, the Authority is conducting a major review of the support services for early years as we move from a phase of development and growth to a phase of consolidation and improvement. Further savings are expected to result for the financial year 2012/13.
- 7.6 In terms of managing the reduction in the aggregated Early Intervention Grant, the Directorate again felt there was a need for a strategic approach ensuring that services are focused and targeted on services that are seen to be effective in securing better outcomes for children, young people and families.

7.7 Early Intervention - Approach to Managing the Reduction

- 7.7.1 The CYPF Directorate believes that adopting a "salami-slicing" approach is not appropriate to deliver this level of savings and, as a result, has looked strategically at what services should be delivered using the grant in future, to ensure that it is focused and targeted at services that complement the main core budgets, and ensure outcomes for children and young people are maximised.
- 7.7.2 Consideration of where future services should be focused is being given across three main themes:

Timely Targeted Interventions

- Children's social care
- Supporting and engaging families

- Support to primary and secondary schools
- Targeted youth support
- Positive destinations

Early Years

- Early years
- Sure Start
- Two year old offer early learning and childcare

Transition

- Building resilience
- Information, advice and guidance
- Raising aspiration

7.7.3 While generally the main terms and conditions are removed from the new funding streams, there is an expectation from the Government that the Early Intervention Grant is used to deliver certain services and outcomes, namely:

- Free early education for disadvantaged 2-year olds, which is a new requirement
- Short breaks for disabled children
- Maintenance of the existing network of Sure Start Children's Centres
- Support for transitional arrangements for impartial careers advice and guidance
- Preventing young people taking part in risky behaviour e.g. Teenage Pregnancy
- Supporting outcome for families with multiple and complex problems

7.7.4 While these appear discrete services consideration is being given as to how funding can be targeted across the themes, of timely intervention, early years and transition, to achieve the outcomes across services. This is a more targeted approach that will result in a very different way of delivering services rather than closing Children's Centres.

7.8 Early Intervention - Longer Term Strategy and Direction

7.8.1 The CYPF Directorate has considered the vision for what early intervention should look like over the next three years and that the proposals outlined in Appendix B are an interim measure to the longer-term goal. To determine a future early intervention model, the approach being taken is to consider key strategy areas, both outcome and financially focussed, to determine areas where early intervention measures should be targeted to realise the most benefit to children and young people. Any targeted support and interventions will be evidence based and prioritised to achieve clear benefits across core areas of services.

7.9 Early Intervention - Transformation Programme

7.9.1 Due to the scale of the reductions and the level of transformation that is proposed, it is recognised that the longer term strategy and direction will not be delivered in one year. To allow for this, headroom has been allowed within the

decisions to allow for a phased implementation programme. A programme approach will be adopted to ensure the successful transformation from the existing arrangements to the newly prioritised early intervention measures. As part of this it is proposed to review all existing services that are delivered through this grant and whether these services fit into the prioritisation model. With that in mind, any commitments made in 2011/12 will be subject to review as priorities are determined and a fuller national picture is known.

7.9.2 As mentioned in Para 5.3 above, this process is being managed through the newly established Transformation Programme Board within CYPF.

8. Dedicated Schools Grant (DSG)

8.1 For the purposes of this report, DSG grant is excluded from the figures as the funding remains ring-fenced. DSG per-pupil funding has been protected in 2011/12 (and is likely to remain protected in future years). The funding will continue to be channelled directly to schools, in the main using the Local Funding Formula. As part of the wider mainstreaming of grants, a number of separate school grants have now been rolled into DSG and to mitigate the impact of this, a series of consultation sessions has recently been completed to ensure that all DSG funding is allocated to schools in a fair and agreed manner. Details of how the 2011/12 DSG funding has been allocated were agreed by the Schools Forum in January, with an updated report considered at its May meeting.

9. Capital

9.1 As part of the Budget Settlement, the Government announced continuation of capital funding to support schools. As with most grants, previous ring fencing rules surrounding capital have been removed although the funding allocation has been determined over key areas of proposed expenditure, namely:

Table 3: School Capital Allocations 2011/12

Capital	£m
Basic Need	8.525
Capital Maintenance	8.970
Locally Coordinated Voluntary Aided Programme and Voluntary Aided Schools	2.058
Devolved Formula	1.568
Devolved VA Schools	0.394
Total	21.515

- 9.2 It should be noted that the Devolved Formula allocation, which goes directly to schools represents approximately an 80% reduction compared to the 2010/11 allocations.
- 9.3 Across Warwickshire, there continues to be pressure against the number of Primary school places available and the funding will be prioritised to ensure there are sufficient places across the Primary Sector. Further, all school maintenance funding will be prioritised in line with the estate review that was undertaken during 2010.
- 9.4 The CYPF 2011/12 Capital allocation is therefore as follows:

	£m
Early Years and Sure Start Children's Centres	0.300
Additional contingency funding for projects in the capital programme. If the funding is not required Cabinet approval for the alternative use of this funding will be required.	
Schools Maintenance and Capacity	17.494
To maintain the existing school estate and invest in additional capacity to meet the needs of pupils in Warwickshire. A programme of projects for the use of this allocation is to be brought forward, to Cabinet, for approval at the earliest opportunity	
TOTAL	17.794

10. Impact

- 10.1 In the financial year up to 31 March 2011, 68 members of staff had left the Directorate following early retirement or redundancy, at a cost to the Authority in excess of £1.8m. Many of these are as a result of a reduction in grant funding, particularly against Extended Services and National Strategies programmes. This number does not reflect the level of vacancies held across the Directorate, which will go some way to mitigate the future need for redundancies as the CYPF development programme continues to be implemented.
- 10.2 As mentioned above, the number of staff who are at risk following the levels of grant reductions are in excess of 330, which excludes further planned reductions across core CYPF services. Full details of future reductions are still being considered as part of the CYPF Development Programme.

11. Conclusion

- 11.1 The savings requirement alongside the levels of grant reduction that were announced as part of budget settlement is resulting in some significant challenges across the CYPF Directorate that is resulting in the number of services being provided reducing.

- 11.2 To the 31 March 2011 the number of staff who had left the Directorate was 68 with many more expected during 2011/12 as the savings proposals, and grant cuts, take effect.
- 11.3 Monitoring of projects delivering the savings plan is on-going through the CYPF Transformation Programme Board and as of May 2011 there are no significant issues arising from this.

Report Author: Simon Smith

Head of Service: John Betts

Strategic Directors: Marion Davis and David Carter

Portfolio Holder: Cllr Heather Timms

24 May 2011

2011/12+ Savings Plan Summary (4th March 2011)

BPB Ref.	Ref.	Savings Proposal	Head of Service	Service	2011/12 Savings £000s	2012/13 Savings £000s	2013/14 Savings £000s	TOTAL 3 yr Savings £000s	RISK (R/A/G) 2011/12
BPB02	CY-IY-01 CY-IY-01A	Transfer PAYP to the 3rd sector	6 Hugh Disley	PAYP	300		450	750	(3) Green
BPB03	CY-IY-02 CY-IY-03A CY-3 CY-16 CY-IY-03	Decommissioning of the Youth Offer (incl Buildings and Accommodation)	6 Elizabeth Featherstone	Youth Service/ Early Intervention Division	475	1,360	850	2,685	(2) AMBER
BPB04	CY-FC-05	Reduce early intervention staff as CAF becomes embedded	4 Elizabeth Featherstone	Early Intervention Division	74			74	(2) AMBER
BPB05	CY-CN-01	Reduce size and scope of Education Social Work - become a trading	4 Elizabeth Featherstone	Early Intervention Division		819		819	(2) AMBER
BPB06	CY-X-4	Service redesign for child performance licences	5 Elizabeth Featherstone	Early Intervention Division	40	37		77	(3) Green
BPB07	CY-FC-06	Better targeting of family and parenting support	4 Elizabeth Featherstone	Early Intervention Division	19			19	(3) Green
BPB08	CY-CP-04	Remove enhanced level of funding for speech and language therapy.	2 Liz Holt		133	133		266	(3) Green
BPB09	CY-X-6	Schools Forum asked to meet costs of CRB checks in schools	5 Liz Holt	HR	146			146	(3) Green
BPB10	CY-X-3	Performance Management Budget Reduction	1 Liz Holt	School Improvement	6			6	(3) Green
BPB11	CY-CP-03	Reduce the core funding available to Educational Psychology Service for	2 Liz Holt	Ed Psychology	100	100	100	300	(3) Green
BPB12	CY-X-2	Remove rest of Publicising Positive activities	6 Hugh Disley	Respect Yourself	28			28	(3) Green
BPB13	CY-X-1	Remove Feasibility Property fund	1 Liz Holt	Capital & Property	26			26	(3) Green
BPB14	CY-CP-06	SEN Transport - review provision	7 Liz Holt	SEN & Inclusion	500	500	500	1,500	(2) AMBER
BPB15	CY-CP-02	Reduce staffing in the SEN & Inclusion Service	2 Liz Holt	SEN & Inclusion	58	28	50	136	(2) AMBER
BPB16	CY-CP-05	Reduce the Business Support service	1 Liz Holt	Business Support	90			90	(2) AMBER
BPB17	CY-FC-03	Reduce out of county placements for the IDS	2 Liz Holt	Int Disability Serv	300			300	(3) Green
BPB18	CY-FC-04	Reduce the short breaks contract	2 Liz Holt	Int Disability Serv			225	225	(2) AMBER
BPB19	CY-FC-02	Reduce costs of the Integrated Disability Service	2 Liz Holt	Int Disability Serv		175		175	(2) AMBER
BPB20	CY-CP-08	Reduce spending on short breaks for disabled children and on social work	2 Liz Holt		67	100		167	(2) AMBER
BPB21	CY-CP-07	Reduce the capacity to support project management of strategic activity.	1 Liz Holt	Commissioning Support Service		40	178	218	(2) AMBER
BPB22	CY-7A CY-X-7	Locality based restructure, with a reduced management structure (over 3	1 Hugh Disley	All CYPF	360	500	500	1,360	(2) AMBER
BPB23	CY-8B	Sub-regional working	1 Liz Holt	All CYPF	50	250	100	400	(3) Green
BPB24	CY-9D	Commissioning-based approach	1 Liz Holt	All CYPF	50	100	100	250	(3) Green
BPB25	CY-CP-01	Cease ineffective partnership working	1 Liz Holt	All CYPF	20		30	50	(3) Green
BPB26	CY-X-8	Remove CYPF development fund	1 Marion Davis	Directorate	78			78	(3) Green
BPB27	CY-SD-02 CY-2	Offering the County Music Service as a traded service	4 Mark Gore	Music Service	558	245		803	(3) Green
BPB28	CY-SD-07	Reduce school improvement service	4 Mark Gore	School Improvement	289	289		578	(2) AMBER
BPB29	CY-SD-08	Reduce support costs relating to the education of LAC	3 Mark Gore	School Improvement	100			100	(3) Green
BPB30	CY-SD-03	Introduce school transport charges for all discretionary elements -with effect	7 Mark Gore	Pupil & Student Services	137	388		525	(2) AMBER
BPB31	CY-SD-04	Remove passenger assistants on vehicles operating to mainstream	7 Mark Gore	Pupil & Student Services	130	369		499	(2) AMBER
BPB32	CY-1	Remove transport provision for KS4 students attending courses in colleges	7 Mark Gore	Pupil & Student Services	170	246		416	(2) AMBER
BPB33	CY-SD-05	Review Transport arrangements for students with learning difficulties in	7 Mark Gore	Pupil & Student Services	100			100	(2) AMBER
BPB34	CY-13	Transfer student finance to the Student Loans Company April 2011	4 Mark Gore	Pupil & Student Services	70			70	(3) Green
BPB35	CY-SD-06	Reduce staffing of school place planning, admissions and transport	4 Mark Gore	Pupil & Student Services	57			57	(2) AMBER
BPB36	CY-FC-01	Reviewing and reducing the healthy schools programme	4 Mark Gore	Schools & Communities	104			104	(3) Green
BPB38	CY-CN-15	Limiting options for the commissioning of external placement provision for	3 Phil Sawbridge	Various in Safeguarding	100	100	100	300	(2) AMBER
BPB39	CY-CN-09	A significant reduction in the use of social care sessional work staff.	5 Phil Sawbridge	Various in Safeguarding	60	65		125	(2) AMBER
BPB40	CY-CN-07	Cease payment of nursery and childminding fees for looked after	3 Phil Sawbridge	Various in Safeguarding	83			83	(2) AMBER
BPB41	CY-CN-13	Reduce taxi hire costs by 60% to only pay for contact and short term	7 Phil Sawbridge	Various in Safeguarding	50	24		74	(2) AMBER
BPB42	CY-CN-10	Cease hire of rooms for child contact	1 Phil Sawbridge	Various in Safeguarding	25	27		52	(3) Green
BPB43	CY-CN-11	Review the location of all meetings	1 Phil Sawbridge	Various in Safeguarding	10			10	(3) Green
BPB44	CY-CN-05	Delete specialist fostering social work posts for Family Link following change	2 Phil Sawbridge	LAC	45	80	40	165	(2) AMBER
BPB45	CY-CN-04	Stop the placement support youth worker and housing support worker	6 Phil Sawbridge	Safeguarding	70	7	71	148	(2) AMBER
BPB46	CY-CN-02	Transfer funding of the 'Education Safeguarding Service' to DSG.	5 Phil Sawbridge	Safeguarding	141			141	(3) Green
BPB47	CY-CN-06	Cease funding for the Warwickshire Leaving Care Association	3 Phil Sawbridge	Leaving Care	48			48	(3) Green
BPB48	CY-CN-12	Cease subscriptions to professional organisations, including the Fostering	3 Phil Sawbridge	Safeguarding	30			30	(3) Green
BPB49	CY-BPB-1	Alternative use of grants within Children, Young People and Families	8 Marion Davis		883	559	894	2,336	(3) Green
		TOTAL			6,180	6,541	4,188	16,909	
					6,180	6,541 12721	4,188 16909		

CHILDRENS, YOUNG PEOPLE AND FAMILIES GRANT ALLOCATION 2011/12

APPENDIX B

Grant / Saving Title	Type	2010/11 Grant £'000	Future Allocation Method	2011/12 Budget Allocation £'000	2011/12 Shortfall £'000	2011/12 Funding £'000	2011/12 Saving £'000
14-19 Flexible Funding Pot	ABG	155	Stopped	0	(155)	0	(155)
Designated Teacher Funding	ABG	37	Stopped	0	(37)	0	(37)
Extended Schools - Start-Up Costs	ABG	681	Stopped	0	(681)	0	(681)
Local Child Poverty Duties	ABG	60	Stopped	0	(60)	0	(60)
Playing for Success	SG	80	Stopped	0	(80)	0	(80)
Primary National Strategy	ABG	274	Stopped	0	(274)	0	(274)
School Development Grant	ABG	1,013	Stopped	0	(1,013)	108	(905)
School Improvement Partners	ABG	259	Stopped	0	(259)	0	(259)
School Intervention Grant	ABG	163	Stopped	0	(163)	0	(163)
Secondary National Strategy - Behaviour and Attendance	ABG	126	Stopped	0	(126)	0	(126)
Secondary National Strategy - Co-ordination	ABG	254	Stopped	0	(254)	0	(254)
Choice Advisors	ABG	35	Stopped	0	(35)	0	(35)
Education Health Partnerships	ABG	105	Stopped	0	(105)	0	(105)
Extended Rights to Free Transport	ABG	383	Stopped	0	(383)	0	(383)
School Travel Advisors	ABG	71	Stopped	0	(71)	0	(71)
Sustainable Travel - General Duty	ABG	42	Stopped	0	(42)	0	(42)
		3,738		0	(3,738)	108	(3,630)
Dedicated Schools Grant (DSG)	SG	295,248	Single DSG Grant	295,248	0	295,248	0
Early Years: Flexibility of Free Entitlement for 3-4 Year Olds	SG	3,113	Single DSG Grant	3,113	0	3,113	0
School Standards (including Personalisation)	SG	16,000	Single DSG Grant	16,000	0	16,000	0
School Development Grant (schools element)	SG	15,291	Single DSG Grant	15,291	0	15,291	0
Targeted Support for Primary and Secondary Strategy	SG	2,706	Single DSG Grant	2,706	0	2,706	0
Extended Schools - Sustainability and Subsidy	SG	3,243	Single DSG Grant	3,243	0	3,243	0
One-to-One Tuition (<i>Making Good Progress</i>)	SG	2,418	Single DSG Grant	2,418	0	2,418	0
Ethnic Minority Achievement	SG	1,000	Single DSG Grant	1,000	0	1,000	0
School Lunch Grant	SG	771	Single DSG Grant	771	0	771	0
		339,790		339,790	0	339,790	0
Care Matter White Paper - renamed Services for Children in Care Carers (20%)	ABG	369	Formula Grant	369	0	297	(72)
Child Death Review Processes	ABG	457	Formula Grant	457	0	457	0
Child & Adolescent Mental Health	ABG	50	Formula Grant	50	0	50	0
Child & Adolescent Mental Health	ABG	672	Formula Grant	672	0	672	0
LSC Staff Transfer - Special Purpose Grant	ABG	429	Formula Grant	390	(39)	390	(39)
		1,977		1,938	(39)	1,866	(111)
Music Grant	SG	1,233	Specific Grant	1,110	(123)	1,110	(123)
Young Persons Substance Misuse Partnership (HO)	SG	89	Specific Grant	65	(24)	65	(24)
		1,322		1,175	(147)	1,175	(147)
Sure Start, Early Years and Childcare Grant	SG	12,105	Early Intervention		(12,105)	9,724	(2,381)
Two Year Old Offer Early Learning and Childcare	SG	304	Early Intervention		(304)	304	0
Children's Social Care Workforce	ABG	119	Early Intervention		(119)	0	(119)
Positive Activities for Young People	ABG	355	Early Intervention		(355)	0	(355)
Short Breaks - Aiming High for Disabled Children	SG	1,697	Early Intervention		(1,697)	1,758	61
Teenage Pregnancy	ABG	187	Early Intervention		(187)	177	(10)
Think Family	SG	421	Early Intervention		(421)	500	79
Young Persons Substance Misuse (DfE)	ABG	68	Early Intervention		(68)	48	(20)
Targetted Mental Health in Schools	SG	150	Early Intervention		(150)	0	(150)
Youth Opportunity Fund	SG	265	Early Intervention		(265)	0	(265)
Children's Fund	ABG	940	Early Intervention		(940)	510	(430)
Connexions	ABG	4,099	Early Intervention		(4,099)	892	(3,207)
January Guarantee	ABG	55	Early Intervention		(55)	0	(55)
Child Trust Fund	ABG	11	Early Intervention		(11)	0	(11)
ContactPoint	SG	126	Early Intervention		(126)	0	(126)
Targetted Support		0	Early Intervention		0	2,637	2,637
Contribution to CYPF Savings Proposals		0	Early Intervention		0	750	750
Early Intervention Grant		0		17,336	17,336	0	0
		20,902		17,336	(3,566)	17,300	(3,602)
CYPF sub total		367,729		360,239	(7,490)	360,239	(7,490)

AGENDA MANAGEMENT SHEET

Name of Committee **Children and Young People
Overview and Scrutiny Committee**

Date of Committee **8 June 2011**

Report Title **Scrutiny of Bullying**

Summary An update on the implementation of recommendations from "Scrutiny of Bullying: Report of the County Youth Panel" was provided in December 2009.

The purpose of this report is to advise members of the progress that has been made since that time.

For further information please contact: Viv Sales
Principal Educational Social Worker
Tel: 01926 742527
vivsales@warwickshire.gov.uk

Would the recommended decision be contrary to the Budget and Policy Framework? [please identify relevant plan/budget provision] No

Background papers

CONSULTATION ALREADY UNDERTAKEN:

Details to be specified

Other Committees

Local Member(s)

Other Elected Members CYP&F O&S Chair & Vice-Chair
Cllr June Tandy
Cllr John Ross

CYP&F O&S Spokespersons
Cllr Peter Balaam
Cllr Carolyn Robbins

- Cabinet Member For information:
Cllr Heather Timms
- Other Cabinet Members consulted
- Chief Executive
- Legal Fay Ford *"no comments"*
- Finance
- Other Strategic Directors
- District Councils
- Health Authority
- Police
- Other Bodies/Individuals Jane Pollard, Overview and Scrutiny Manager

FINAL DECISION **NO**

SUGGESTED NEXT STEPS:

Details to be specified

- Further consideration by this Committee
- To Council
- To Cabinet
- To an O & S Committee
- To an Area Committee
- Further Consultation

Children and Young People Overview and Scrutiny Committee – 8 June 2011

Scrutiny of Bullying – an update on work over the last 12 months

Recommendation:

That the Overview and Scrutiny Committee consider the progress that has been made through the work of the Anti-Bullying Coordinator and support the recommendation for a sub-regional approach in the future.

1. Introduction

- 1.1 An update on the implementation of recommendations from “Scrutiny of Bullying: Report of the County Youth Panel” was provided in December 2009. A list of the recommendations is included in **Appendix A**.
- 1.2 The purpose of this report is to advise members of the progress that has been made since that time.

2. The Context

- 2.1 Evidence for this report has been sourced from the following:
 - The Every Child Matters Survey
 - VOX - The County Youth Panel
 - Workshops with Year 7 pupils
 - Cyber Bullying survey
 - Family Information Service (FIS)
 - Sub-regional activity
 - Children’s Trust Area Partnership activity
- 2.2 This report is based upon the original recommendations of young people as voiced in their report to the Scrutiny Review of 2007, and subsequent discussions with the County Youth Panel.

3. The Content

3.1 Every Child Matters Survey

The survey is conducted every year and continues to provide useful information about the views of children and young people with regard to bullying. The survey is available to pupils aged 10 to 18 years; 4214 pupils responded in 2010. The outcomes are analysed each year and a 3 year summary analysis is

provided in **Appendix B**. The findings from the children and young people who completed the survey would indicate that:

- there is a reduction in the number of pupils being bullied;
- there is an increase in pupil's confidence about how their school deals with bullying;
- the number of pupils who feel that bullying is 'a big problem' in their school is reducing;
- the perception is that the main reason for bullying continuing is linked to an individual's appearance;
- verbal abuse is reported in this survey to be the most common form of bullying.

3.1.1 There are likely to be many reasons for the progress, including the work of professionals in schools and other settings, the impact of young people's contribution in helping to develop effective policies, the impact of the Safer Schools initiative and the further roll out of the Social & Emotional Aspects of Learning programme (SEAL) in schools. **Appendix C** provides a briefing from the survey.

3.2 **VOX – The County Youth Panel**

Rachel Evans, County Anti-Bullying Coordinator, maintained good links with VOX whilst she was still in post. The funding for this post will not continue and a key challenge for the future will be to ensure that there is a way for VOX to contribute to the planning and shaping of anti-bullying work with schools.

3.2.1 Bullying continues to be a key concern for young people. The VOX panel have had competing priorities and although their work did not focus on bullying last year, it remains an important area to address.

3.2.2 In the future, to maintain a service, we would recommend strengthening links between the Brokerage and Outreach worker from the Family Information Service (FIS) and the County Youth Panel, VOX.

3.2.3 For the future, we would recommend that the link with VOX is maintained via the FIS brokerage and outreach worker, who will be developing her role to encompass limited work with young people and their families.

3.3 **Workshops with Year 7 pupils**

A number of pilot workshops have been completed with Year 7 pupils in schools across the county. The programme was called 'Being Different, Belonging Together', and provided an opportunity for young people to express views, hear and consider alternative views and form their own conclusions. The work was established in-house on a minimal budget, supported by a small grant from the Integrated Youth Support Service for materials and resources.

3.3.1 The programme was extremely successful in challenging discrimination, and it was recommended for roll out across the county.

3.3.2 Building upon this work, the county Equalities and Diversity Coordinator has delivered diversity workshops to over 60 primary schools, and will offer it to secondary schools across the county.

3.4 **Cyber Bullying**

A survey of young people's attitudes to cyber bullying was undertaken and concluded in December 2009. Key findings were:

- 23% of young people reported that they had been cyber bullied, and girls were nearly twice as likely to have experienced this form of bullying than boys;
- the biggest issue across all ages is having nasty messages posted online;
- 20% of young people said they didn't know why they had been targeted, belying the common belief that this kind of bullying is mainly about falling out between friends;
- 50% of those targeted had told an adult;
- boys were much less likely to report than girls, and young people see the support of adults as vital;
- children as young as 8 had experienced this type of bullying.

3.4.1 As a result of the survey, leaflets and online information were adapted to meet the needs of children and young people aged 8 -11 years, and information for older young people & parents/carers was reviewed and updated.

3.4.2 In 2010, a further survey of adult awareness of cyber bullying issues was undertaken, in partnership with the Warwickshire Observatory. 232 responses were received from adults working and living with young people across the county.

3.4.3 The survey revealed that, although most adults know what cyber bullying is and have a reasonable understanding of the technology involved, half the respondents did not know where to get help should they need it, and most would welcome further information, awareness raising and/or training.

3.4.4 Respondents indicated that their preferred format for receiving information was in written form on-line, but responses also indicated that schools would be a good place to run training sessions on this subject.

3.4.5 In September 2010, a pilot project 'Stop Cyber Bullying' was commissioned following positive reviews in Coventry, to work with Harris School in Rugby and its feeder primaries. Year 7 pupils were supported to produce a play, for a target audience of primary children, which included helpful advice on getting help and blocking unwanted messages. The production toured across the county and a total of 350 pupils watched the performances which were followed by question and answer sessions. It was common to find that children as young as Year 3 or 4 were accessing social networking sites.

3.4.6 Parents were invited to the performances, although take up was low.

3.4.7 Text2Talk was introduced as a police-led initiative but results show that it has had limited use. Funding will not be available to continue this in its current form,

but the FIS may be able to identify a way of including this facility alongside the parent helpline.

3.4.8 Information and guidance for children, young people and their families continues to be available from the FIS and One Stop Shops. This includes examples of cyber bullying and Top Tips on dealing with and preventing cyber bullying.

3.5 **Family Information Service (FIS) helpline**

The FIS bullying helpline for parents has been now been running for over a year, and is publicised through the Warwickshire website. The number of calls to the helpline varies, but increases have been seen in response to Anti-Bullying week and other publicity. On average 8 -12 calls are received a month and there were 90 calls during the 12 month period January to December 2010.

3.5.1 A parents' leaflet on bullying, including cyber bullying, is routinely sent to callers and has met with a positive response.

3.5.2 From Easter 2011, the FIS will be able to offer some outreach support for complex cases.

3.6 **Place Based Budgeting (formerly Total Place)**

Over the last year, Warwickshire has provided the lead on the Anti-Bullying strand of a Place Based Budgeting pilot, which has seen colleagues in Coventry, Solihull and Warwickshire come together to devise sub-regional processes to support anti-bullying work.

3.6.1 Work has included:

- mapping of training across the region;
- the development of a sub regional communication strategy including leaflets and publicity materials;
- planning for a regional conference, should funds be available.

3.6.2 With all local authorities facing significant savings targets, cuts to services and shortage of resources, this approach to anti-bullying work is extremely useful, and we are currently exploring how it can be sustained and developed. A report on the impact of Place Based Budgeting is included on the work plan for CYP Overview and Scrutiny Committee later this year.

3.7 **Stratford Children's Trust Project**

Stratford Children's Trust Area Partnership has established an Anti-Bullying Sub Group. With the help of the Anti-Bullying Coordinator, the Group successfully bid for £8,000 to support the development of anti-bullying work in schools in the area between 2008 and 2010. Local schools and youth groups were invited to apply to the Area Partnership for small sums to help them develop Anti-Bullying initiatives. Among the projects supported were:

- peer mentoring training for young people in Stratford High School and Kineton High School – 14 young people were trained as cyber-peer mentors this year;

- provision of a 'safe space' before school for vulnerable pupils in each of the schools;
- anti-bullying workshops and awareness raising.

3.7.1 At the close of the project, results from the Every Child Matters and Tell Us Surveys for the area showed that incidence of reported bullying had significantly decreased for both 11-16 and 16-18 age groups.

4. Future Provision

- 4.1 There has been a significant reduction in resource to directly support this area of work across partner agencies including the Children, Young People & Families Directorate, Warwickshire Police and Connexions which presents challenges for the continuation of coordinated anti-bullying work. The post of Anti-Bullying Coordinator has provided a focus and energy to this work, but in the absence of this it is important to find an alternative way of working together to sustain the considerable progress that has been made to date.
- 4.2 The funding for the Safer Schools Partnership, which has placed Police Community Support Officers in 11 Warwickshire Schools, will cease at the end of this academic year. Most schools will be unable to continue to fund PCSOs themselves due to budget pressures.
- 4.3 The Schools White Paper places great importance on effective responses to bullying, and Ofsted will continue to require evidence that pupils feel safe in school, and that school policies are fit for purpose, well coordinated and devised with the input of pupils themselves.
- 4.4 There is a need to continue to make available to schools and other settings a range of options including good practice advice, support to parents and carers, and publicity materials to signpost children and young people to local and national helplines and websites.
- 4.5 It is our intention to further develop our sub-regional practice, working together to produce an 'offer' of training & resources, which will deliver cost effective and readily available solutions for schools and settings to access.
- 4.6 Finally, members of the Overview and Scrutiny Committee will have become familiar over time with the work of our County Anti-Bullying Coordinator, Rachel Evans, and may have been aware of Rachel's illness over the last 8 months. Sadly, Rachel died at the end of March 2011, and it feels right to pay tribute in this report to the dedication, vision and commitment with which she has led Warwickshire's strategic planning for anti-bullying over the past 4 years.

Report Author: Viv Sales
Head of Service: Elizabeth Featherstone
Strategic Director: Marion Davis
Portfolio Holder: Cllr Heather Timms

24 May 2011

Appendix A: Overview & Scrutiny Report on Bullying – update on recommendations

Recommendation	Update December 2009	Update March 2011
Every Child Matters Survey to be utilised as the main survey of children & young people's perceptions & attitudes towards bullying, to enable trend data to be established, and effectiveness of Warwickshire Anti-Bullying Strategy to be reviewed. Review questions to ensure they are appropriate & cover all facets of bullying	<ul style="list-style-type: none"> • Questions were amended in 2009 in line with suggestions from young people • Following 2009 survey, a field study into racist bullying was undertaken See main report for further details • Survey also revealed need for further information on cyber bullying 	<ul style="list-style-type: none"> • ECM Survey results continue to be analysed on annual basis • Survey of young people's experience & attitudes to cyber bullying concluded December 2009. • Further consultation completed in August 2010 on adult understanding of cyber bullying See main report for details • 2011 survey currently with schools
The County Youth Panel (VOX) to be invited to make nomination to join the Warwickshire AB Partnership, to represent the views of young people	<ul style="list-style-type: none"> • VOX have been invited to nominate a representative but have not yet done so • Instead, the AB Coordinator has liaised with them regularly, and has consulted on development of strategy • A further mechanism for ensuring the voice of young people is represented on the Steering group has been established, with schools taking turns to host and bring young people to the meetings 	<ul style="list-style-type: none"> • VOX decided not to make bullying a priority for their attention in 2010, but the open invitation continues • The AB Coordinator continued to liaise with VOX on a regular basis until July 2010, when illness prevented her from continuing with her work • The funding for a strategic coordinator has since been lost, and this has prevented further work with VOX
The work programme of Warwickshire AB Partnership to be made widely available to young people, and young people to be involved in monitoring effectiveness	<ul style="list-style-type: none"> • Strategic Plans available on website • VOX consulted on review of plan 	<ul style="list-style-type: none"> • VOX consulted on review of 2009/10 plan
The AB Partnership to produce a step by step guide for schools on establishing an effective anti-bullying policy, which should be a complementary document to the AB Strategy, be developed in consultation with young	<ul style="list-style-type: none"> • Detailed government guidance has been supplemented by a comprehensive good practice guide for schools and other professionals, due to be published in January 2010 	<ul style="list-style-type: none"> • Good practice guide published and widely distributed

Appendix A: Overview & Scrutiny Report on Bullying – update on recommendations

people & reflect issues highlighted by VOX review	<ul style="list-style-type: none"> • Consultation undertaken with young people, parents & partner agencies to produce this guide 	
Consideration to be given to establishing a minimum standard for teacher, support staff & youth worker training in relation to bullying	<ul style="list-style-type: none"> • We have no power to impose a standard, however there is a training requirement included in the quality standard (see below) • Training framework in development 	<ul style="list-style-type: none"> • Training mapping exercise was completed in September 2010 • Further work now ongoing to establish a sub-regional training offer
<p>The Text2Talk Service should receive continuous publicity & adequate resources made available for this. Young people should be involved in developing a publicity campaign for the service.</p> <p>The AB partnership to give consideration as to how the impact of Text2Talk can be evaluated</p>	<ul style="list-style-type: none"> • Following competitions in 2008 to design posters and info cards, and an abseil event in 2009 to further publicise, Text2Talk continues to be publicised at every opportunity • A clear correlation between publicity & increased uptake for the service has been identified. However, there are a greater number of other ways now for young people to report bullying, and review of service due when funding runs out in 2010 	<ul style="list-style-type: none"> • The Text2Talk service has continued, but with decreased resources, and for this reason there has been no recent publicity effort (although we continue to distribute Text2Talk cards and posters) • The loss of the Warwickshire AB Coordinator post has meant that we are unable to play an active role on the Text2Talk Group currently, although alternatives are currently being explored
Ban da Bully Scheme (Polesworth International Language College, now Polesworth Academy) to be promoted as an example of good practice	<ul style="list-style-type: none"> • Polesworth was shortlisted for an international award, but unfortunately just missed out. However, the scheme continues to be promoted as an example of good practice 	<ul style="list-style-type: none"> • No change
Strategic Director CYPF submit a report to OSC detailing the availability of youth workers in schools in Warwickshire	<ul style="list-style-type: none"> • Youth workers regularly involved in work in schools and often pick up bullying concerns. Youth Service are active partners in multi-agency project delivering workshops to Year 7 pupils, aiming to explore issues around 	<ul style="list-style-type: none"> • Year 7 workshops have not continued due to lack of resources • Cuts to Youth Services likely to impact on their ability to support schools, but full impact not yet known • Safer Schools initiative also

Appendix A: Overview & Scrutiny Report on Bullying – update on recommendations

	<p>bullying & discrimination, community cohesion</p> <ul style="list-style-type: none"> • Safer Schools Partnership running in 12 secondary schools, all 12 PCSO's have received AB training, as have Safer Neighbourhood PCSO's 	<p>threatened by funding cuts, but there is a commitment to continue to deliver training to PCSO's in AB awareness</p>
<p>Framework developed as part of review to be provided to schools as a resource to enable self-evaluation of AB policies</p>	<ul style="list-style-type: none"> • This has been promoted as a tool for agencies to use towards the quality standard 	<ul style="list-style-type: none"> • No change
<p>An AB kite mark for schools & youth centres should be developed, in consultation with young people</p> <p>The kite mark should include:</p> <ul style="list-style-type: none"> • Meaningful involvement of pupils, school councils, etc, in development of school policies • Dedicated teachers & governors appointed to take the lead/be responsible for the effectiveness of AB policies and practices • Anti-bullying to be built into curriculum, whole school approaches • Links with other appropriate agencies to ensure consistent approach taken with both victims & perpetrators, when bullying takes place outside school • School councils to report annually to governing bodies on effectiveness of school policy; policy regularly reviewed • Effective challenging of bystander role • Posters & leaflets promoting & 	<ul style="list-style-type: none"> • 10 schools & settings working towards the quality standard as 'early adopters'. Intention to roll out further in 2010 	<ul style="list-style-type: none"> • Roll out has been suspended due to lack of central resource, & the fact that pilot schools struggled to remain engaged in the face of other pressures. However, the Healthy Schools Framework continues to have anti-bullying within their evaluation framework

Appendix A: Overview & Scrutiny Report on Bullying – update on recommendations

<p>explaining school policy</p> <ul style="list-style-type: none"> • Awareness raising process for staff, pupils & parents, with regular staff and class discussions, etc • Address all facets of bullying including cyber bullying, homophobic bullying, out of school bullying & bullying where teachers are victim/perpetrators 		
<p>Examples of good practice & contact details of schools in Warwickshire who have well-developed initiatives, to be contained in strategy review</p>	<ul style="list-style-type: none"> • Information continues to be available on web-site and we-learn platform, which can be regularly updated 	<ul style="list-style-type: none"> • Ongoing
<p>Strategic Director CYPF to submit a further report in 6 months outlining the progress made regarding the implementation of a measuring system and its impact</p>	<ul style="list-style-type: none"> • Research took place in 2009 to establish what systems secondary schools are using and what their requirements are • ‘Speak Out Now’ reporting system being piloted via the we-learn platform with one secondary school • Statutory duty on schools to record & monitor bullying due next year, but further guidance awaited from DCSF re legal requirements. AB coordinator involved in LA/DCSF group on this issue 	<ul style="list-style-type: none"> • DCSF suggested that LA’s hold fire on recommending systems to schools, pending a recommendation from them on appropriate systems to use • Change of government meant this did not happen • Emphasis moving away from a statutory duty to a voluntary one – but Schools White Paper & new Ofsted framework emphasises the role of Ofsted to establish: <ul style="list-style-type: none"> ○ Whether pupils feel safe in school ○ What evidence is available re levels of bullying & how it is dealt with ○ The views of pupils & parents on this issue

Appendix B

ECM Survey responses to questions about bullying: 2007 - 2010

The wording of some questions has changed in 2009 which has made direct comparisons with previous years difficult. In addition, responses in 2009 have been analysed in different age groups compared to previous years so only the overall totals can be compared. The notes in the right hand column provide further information about these issues.

	2007	2008	2009	2010	Notes
Bullying is a big problem in school	17.0%	15.0%	14.0%	13.3%	The wording of this question has remained the same
School deals with bullying 'very well', 'quite well' (2007/8) and OK (2009)	62.4%	64.7%	87.3%	87.2%	The choice of answers for this question changed in 2009; the figures here reflect responses that can be deemed 'positive' for each year ('very well/quite well/OK')
Would know where to go for help if being bullied: <ul style="list-style-type: none"> • Yes • No 	69.3% 13.5%	70.9% 14.2%	56.8% 9.6%	56.0% 9.3%	This question and the possible answers have stayed the same so the results are a little confusing - fewer pupils said they do know where to get help in 2009 but there is also a reduction in those who don't know.

	2007	2008	2009	2010	Notes
<p>Have been bullied in school in the last 12 months ('often/a few times' – 2007/8; 'yes' - 2009)</p> <p>In 2010 the question reworded as follows:</p> <p>Have you been bullied in School?</p>	24.0%	22.5%	15.1%	12.8%	<p>In 2007/8 pupils were able to choose 'never/once/a few times/often' as answers to these questions. In 2009 they could choose 'no/not really/yes'. Responses of 'once' in earlier years have been excluded from the statistics as definitions of bullying include an element of persistence i.e. happens more than once.</p> <p>For the 2010 survey the questions was reworded following consultation with the ECM stakeholder group</p>
<p>Have been bullied out of school in the last 12 months ('often/a few times' – 2007/8; yes – 2009)</p> <p>In 2010 this question was reworded as follows:</p> <p>Have you been bullied out of School?</p>	14.5%	13.3%	7.2%	5.5%	
<p>Reasons for bullying:</p> <ul style="list-style-type: none"> • Appearance • Family 	46.7% 13.9%	44.7% 12.8%	30.1% 4.7%	28.4% 4.2%	In 2007/8 pupils were able to tick as many responses to this question as they wished. In

	2007	2008	2009	2010	Notes
<ul style="list-style-type: none"> • Race/Religion • Gender/Sexuality • Disability • Where you live • Other • Don't know 	12.0%	11.9%	3.8%	5.1%	2009 they were asked to tick the main reason they felt they were bullied We do not know what pupils include in 'other'.
	10.4%	9.9%	2.9%	2.6%	
	6.9%	4.8%	2.1%	2.3%	2009 is the first year that this question was asked
	8.5%	6.8%	1.3%	0.7%	
	50.9%	33.7%	27.9%	31.2%	
	n/a	32.3%	27.1%	25.6%	
Main type of bullying					2009 is the first year that this question was asked
<ul style="list-style-type: none"> • Physical attack • Verbal abuse • Being left out of things • Internet, text or phone • Something else 			21.4%	19.7%	
			50.0%	48.2%	
			10.6%	10.7%	
			3.0%	2.8%	
			15.0%	18.6%	
Missed school due to bullying	6.8%	5.0%	0.9%	n/a	This question was removed from the 2010 survey following consultation with the ECM stakeholder group.

Every Child Matters Briefing Paper 2010 Survey

The information presented in this briefing is based on the results of the 2010 Every Child Matters (ECM) Survey, the 4th year the survey has been conducted. The survey is conducted using a partnership approach, with schools as core partners. Its purpose is to gather data to support the school self-evaluation process, to inform planning and priority setting for schools and other partners and to contribute to the Needs Analysis and Children and Young People's Plan. The survey is open to all pupils in school years 5 to 13, and encourages schools and partners to listen to the voice of children and young people.

Schools were invited to take part in the survey between April and June 2010; a total of 4,214 completed responses were received. Of the schools that took part in the survey, 24 in total, 16 were primary / junior schools and seven were secondary schools; the one remaining school is classified as a Teaching and Learning Centre. Analysis shows that those responding to the survey were a good representation of the school population in Warwickshire.

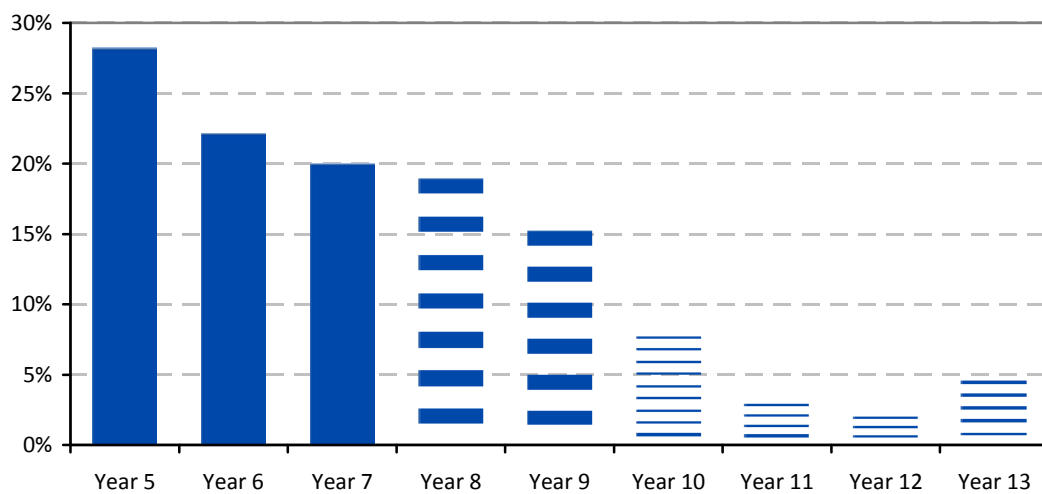
1. Key Messages

- Approximately two-thirds of young people (64%) believe that their school is 'very good' or 'quite good' overall. Similar proportions thought that their life at school is 'very enjoyable' or 'fairly enjoyable' (67%) and feel that they are doing 'very well' or 'fairly well' at school (70%).
- Generally, young people have a good awareness of a number of issues that are likely to affect them. For example, 70% of primary school children know how to eat healthily, and 77% know how to get on well with friends and other people. At secondary school 83% of young people know why they should exercise and keep fit, and 76% know how their body will change and the importance of looking after themselves. Sixth form pupils also had high levels of awareness, although the survey did highlight that only 46% of sixth form students know how to manage their money.
- Overall, nearly three-quarters of respondents (74%) feel 'very safe' or 'fairly safe' at school. The survey found that less than 2% of pupils feel 'very unsafe' or 'fairly unsafe' at home – whilst this sounds like a small number, it equated to 57 pupils. Further analysis showed that this sub-group were split across all year groups and genders.
- Just over one in ten respondents (11%) believe that bullying is a problem in their school. This was a very positive result compared to previous years; the

corresponding figures in 2007, 2008 and 2009 were 17%, 15% and 15% respectively.

- Slightly more boys reported that they had been bullied compared to girls (20% compared to 14%), but it was when the data was analysed by year group that more significant findings were witnessed, the graph on page 2 summarises the key findings.

Figure 1: Percentage of young people stating they have been bullied at school in the last 12 months



Nearly one in ten respondents (9%) reported that they would not know where to go if they were bullied.

AGENDA MANAGEMENT SHEET

Name of Committee Children and Young People Overview And Scrutiny Committee
Date of Committee 8th June 2011

Report Title Work Programme

Summary The Children and Young People Overview and Scrutiny Committee is asked to consider its work programme.

For further information please contact: Michelle McHugh Overview and Scrutiny Manager
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Would the recommended decision be contrary to the Budget and Policy Framework? No.

Background papers None

CONSULTATION ALREADY UNDERTAKEN:- Details to be specified

- Other Committees
- Local Member(s) N/A
- Other Elected Members Councillors June Tandy, Peter Balaam, John Ross
- Cabinet Member
- Chief Executive
- Legal Jane Pollard
- Finance
- Other Strategic Directors
- District Councils

Health Authority

Police

Other Bodies/Individuals

FINAL DECISION YES

SUGGESTED NEXT STEPS:

Details to be specified

Further consideration by this Committee

To Council

To Cabinet

To an O & S Committee

To an Area Committee

Further Consultation

**Children and Young People Overview and Scrutiny
Committee – 8 June 2011**

Work Programme

Recommendation

That the Children and Young People Overview and Scrutiny Committee considers the draft work programme at Appendix 1 and amends as appropriate.

1. Draft Work Programme

Following discussion with the Chair and the party spokespersons a draft work programme for the Children and Young People Overview and Scrutiny Committee is attached for consideration – see Appendix 1.

2. Forward Plan Items

The following items relating to the remit of this committee are currently in the forward plan.

Cabinet 16th June 2011

Changes to Primary School Priority Areas in West Rugby

To support proposal to introduce a shared priority areas with effect from September 2012

Transformation of services for Young People premises review

To decide preferred options for management of youth and community centres

Proposals for Federation – Our Lady's Catholic Primary, Alcester, St Mary's Catholic Primary, Henley in Arden and St Mary's Catholic Primary, Broadway

To comment on proposal

WCC response to SEN Green Paper

To Accept and endorse response for WCC to SEN Green Paper

Cabinet 14th July 2011

Meeting the needs of young people excluded or at risk of exclusion from school

Proposed changes to PRU and new arrangements for preventing and managing permanent exclusions from school

Portfolio Holder Decision Making Session – 22nd July 2011

Replacement Bus Pass Charges
To agreed proposed bus pass charges

Report Author: Michelle McHugh
Head of Service: Greta Needham
Strategic Director: David Carter
Portfolio Holder: N/A

27 May 2011

Children and Young People Overview and Scrutiny Committee Work Programme

			REPORT TYPE				LINK TO CORPORATE PRIORITIES				Cross cutting themes/ LAA
MEETING DATE	ITEM AND RESPONSIBLE OFFICER	OBJECTIVE OF SCRUTINY	Performance Management	Holding Executive to Account	Policy Review/Development	Overview	Raising Levels of Educational Attainment	Maximising independence for older people and adults with disabilities.	Pursuing a Sustainable Environment and Economy	Protecting the Community and making Warwickshire a safer place to live	Cross cutting themes/ LAA
1 September 2011	Academies and Traded Services	Consider the longer term impact of the new arrangements for academies on traded services to schools			✓						
	In Year Fair Access Protocol	A report to consider the progress in relation to the In Year Fair Access Protocol					High				
	Independent review of child protection by Professor Eileen Munroe	Report on the independent review of child protection by Professor Eileen Munroe			✓		High				
	PRU	Progress report on the Committee's recommendations in relation to the PRU		✓			High				
	Work Programme										
Dates to be fixed	Coventry, Solihull and Warwickshire sub-regional programme	To review progress with those elements of the programme related to children				✓					

Future meeting dates, all 10am start:

- 1 September 2011
- 12 October 2011
- 14 December 2011
- 2 February 2012
- 7 March 2012