

# Children & Young People Overview and Scrutiny Committee

Date: Tuesday 23 February 2021  
Time: 10.00 am  
Venue: Microsoft Teams

## Membership

Councillor Yousef Dahmash (Chair)  
Councillor Pam Williams (Vice-Chair)  
Councillor Margaret Bell  
Councillor Jonathan Chilvers  
Councillor Corinne Davies  
Councillor Peter Gilbert  
Councillor Daniel Gissane  
Councillor Howard Roberts  
Councillor Dominic Skinner  
Councillor Chris Williams  
Joseph Cannon  
John McRoberts  
Rev. Elaine Scrivens  
Sean Taylor

Items on the agenda: -

## 1. General

### (1) Apologies

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

### (3) Minutes of the Previous Meeting

5 - 14

## 2. Public Speaking

### 3. Question Time

#### (1) Question to Cabinet Portfolio Holders

Up to 30 minutes of the meeting are available for members of the Children & Young People Overview and Scrutiny Committee to put questions to the Cabinet Portfolio Holder for Education and Learning and Cabinet Portfolio Holder for Children's Services.

The work programme attached lists any briefings circulated to the Committee since the last meeting and any items listed in the Council's Forward Plan for decision by Cabinet or individual Cabinet Portfolio Holders over the coming months.

#### (2) Updates from Cabinet Portfolio Holders and Assistant Directors

Cabinet Portfolio Holders and Assistant Directors are invited to provide any updates they have on issues within the remit of the Committee.

- |   |         |
|---|---------|
| <b>4. Formulation of the Education Sufficiency Strategy</b>     | 15 - 28 |
| <b>5. SEND &amp; Inclusion: Report of Task and Finish Group</b> | 29 - 34 |
| <b>6. Child Friendly Warwickshire</b>                           | 35 - 56 |
| <b>7. Work Programme</b>  | 57 - 58 |

To consider the enclosed work programme, updated following the meeting of the Chair and Group Spokespersons.

The programme includes an update from the Forward Plan showing items relevant to the remit of this Committee.

### 8. Date of the Next Meeting

The next meeting has been scheduled for 20 April 2021 at 10am. The meeting will be held virtually via Microsoft Teams.

Meetings for 2021/2022 have been scheduled as follows –

- 15 June 2021
- 28 September 2021
- 16 November 2021
- 8 February 2022
- 11 April 2022

## 9. Confidential Reports

Reports Containing Confidential or Exempt Information To consider passing the following resolution: That members of the public be excluded from the meeting for the items mentioned below on the grounds that their presence would involve the disclosure of exempt information as defined in paragraph 3 of Part 1 of Schedule 12A of the Local Government Act 1972.

## 10. Nuneaton MAT Performance Report

59 - 84

**Monica Fogarty**  
Chief Executive  
Warwickshire County Council  
Shire Hall, Warwick

## Disclaimers

### Webcasting and permission to be filmed

Please note that this meeting will be filmed for live broadcast on the internet and can be viewed online at [warwickshire.public-i.tv](http://warwickshire.public-i.tv). Generally, the public gallery is not filmed, but by entering the meeting room and using the public seating area you are consenting to being filmed. All recording will be undertaken in accordance with the Council's Standing Orders.

### Disclosures of Pecuniary and Non-Pecuniary Interests

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

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

Non-pecuniary interests must still be declared in accordance with the Code of Conduct.

These should be declared at the commencement of the meeting

The public reports referred to are available on the Warwickshire Web

<https://democracy.warwickshire.gov.uk/uuCoverPage.aspx?bcr=1>

### Public Speaking

Any member of the public who is resident or working in Warwickshire, or who is in receipt of services from the Council, may speak at the meeting for up to three minutes on any matter within the remit of the Committee. This can be in the form of a statement or a question. If you wish to speak please notify Democratic Services in writing at least two working days before the meeting. You should give your name and address and the subject upon which you wish to speak. Full details of the public speaking scheme are set out in the Council's Standing Orders.

# Children & Young People Overview and Scrutiny Committee

Tuesday 17 November 2020

## Minutes

### Attendance

#### Committee Members

Councillor Yousef Dahmash (Chair)  
Councillor Pam Williams (Vice-Chair)  
Councillor Margaret Bell  
Councillor Jonathan Chilvers  
Councillor Corinne Davies  
Councillor Peter Gilbert  
Councillor Daniel Gissane  
Councillor Howard Roberts  
Councillor Dominic Skinner  
Sean Taylor  
Councillor Colin Hayfield  
Councillor Jeff Morgan

#### Officers

Helen Barnsley, Democratic Services Officer  
Peter Berridge, Delivery Lead Social Work Operations Manager  
Margot Brown, School Improvement Lead Commissioner  
Annie Cairns, House Project Support Worker  
John Cole, Trainee Democratic Services Officer  
John Coleman, Assistant Director - Children and Families  
Carl Hipkiss Development and Analysis Team Manager,  
Dawn Mardle, Civic Services Officer  
Nigel Minns, Strategic Director for People  
Matt Smith, Targeted Support Youth Worker  
Sophie Thompson, Intervention Data and Project Management Officer

#### Others Present

Amarni Carnworth, House Project Cohort 1 (item 4)  
Elizabeth Carter, House Project Cohort 2 (item 4)

## **1. General**

### **(1) Apologies**

Apologies were received from Councillor Chris Williams.

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

None.

### **(3) Minutes of the Previous Meeting**

The minutes of the meeting held on the 26 October 2020 were agreed as a true and accurate record.

There were no matters arising.

## **2. Public Speaking**

None.

## **3. Question Time**

None.

### **(1) Question to Cabinet Portfolio Holders**

None.

### **(2) Updates from Cabinet Portfolio Holders and Assistant**

Councillor Jeff Morgan, Portfolio Holder for Children's Services, confirmed there had been a significant increase in demand for Children's Services since September 2020 and a further increase since the second national lockdown began on 5 November 2020, as a result of the Coronavirus Pandemic.

The Committee noted that as a result in the increase in demand, an additional 12 Social Workers have been employed by Warwickshire County Council.

Concerns were raised following the confirmation that there were still delays in Court proceedings relating to Children in Care. It was noted that there was no increase in children coming into care but the main area for delays at the Courts was children leaving care. This is a result of the Courts having to close due to the pandemic. It was noted that the Courts have not had to close during the current, second national lockdown. It was confirmed that the current situation is difficult but manageable.

John Coleman, Assistant Director - Children & Families confirmed that officers have regular meetings with the Department for Education (DfE) and the Local Government Association (LGA) and the issue of the delays within the Court system is something that is constantly raised. The DfE and LGA both recognised that this is a national issue and are working with the Justice System to reduce the back log as soon as possible.

It was noted that officers are working to prioritise cases and identify those most in need of a Court hearing; Judges are supportive of this measure.

It was noted by the Committee that while there is a National Recovery Plan in place following the pandemic, officers at Warwickshire County Council feel that a local recovery plan would be more beneficial and that local, multi-agency working would make the recovery much more efficient.

#### **4. The Housing Project - an update and proposals for a second project.**

Matt Smith, Team Leader (Children in Care - The House Project) introduced the report to the Committee and thanked members for the opportunity to present the update.

A brief background was given to the Housing Project confirming that it is a growing national project that supports young people who are leaving care and moving into their own property. The project helps them to prepare for independence while providing a community of support which continues to be available after they have moved.

Annie Cairns, House Project Support Worker introduced two young people who have been part of the House Project; Amarni Carnworth from House Project Cohort 1 & Elizabeth Carter from House Project Cohort 2. During a short presentation the following points were confirmed –

- Cohort 1 – 100% success rate in maintaining and sustaining tenancies. All young people have settled in very well. Officers have received very positive feedback from everyone in cohort 1.
- Cohort 2- young people are currently going through the process and are at various stages from just starting the project to waiting to move into a property within the next few weeks. All feel fully prepared for their next steps.
- Cohort 3 – Recruitment process will start from January 2021
- It was confirmed to the Committee that the House Project is currently looking for another base in the south of Warwickshire.

Elizabeth Carter from cohort 2 stated that the project was an amazing opportunity for care leavers and that her experience was positive and that she had received a lot of help – she then thanked officers involved for all their help.

Following a question from the Chair, it was confirmed that nothing from the process had failed to meet the expectations of Amarni and Elizabeth; but both felt that more work could be done with local landlords to explain the project to them and give them a better understanding of the tenants.

Councillor Jeff Morgan, Portfolio Holder for Children's Services gave his full support for the project confirming that it would be good to be able to extend it as much as possible. Some funding is available from the Government for the project but Warwickshire County Council is now building the project in to their budget and is no longer just relying on Government funding.

Sharon Shaw, Service Manager - Corporate Parenting noted that care leavers often live independently much earlier than others. The key is to ensure that young people are prepared to live independently and that they have a support network. The House Project has worked well in the support function. Officers are looking to expand the project across the county; and will need more support from District and Borough Councils. It was confirmed that the support is in place as long as it is needed.

Following a question from Councillor Corrine Davies, it was confirmed that places on the project are not offered to all care leavers. Peter Berridge, Social Work Operations Manager confirmed that young people are assessed by officers, social workers and youth workers to identify who would benefit from a place on the project, including young people who are facing challenges. Officers ensure that everyone has an equal chance.

Following a question from Councillor Margaret Bell in relation to working with the district and borough councils and the type of properties the project was looking for, it was confirmed that Nuneaton, North Warwickshire and Rugby councils are very supportive and have provided some properties. Initial conversations are underway with Stratford-upon-Avon and Warwick councils but there is no presence there yet.

John Coleman confirmed that there is an issue with the supply of one-bedroom properties. The House project requires properties to have their own front door and separate bedroom (not a shared house or a bedsit). Following a question from Councillor Jonathan Chilvers, it was confirmed that each young person received a Home Furnishing Grant of £2,600 which is made up of allocations for different needs. Warwickshire County Council Officers support each young person in using the grant.

Matt Smith confirmed that as part of his role, he visits each property to ensure that it is suitable. He will also have conversations with landlords to give them an understanding of who they are accepting into their property and that it may be challenging.

Following a question from Councillor Pam Williams, it was confirmed that the project is considered a family and that there is peer mentor support; each cohort will support the next one. The family will continue to grow and support each other.

## **Resolved**

That the Committee notes that content of the report.



## 5. Nuneaton Education Strategy Update

Margot Brown, Senior School Improvement Advisor confirmed that Cabinet had endorsed the strategy in March 2020 and that there was a list of partners who are supporting the strategy in Appendix One of the report. It was noted by the Committee that meetings had continued throughout the lockdown period and things had continued to move forward. The following points were highlighted –

- 1) Best Possible Start – a list of 50 things to do before you are 5; The programme of activities has been impacted by the pandemic but alternatives have been provided.
- 2) Empowering Schools – the Nuneaton Education Alliance has now been established where all Nuneaton schools share good practice, CPD, common purpose and support development in SEND training. The Committee noted that the programme is being driven by Head Teachers.
- 3) Ready for Work and Life – Natalie Williams, Advanced Practitioner Enhanced has recently joined the team at Warwickshire. Natalie's role will include the development of skills passports and working with young people who are NEET.

Councillor Colin Hayfield, Portfolio Holder for Education confirmed that he has been involved with the Nuneaton Education Strategy since the beginning. It was noted that the strategy involves all schools in Nuneaton from those who are outstanding to those who are less than outstanding. The Committee was pleased to hear that there is widespread support for the project not only from those in education but also the wider school community. Following a question from Councillor Margaret Bell, the Committee agreed that it would be good to set some targets so that progress could be tracked by the Committee. It was noted that some OFSTED judgements could be used but the inspections had stopped due to the pandemic and it was currently unclear when they would restart.

Councillor Corinne Davies stated that teacher assessments could be used as a guide for results but that some outcomes could only be checked after external examinations are bought back – hopefully in 2021 following the impact of Coronavirus.

Sophie Thompson, Intervention Data and Project Management Officer confirmed that Coventry University and Warwick University are both supporting the programme. For example, graduate ambassadors are helping in homework clubs.

Councillor Pete Gilbert stated that he was pleased with the report and the positive signs it was showing. He noted that it would be vital for Warwickshire County Council to keep delivering the project.

The Chair agreed with Councillor Gilbert, stating that it would be good to see the building blocks currently in place continue to develop. It was agreed by the Committee that an additional recommendation be added to the report for a further update to be presented to the Committee in six months' time.

## Resolved

That the Committee notes the progress that has been made since the strategy was endorsed by Cabinet on 19th March 2020.

That a further update is presented to the Committee in six months' time.

## 6. Warwickshire Challenge

Sophie Thompson, Intervention Data and Project Management Officer presented the report to committee confirming that Warwickshire County Council is committed to supporting all young people to overcome the impact of the pandemic. The programme has been designed with disadvantaged young people in mind but will be offered to all Key Stage 3 pupils.

Warwickshire Challenge links with Warwickshire's Closing the Gap Strategy whose objective is 'to ensure support for disadvantaged pupils remains a key priority and has a high profile across the work of the County Council'.

The programme will promote the opportunities on offer beyond school that will help pupils develop confidence and self-belief underpinned by knowledge, skills and experience that comes from all aspects of their lives

The programme consists of over 50 suggested activities for Key Stage 3 pupils to complete, with bronze, silver and gold levels. Mentors will be established to support and encourage young people taking part and work will be undertaken with local businesses to raise awareness and ask them to offer volunteering opportunities.

It was confirmed that the pilot programme will be started in the summer term 2021. Members noted that this should have been sooner but has been impacted by the pandemic. The programme will cover five key areas as follows –

- Enterprise
- Emotional wellbeing
- Engagement
- Enjoyment
- Energy

The range of activities will include the following –

- Open a savings account
- Go to the theatre
- Build a flat pack piece of furniture
- Learn about democracy
- Watch a classic movie

Following concerns raised by the Committee that there may be issues engaging with some young people from more disadvantaged areas it was confirmed that the list of activities had not yet been finalised and is still a work in progress. Members raised concern that the

programme of activities will need support from parents and carers and that this again may be an issue in some areas.

Officers confirmed that the support from mentors would help young people to achieve some items on the list and that the pilot programme will help to shape the final design of the project.

It was agreed that the following words would be removed from the recommendation as funding is not a decision that can be taken by a Scrutiny Committee –

“..commits to future continuous funding..”

Following further discussion, the recommendation was amended and agreed as follows –

### **Resolved**

That the Children and Young People Overview and Scrutiny Committee note the contents of this report and encourage officers to

(a) be more proactive in their efforts to encourage schools located in areas of deprivation, or with a high proportion of pupils from disadvantaged backgrounds, to embrace the initiative

(b) ensure work is carried out collaboratively as part of the Nuneaton Education Strategy.

## **7. Information Circulated Before the Meeting**

Briefing notes in were circulated to members of the Committee ahead of the meeting on the following subjects –

- Early Help – One Year On
- Youth Service Offer
- Development of the PEARS site
- Self-Harm Task & Finish Group – Interim Report

Questions in relation to this information have been submitted to the relevant officers where appropriate.

The following update was provided in relation to the Self-Harm Task & Finish Group – Interim Report.

Councillor Jerry Roodhouse, Chair of the Task & Finish group introduced the report and confirmed that the issue of self-harming is increasing, especially with young people. It is predicted that the impact of the Coronavirus pandemic will result in further increases.

The Committee noted that the Task & Finish Group had continued working throughout the lockdown period and that the focus was now on setting up focus groups and evidence gathering; all via virtual meetings.

It was noted that recommendations continued to be made despite the impact of the pandemic and further recommendations will be made as the project progresses, especially working with schools. The Committee noted the next steps as highlighted in the report.

Following a question from the Chair, it was confirmed that the impact of social media had been looked at as part of the group. Councillor Roodhouse acknowledged that the experiences of young people and social media needs to be investigated further.

Nigel Minns, Strategic Director – People Directorate confirmed that the Council's Covid recovery plan and the new Health and Wellbeing strategy have mental health, and children's mental health as fundamental elements. A range of activities that will be presented at cabinet in the near future will support some recommendations in the report.

## **8. Council Plan 2020 – 2025 Quarterly Progress Report**

John Coleman, Assistant Director - Children & Families Service presented the report to the Committee and reminded Members of the link in the report to the Power BI performance tool.

The Committee noted that there were areas of performance that have been impacted by the pandemic.

With reference to children remaining in care it was acknowledged that due to the closure of Family Courts during the first national lockdown there was still a backlog that was being worked through.

There has also been an increase in the number of young people who are NEET. The economic downturn caused by the pandemic has impacted industries such as travel and hospitality which impacts a high number of young people.

It was noted that performance is now starting to move back in the right direction but that a full recovery will take time. Young people will need support; Warwickshire County Council has just employed an additional support officer.

John Coleman confirmed that Health Visitors focus was reprioritised as a result of the pandemic but that the 6-8-week health checks were continuing for young people. Clear support is still available for parents, especially new parents. However, data reporting was suspending in order to free up staff resource for the front-line response.

## **9. Work Programme**

The Committee noted and agreed the work programme as attached. Future items for the work programme will be discussed at the next Chair and Group Spokes Meeting on 26 January 2021 at 10am. The meeting will be held virtually via Microsoft Teams.

## 10. Date of the Next Meeting

The next meeting has been scheduled for 23 February 2021 at 10am.  
The meeting will be held virtually via Microsoft Teams.

Meetings for 2021/2022 have been scheduled as follows –

- 20 April 2021
- 15 June 2021
- 28 September 2021
- 16 November 2021
- 8 February 2022
- 11 April 2022

The meeting rose at 12:21

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Chair

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## Children & Young People's Overview and Scrutiny Committee

23 February 2021

### Formulation of the Education Sufficiency Strategy

#### Recommendation

Children & Young People Overview & Scrutiny Committee to comment on the existing processes and methodology used to formulate the Education Sufficiency Strategy and identify areas for further discussion or where value can be added.

#### 1. Executive Summary

- 1.1 Under the Education Act 1996 each local authority has a legal duty to ensure that enough school places exist in an area to meet local demand. Warwickshire's approach to meeting this education sufficiency duty is underpinned by the relevant legislation and national guidance from the Department for Education (DfE).
- 1.2 The Warwickshire Education Sufficiency Strategy is published every five years and sets out how the Council plans for and anticipates the growth in demand for school places and sets out the principles underpinning school place planning; the ways in which places will be delivered, the information which will be used and the way we work with Warwickshire's family of schools. It looks at how to maximise the use of capital funding in the local area to ensure high quality, accessible school, post-16 and early years places for all learners. It aligns with other published strategies relating to Early Years, Post-16 and SEND learners.
- 1.3 The Annual Education Sufficiency Update is published annually to provide the current context for the delivery of the Education Sufficiency Strategy. It provides pupil number forecasts for pupils in mainstream schools only, covering a 5-year period for primary phase and a 7-year period for secondary phase, and an overview of the forthcoming pressures expected during that period.
- 1.4 All schools in the Warwickshire 'family of schools', including academies and free schools, are considered equally in the County Council's planning of school places.
- 1.5 The WCC Education Sufficiency team adhere to the DfE 'Guide to forecasting pupil numbers in school place planning' (the Guide) when producing pupil forecasts.

As stated in the Guide:

“Robust forecasts are important for:

- Identifying short, medium, and long-term capacity requirements of the school system
- Planning other children’s services
- Agreeing investment from other services and housing developers for infrastructure projects

Accurate and consistently derived forecasts of pupil numbers are also essential in providing the DfE with information to support basic need capital allocations and other strategic decisions (for example placement of free schools).”

1.6 Effective pupil place planning is a fundamental element of the local authority’s role as strategic commissioner of good school places. Warwickshire’s pupil forecasting methodology follows the DfE guidance and the Sufficiency team has developed and maintains a pupil forecasting model following this national guidance. This model is kept under constant review and updated regularly to ensure forecasts are based on the most recent information. The data contained in the forecast model is published in the Annual Sufficiency Update and the team continue to update the model to ensure any significant changes are factored into the decision making throughout the year.

1.7 A detailed explanation of the methodology used is included as Appendix 1, and summarised below:

1.7.1 Forecasting starts with the Reception year intakes for each school priority area. The latest population data, in the form of GP registration information, is provided annually from NHS Digital. A number of factors are then applied to that data to account for recent trends in parental preference, attendance at independent provision, and attendance patterns from pupils who live outside of Warwickshire.

1.7.2 Subsequent year group forecasts are based on the attendance numbers for each school’s previous year, taken from the most recent October School Census, and again a number of different factors are applied to account for variations such as in year applications. These factors are reviewed in line with the local context for that area to ensure no double counting exists as a result of housing growth or previous bulge classes at individual schools.

1.7.3 The impact of all approved housing development is then calculated, based on a Pupil Yield estimate, (i.e. the expected number of school aged children per new dwelling) unique for each District or Borough. This yield is calculated in accordance with DfE guidance and based on historical development in that District or Borough and is applied to all new housing development.



- 1.7.4 Once developments are approved by the relevant planning authorities the expected number of additional children are included in the forecast model, in line with the housing completion trajectories published. This element does present challenges as housing construction may be delayed or change for a variety of reasons and the family make up may well differ from any assumptions made. Therefore, this element is closely monitored and supplemented with local intelligence where necessary.
- 1.8 Forecasts are then used to assess each area of the County and identify where there may not be sufficient places for local children in future academic years. As part of this process practical considerations around a school's site size and physical constraints, geographical location, school transport impacts and the existing number of pupils on roll are reviewed, as well as Ofsted ratings and intelligence from WCC School Improvement team to determine the suitability of schools for expansion.
- 1.9 Those assessments and associated forecast data inform the Annual Education Sufficiency Update which is published on the WCC website and circulated to schools each Autumn term. The team then liaises with schools in those areas facing pressure, working together to further explore the options to provide additional school places through bulge classes (a temporary additional class, typically for one year only), or permanent expansion of an existing school.
- 1.10 Providing additional places may be possible using existing school facilities but may require an expansion through the provision of temporary buildings or more significant construction work to deliver permanent new classrooms and school accommodation.
- 1.11 Where forecasts indicate a very significant shortfall of school places, likely to be a result of major housing development, consideration is given to the provision of new schools. This consideration is given early on in the District or Boroughs Local or District plan process and the pupil forecast model is designed to be adapted specifically to predict the strategic long term need for school places as a result of the strategic development sites proposed.
- 1.12 The forecast model is kept under constant review in terms of the methodology and the utilisation. Currently an extension is under development to expand Post-16 forecasting beyond school sixth form numbers, linking to the offer available at colleges and to the wider skills and economy requirements of the county.
- 1.13 The economic outfall from the Covid-19 pandemic and the potential impact that this might have on school place requirements is not yet known. Changes in demand will be kept under review and subsequent years pupil forecast data will be adjusted to factor in and shifts in demand for school places or disruptions to housing developments across the county if required

## 2. Financial Implications

- 2.1 Individual schools use WCC's pupil forecasts and local intelligence provided by the Sufficiency team in their strategic planning, notably to inform budget-setting, with the team engaging regularly with schools as an active part of the Sustainability Action Groups looking to help school address budget difficulties.
- 2.2 A fundamental purpose of WCC's pupil forecasting is to respond to the DfE's annual School Capacity (SCAP) survey. It is this annual return that determines the level of Basic Need capital grant funding Warwickshire receives from Central Government each year to provide the new mainstream school places.
- 2.3 The annual SCAP survey response requires detailed data to be provided regarding Warwickshire's school capacity, pupil forecasts, number and method of additional places being delivered and contextual commentary about the sufficiency situation in the county. The forecast methodology provided in Appendix 1 is also submitted to the DfE as part of the survey.
- 2.4 The SCAP survey response, including the forecast data, is subject to considerable scrutiny from the DfE. Any variations in the forecast figures compared to previous years returns require detailed explanation of the underlying changes to the calculations.
- 2.5 The pupil forecast numbers submitted in the SCAP survey in 2019, resulted in an allocation of funding for Warwickshire of £24million.
- 2.6 Submission of SCAP for 2020 was suspended due to the global pandemic and the allocation will be based on the previous year's submission, the funding allocations for SCAP 2020 are still unknown at this time.
- 2.7 In addition to the Basic Need capital grant funding the pupil forecasts published in the Annual Update, factoring in any significant changes since publication, form the evidence base to justify any education infrastructure funding contributions secured from housing developers through the planning process.
- 2.8 Housing developers frequently challenge the data presented as part of the planning process; this is in addition to the scrutiny the forecasts receive from the DfE. Developers are required to make a financial contribution to meet the cost of providing new school places when new housing is proposed, and a shortfall of available places is predicted. Contributions are calculated based on the number of new homes, forecast capacity in existing local schools and other factors. Details on how contributions are justified and calculated is published online in the Developers' Guide to Contributions for Education and Early Years Provision.
- 2.9 In the financial year 2019/2020 a total of £14.8million, as well as land for a new school, was secured through such S106 agreements to provide new school places across the county.

- 2.10 Developer contributions secured in 2019/20 are in addition to £38million received before 2019/20, of which £22million has been allocated or spent on education provision.
- 2.11 The capital resource requirements of school expansions or bulge classes are often significant and additions to The Education (Schools) Capital programme are subject to member approval. To date the current Education Capital programme stands at £56.6million.
- 2.12 The capital programme is a live workstream with new projects working through feasibility simultaneously as current projects are in the delivery stages. Member approval for the addition of new schemes is usually sought twice per year and the Education Capital Programme report provides the detail and exact costings of the schemes proposed by the Annual Education Sufficiency Update.
- 2.13 All capital schemes submitted for member approval are subject to full feasibility studies, working with the schools in question and the District and Borough Councils as needed, as well as colleagues in WCC Highways, Planning and Infrastructure and reviewing overall value for money.
- 2.14 The Education Sufficiency Strategy recognises that it is important to help support all schools to remain financially viable. This is particularly important for the smaller or more rural schools across the county, as those schools often fulfil other needs within the local community beyond providing school places.
- 2.15 Linking with the ongoing School Sustainability work a proactive process for identifying areas of overcapacity is currently in development. Criteria will be developed to identify those schools where overcapacity is likely to negatively impact the financial position, or risk future viability, and therefore a reduction in capacity is required. Each case will be viewed in the individual school and local area context, with options explored in partnership with the schools in that area. This may involve reorganisation, reduction of a school's capacity, or more structural solutions to a school's leadership model and will complement the wider sufficiency approach to future growth across the county. All relevant associated statutory processes and consultations will be undertaken as needed.

### **3. Environmental Implications**

- 3.1 Ensuring that sufficient school places are provided locally to the areas that need them reduces the need for pupils to make long journeys to access schools, which are likely to be by car or bus with the associated environmental impact.
- 3.2 Following the County Council's declaration of a Climate Change Emergency the design brief for all Education Capital projects will require the consideration of Carbon Neutral build methods to ensure the environmental impacts of delivering and operating the new provision are reduced where possible.

- 3.3 Environmental risk assessments together with mitigation statements to reduce any potential environmental impacts are required for each capital project. Where a risk of environmental damage is identified measures will be required to ensure these risks remain at a minimum throughout the construction process.

#### **4. Supporting Information**

- 4.1 Education Sufficiency planning depends on effective admission processes however there is a distinct difference between strategic planning for school places and the practicalities of individual families applying for their children to attend schools.
- 4.2 Academies, Free Schools, Foundation Schools and Voluntary Aided Schools have autonomy in setting their own admissions arrangements, which means that they can decide on their own oversubscription criteria, priority/catchment areas and the Published Admissions Numbers (PAN) determining how many pupils they can admit. WCC administers the Admissions process on behalf the trust or governing body for such schools and the Education Sufficiency team works with those partners to influence and guide such decisions but has no direct power over such school's policy decision making.
- 4.3 The increasing autonomy of schools and the split within the education system between Local Authority maintained schools and Academies can present challenges when trying to manage sufficiency across all schools in an area. As the number of new schools opening increases and pupil numbers fluctuate across the county it is important the Education Sufficiency team takes a proactive approach to partnership working.
- 4.4 Building on previous local area discussions and the ongoing school sustainability work it is proposed regular local area level briefings and workshops are undertaken with all schools, including academies, via the existing consortia groupings where possible to ensure all parties are aware of the forthcoming proposals and pressures and to actively promote partnership working between schools. This would also provide the opportunity to collate and incorporate, where appropriate, the individual aspirations of local schools into the longer-term sufficiency strategy while ensuring the Local Authority can still meet its sufficiency duties.
- 4.5 The outcome of the School Admissions process highlights the sufficiency planning in practice, for academic year starting in September 2020 97% of reception applications and 93.5% of Secondary school applications that applied by the closing date were offered a place one of their top three preference schools. All school places are allocated in line with the relevant published admission arrangements as well as the DfE Admission Code and associated legislation.
- 4.6 Parental preference plays an important role in sufficiency planning and even in areas where there is pressure on school places not all schools will see a uniform increase in demand. Popular schools often attract children from a

wider area which can reduce the future number of places available for local residents. When families move into those areas in year this may lead to children being offered school places at other schools in the local area. Home to school transport will be provided if families are eligible under the adopted Home to School transport policy.

- 4.7 The DfE publishes a Local Authority School Places Scorecard annually, which displays a snapshot of the progress local authorities are making in delivering good quality school places. Extracts of the latest Scorecard are provided at Appendix 2 and report the good level of accuracy that Warwickshire has been awarded by the DfE.
- 4.8 The Education Sufficiency team work in partnership with the District and Borough Councils to identify the long term education infrastructure needs of the county and represent WCC in the role of education infrastructure provider as part of the development of Local Plans, providing the necessary evidence and representation at examinations where required.

## **5. Timescales associated and next steps**

- 5.1 Forecast model updated January – March
- 5.2 DfE SCAP return submitted in April
- 5.3 Local area workshops with schools - ongoing (priority areas April – June to inform drafting of the Annual Sufficiency Update)
- 5.4 Annual Sufficiency Update drafted April - June
- 5.5 Annual Sufficiency Update published September- October
- 5.6 Input into Local Plan reviews, responding to planning applications – ongoing
- 5.7 Monitoring outcomes of planning process – ongoing

## **Appendices**

- 1. Appendix 1 – Forecast Methodology
- 2. Appendix 2 – Extract of DfE LA Scorecard

## **Supporting Documents**

- 1. WCC Education Sufficiency Strategy 2018 - 2024
- 2. WCC Annual Education Sufficiency Update 2020
- 3. DfE School Capacity Survey 2019 Guide to forecasting pupil numbers in school place planning
- 4. WCC Annual Infrastructure Statement 2019/20

5. WCC Developers' Guide to Contributions for Education and Early Years Provision August 2019
6. Warwickshire County Council School Admission Arrangements Coordinated Scheme 2021/22
7. DfE School Admissions Code December 2014
8. WCC Home to School Transport Policy September 2020
9. WCC SEND and Inclusion Strategy 2019-2023

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The report was not circulated to members prior to publication:

## Warwickshire 937

### Methodology for Pupil Number Forecasts

The methodology for pupil forecasting in Warwickshire is demonstrated in a diagram below, and summarised as follows:

#### Reception Intake Year

The Warwickshire forecasts for YR follow the same principal as most other geographically widespread local authorities, of taking GP registration data for children aged 0 to 4, factoring in the parental preference for the last three years including pupils from outside Warwickshire, then accounting for new housing and expected in-year applications.

The GP registration data is collected from NHS Digital and is updated annually, which allows identification of trends relating to the movement of families in and out of each area with pre-school age children. Once the data is updated it is then aggregated across the relevant school priority area by postcode to provide an accurate representation of the number of children born and subsequently resident within each individual school's priority area.

For the last year of the YR forecast, for which GP registration data does not yet exist (as the pupils have not yet been born), the figure used is an average of the previous three years' registrations within that area.

In addition to actual GP registration data, allowance is made within the YR forecast for the expected additional pre-school aged children who will result from housing development approved in the county. This is based on the pupil yield for existing housing stock in each area and the number of new homes expected to be built in the preceding two years.

In order to reflect parental preference the number of children born in each priority area is then transferred to individual schools based on parental preference trend data for the last three academic years. This is calculated as a percentage of the number of children residing in each priority area and the school they are shown to be attending for Reception in the relevant October census.

Applying a Historical Uptake Factor (HUF) accounts for those children who attend an independent Primary school, special school or a school outside Warwickshire and those children are excluded from the forecast at this stage.

Several Warwickshire schools import a significant number of children from across the county borders. The forecast model makes provision for inflow trends to continue with an 'Out of County' (OOC) factor assigned to each school. This is based on historical census data, used to calculate the proportion of each school's YR pupils who live outside of Warwickshire.

#### Year 7 Intake Year

Secondary level intake (Y7) pupil forecasts are calculated similarly to primary level with the transferring Year 6 cohorts rolled forward and aggregated from primary planning area to secondary school based on parental preference trends. A 'Cohort Migration Rate' (CMR) is also applied, calculated from historical trends in census data of Y6 pupils resident in each Secondary Planning Area as a proportion of pupils who subsequently attend Secondary School in that

Planning Area at Y7 the following academic year. The CMR accounts for those children who attend an independent school, special school or school outside of Warwickshire and those children are excluded from the forecast at this stage.

Several Warwickshire schools import a significant number of children from across the county borders, particularly at Year 7 transfer. The forecast model makes provision for these trends to continue using an OOC factor. These out of county children are only included at school level once Warwickshire cohorts have been accommodated. Should the total Warwickshire children plus the average number of out of county children exceed the school's PAN the number is capped at the PAN and any excess out of county children are excluded from the forecasts.

#### Other Years 1 - 11

The forecast figures for Reception and Year 7 entry are then rolled through the subsequent year groups with a Cohort Migration Rate applied to account for in year movement of pupils.

#### Y3 Junior School Intake Year

Warwickshire contains 23 Infant and 18 Junior schools. Forecasts for Junior schools' intake year at Year 3 are based on the population of Y3-aged children who attended an Infant school, adjusted for parental preference. Additional pupils resident outside of Warwickshire are accounted for by applying an 'OOO' rate, based on historical trends.

#### Housing development impact

Warwickshire is a two tier authority and as such the five Districts and Boroughs act as planning authorities and decide on planning permissions and strategic housing allocations across the county. The forecast model includes all currently approved housing developments across the county that have received full planning permission and those sites currently pending a decision that have a high certainty of delivery within the forecast period.

The pupil yields for all developments are calculated against the expected build out trajectories as provided by the relevant planning authority. However adjustments may be made to trajectories where there are known delays to delivery but have not necessarily been reflected by the planning authority trajectory.

Warwickshire operates a different pupil yield rate for each of the five District and Boroughs which have been calculated based on prior housing development, where this is significant enough to effectively calculate, or the average number of children per household for that area at the 2011 population census. For the purposes of forecasting it is assumed that additional children generated by housing development will be spread across all year groups equally.

As forecasts are made for the end of each academic year, an 'In Year Survival Rate' (IYSR) is applied to each year group. The IYSR for each year group is a calculated proportion of pupils who, having started in September, complete an academic year and also measures those who join during the year.

The figures produced at individual school level are indicative only at this level and take no account of an individual school's published admission number. When there is overall growth in pupil numbers in an area the figures reflect the demand for places rather than the expected number on roll at any individual school for that September. Within each planning area the forecast figure for the individual schools is then totalled to provide an overall forecast of the number of children expected within each planning area.



Post 16 pupil forecasts are then calculated for individual schools based on the average transfer rate, between those pupils on roll in year 11 at May census and those in year 12 at the following October census and also between those pupils on roll in year 12 at May census and those in year 13 at the following October census.

	YR	Y1	Y2	Y3*	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11
Oct-18	census actuals	census actuals	census actuals	census actuals	census actuals	census actuals	census actuals	census actuals	census actuals	census actuals	census actuals	census actuals
2018/19	forecast eoy (cens.)	forecast eoy (cens.)	forecast eoy (cens.)	forecast eoy (cens.)	forecast eoy (cens.)	forecast eoy (cens.)	forecast eoy (cens.)	forecast eoy (cens.)	forecast eoy (cens.)	forecast eoy (cens.)	forecast eoy (cens.)	forecast eoy (cens.)
2019/20	forecast eoy (NHS)	actuals-based	actuals-based	actuals-based	actuals-based	actuals-based	actuals-based	Y7 actuals-based	actuals-based	actuals-based	actuals-based	actuals-based
2020/21	forecast eoy (NHS)	NHS data-based	actuals-based	actuals-based	actuals-based	actuals-based	actuals-based	Y7 actuals-based	actuals-based	actuals-based	actuals-based	actuals-based
2021/22	forecast eoy (NHS)	NHS data-based	NHS data-based	actuals-based	actuals-based	actuals-based	actuals-based	Y7 actuals-based	actuals-based	actuals-based	actuals-based	actuals-based
2022/23	forecast eoy (NHS)	NHS data-based	NHS data-based	NHS data-based	actuals-based	actuals-based	actuals-based	Y7 actuals-based	actuals-based	actuals-based	actuals-based	actuals-based
2023/24	est. forecast eoy (NHS)	NHS data-based	NHS data-based	NHS data-based	NHS data-based	actuals-based	actuals-based	Y7 actuals-based	actuals-based	actuals-based	actuals-based	actuals-based
2024/25								Y7 actuals-based	actuals-based	actuals-based	actuals-based	actuals-based
2025/26								Y7 actuals-based	actuals-based	actuals-based	actuals-based	actuals-based

Page 25

\* Junior schools have a different basis for forecast than Primaries at Year 3 as it is an intake year. Based on population of Y3-aged children who attended Infant schools x WGW + OOC x IYSR

census actuals =	actual NOR from October census
forecast eoy (cens.) =	census actuals x IYSR + housing
forecast eoy (NHS) =	(((GP data on resident early years cohorts for each YR intake year x HUF x WGW) + OOC) x YR IYSR) + housing
est. forecast eoy (NHS) =	((average of previous 3 years GP data x HUF x WGW) + OOC) x YR IYSR) + housing
actuals-based =	(number from previous year group last year x CMR x IYSR) + housing
NHS data-based =	(number from previous year group last year x CMR x IYSR) + housing
Y7 =	(((Y6 forecast from previous year - OOC) x WGW x Y7 CMR) + OOC) x IYSR) + housing

OOO, Out of County = Pupils in Warwickshire schools, resident outside of Warwickshire.  
Average OOC numbers per school are calculated from last 3 years census data. Where estimated OOC pupils are applied to forecasts, these are capped not to exceed the school's PAN.

HUF\*\*, Historical Uptake Factor = Proportion of children living in a school's priority area who take up a place in a Warwickshire school. This removes those who attend independent or special schools and those who attend school outside Warwickshire.

*Actual YR intake (census) excluding OOC and special schools ÷ potential YR cohort (NHS) in school priority area.*

Average taken of past 3 years (double weighted for latest year)

WGW, 'Who Goes Where' = Applies past trends of where children living in each priority area ultimately attend school, largely based on parental preference. Calculated for YR, Y7 and Y3 (Junior schools only) based on last 3 years census data.

IYSR\*\*, In Year Survival Rate = Proportion of pupils who, having started in September, complete an academic year - also measures those who join during the year.

*NOR (start ac. year, Oct) ÷ NOR (end same ac. year, May).*

Average of past three years census data is used to calculate the IYSR for each year group for each school.

CMR\*\*, Cohort Migration Rate = Proportion of pupils who complete an academic year, who then commence the next year in the same school.

*NOR (start ac. year, Oct) ÷ NOR in previous year group (end previous ac. year, May).*

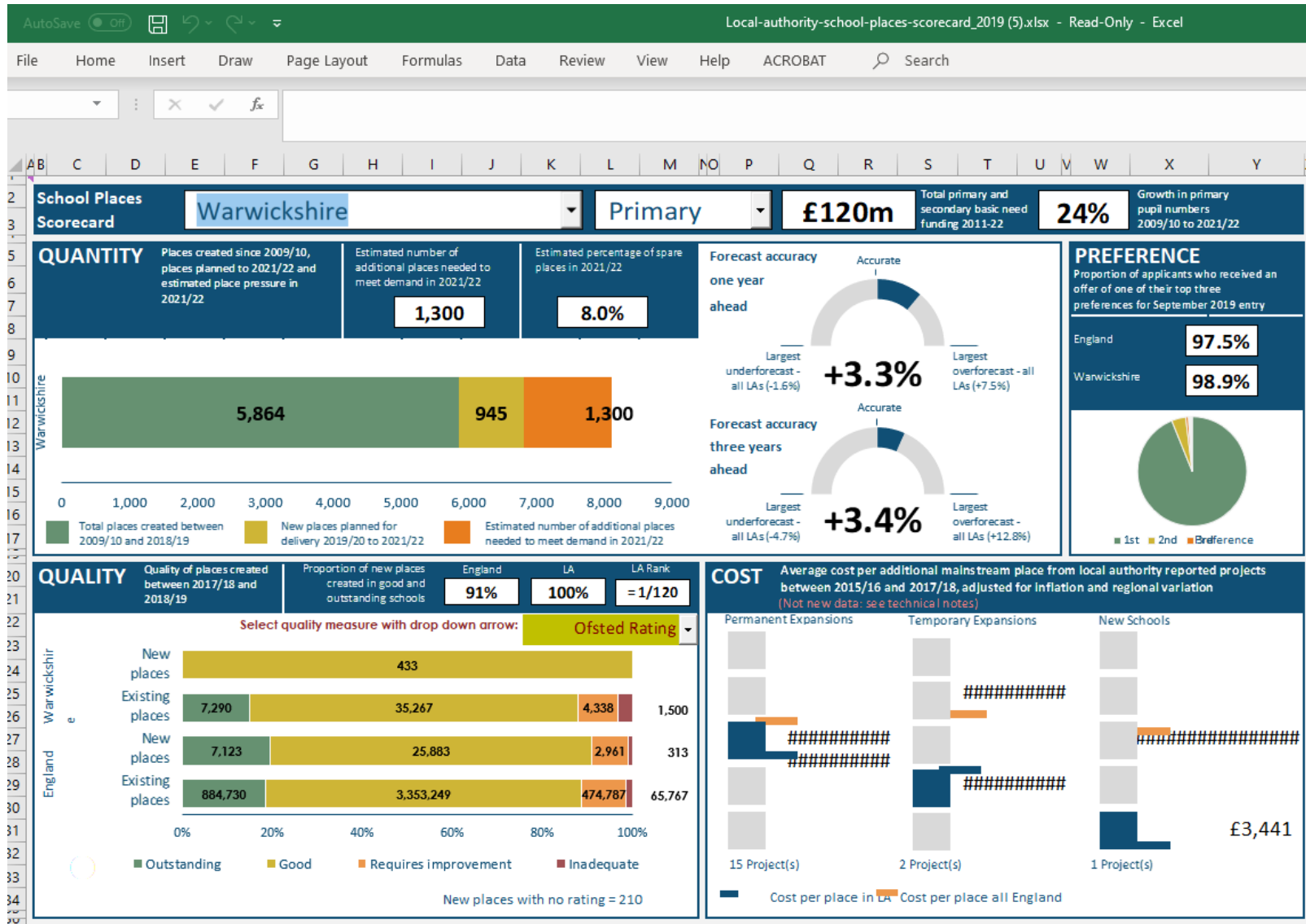
Average of past three years census data is used to calculate the CMR for each year group for each school.

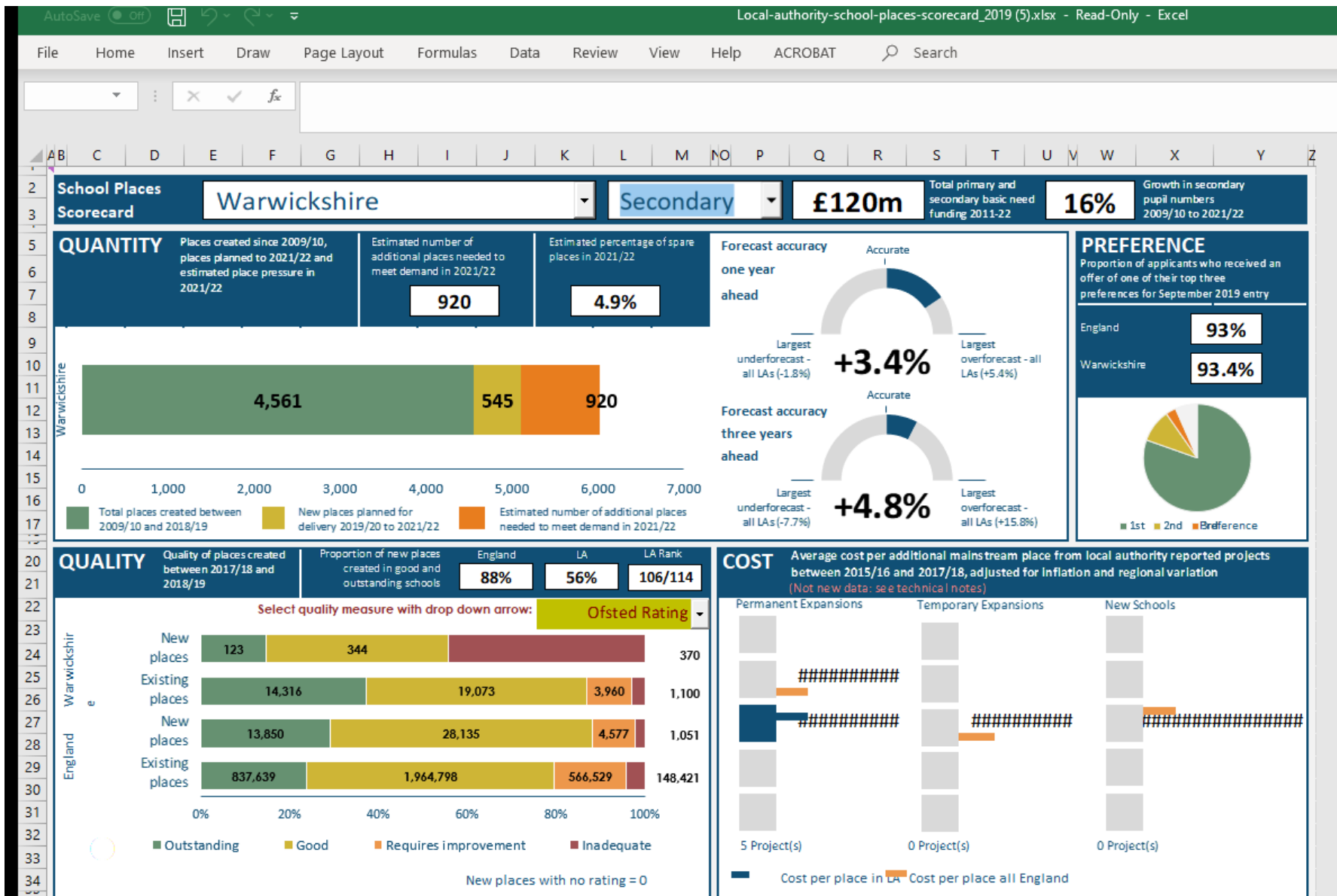
housing = estimated additional pupils generated by approved housing development, applied at school priority area level. These are based on calculated Pupil Yields and Housing Trajectories supplied by Districts and Boroughs.

\*\* these factors will be manually adjusted where necessary to take account of temporary factors such as high levels of new housing or a significant change in parental preference.

# Appendix 2 - Extract of DfE LA Scorecard

https://www.gov.uk/government/collections/school-places-scorecards





## **Children and Young People's Overview and Scrutiny Committee**

### **SEND & Inclusion Change Programme – Report of the Task and Finish Group**

**23 February 2020**

#### **Recommendation**

To approve the recommendations of the task and finish group set out in Section 3 of the report.

#### **1. Purpose**

- 1.1 County Council agreed a motion on 22<sup>nd</sup> September 2020 requesting that 'the Children and Young People Overview and Scrutiny Committee to set up a Task and Finish Group to monitor delivery of SEND provision.'
- 1.2 The scope of the task and finish group was agreed at the first meeting. It was agreed to align with the scope of the SEND & Inclusion Change Programme. The focus of the group was confirmed as:
  - a. Providing confidence and assurance to Overview and Scrutiny on the approach and governance of the programme
  - b. Identifying projects/ themes of focus that Overview and Scrutiny may wish to monitor progress more closely
  - c. Identifying ways in which Members could add value to the objectives of the programme
- 1.3 The group consisted of six Elected Members with other Elected Members also in attendance. The group was chaired by Cllr Yousef Dahmash.
- 1.4 Four meetings took place between November and January, focussing on:
  - The statutory and financial framework for SEND & Inclusion
  - The aims and approach of the SEND & Inclusion Change Programme
  - Feedback from headteachers
  - Discussion on key points and recommendations for the report

## 2. Discussion

2.1 Session One focussed on the statutory and financial framework for SEND and Inclusion, and in particular some of the complexities within the system. Within the discussion, it was noted that:

- Outcomes need to be clear and monitored
- Not all outcomes for children with SEND will be academic, many will be about life skills. These should be captured in a personalised plan.
- Our system should focus on evidenced needs and not wait for medical diagnosis
- We need to take on board the pressures faced by schools since the SEND reforms came in – especially financial
- It would be helpful to hear from schools about whether the Change Programme will work for all settings

2.2 Session Two focussed on the SEND & Inclusion Change Programme including the aims of the programme, the prioritisation of projects and the approach to involving stakeholders. Within the discussion, it was noted that:

- There is work to be done moving forward to work closely with partner agencies/stakeholders and member support will be invaluable in this area.
- Improve signposting and communication
- There is potential for a dashboard of information to be made available to parents that could provide information relating to help, support and contacts, learning outcomes.
- Identification and intervention in early years should be a clear principle of change, including working with health colleagues
- Resources must be made available for parents and carers and schools
- A Members SEND Panel could be set up, similar to the Corporate Parenting Panel
- Where children cross local authority borders, information should travel with the child
- The programme must identify any children not on a school roll and make sure children receive their educational entitlement

2.3 Session Three involved a question and answer session with three Warwickshire head teachers representing a primary school and resourced provision, a secondary school and a special school. Within the discussion, it was noted that:

- The quality of EHC plans is essential to ensure that the right professionals are in place to offer support
- Needs have changed significantly in the last ten years
- The workforce has also changed significantly, often leading to a smaller workforce supporting a larger cohort of learners with higher needs
- The Ofsted framework for inspection has changed recently to support inclusion

- It is important that all information about the child is shared as part of the admissions process to support successful transition
- In some areas special schools are working closely with mainstream schools to share specialisms as part of an outreach programme.

2.4 Session four focussed on the recommendations (below). There was particular discussion on ensuring that, in moving from one set of arrangements to another, families did not get caught in gap with a low quality of support and schools did not get caught in a situation of inadequate resources and training to meet the needs of learners with SEND.

### 3. Conclusions

3.1 The group reflected on the evidence presented at the previous three sessions. The following recommendations were agreed. It was asked that where this links with existing projects in the SEND & Inclusion Change Programme, for this to be highlighted, and to identify any financial implications in addition to the current programme allocation.

Ref	Recommendation	Projects within SEND & Inclusion Change Programme	Financial Implications
1.	The transition period – ensure that children and families do not fall into a gap between introducing new arrangements and ending existing arrangements, and that unreasonable expectations are not made of schools as a result.	Monitor through O&S Committee and SEND & Inclusion Partnership	None
2.	Prioritise early identification and early intervention in early years.	<b>Projects:</b> a) Expanding and Improving Access to Early Intervention in Early Years (birth to 5) b) Service Review IDS 0-5 team	Forecast increased spend in early years accounted for. Outcomes of service review and financial implication not yet known
3.	Assurance of procedures that information travels with the child across local authority borders	No specific project. Part of continuous improvement within SENDAR.	None
4.	Ensure joined up working practices. Families have to	<b>Projects:</b>	No financial implication from

	work with multiple professionals. The coordination of support (e.g. therapies) often falls on schools. Use the EHC plan as a mechanism to ensure better joined up working.	<ul style="list-style-type: none"> <li>a) Quality Assurance Framework for EHC plans</li> <li>b) Changing the Conversation (trailing new ways of working with schools)</li> <li>c) Multi-agency services on the Pears site</li> </ul>	Quality Assurance Framework (live project). The trial in the Changing the Conversation project will identify financial implication for roll-out on evaluation. The plans for the multi-agency service on the Pears site will bring together joint working for those with mental health needs.
5.	<p>Support our schools and settings and all staff who are supporting our children with complex needs to maintain appropriate placements.</p> <p>This should include the use of early identification, SEND audits, capacity building programmes and investment in training (such as autism and dyslexia)</p>	<p><b>Projects:</b></p> <ul style="list-style-type: none"> <li>a) Workforce Development project</li> <li>b) Needs-led Panels project includes the publication of local SEND Guidance</li> </ul>	Financial implications of workforce development to be identified following confirmation of local SEND Guidance (already accounted for). The SEND Guidance will provide clarity on expectations on schools including early identification of need and best practice interventions for different categories of need
6.	Fair and transparent funding – including consideration of the financial context of each setting. Each child has different needs and each setting is in a different context and may need different levels of resources – it is not the same for all schools. Schools supporting our children with higher levels of need must be resourced appropriately and transparently.	<p><b>Project:</b></p> <ul style="list-style-type: none"> <li>a) School Top-Up Funding</li> </ul>	Financial modelling will be based upon better targeting of existing resources, particularly diverting more resources to mainstream settings. Precise modelling and trialling to take place in the project.



<b>7.</b>	Resource Provisions should be embraced and supported. Schools should be supported to ensure that provisions have reputations for celebrating inclusion and operate sustainable financial models	<b>Project:</b> a) Resourced Provision	Resourced provision is identified as an invest to save with regard to revenue funding. Capital funding requests are brought before Cabinet as part of the Schools Capital Programme.
<b>8.</b>	More information should be made available to parents. There is potential for a dashboard of information to be made available.	<b>Project:</b> a) Redesigning the Local Offer	None – already costed within the programme. Project is live.
<b>9.</b>	Provide a fact sheet for members to know what to do if they are asked by a school or parent about their provision	<b>Project:</b> a) Redesigning the Local Offer (ensure that the information online would reflect this or provide something bespoke)	None – already costed within the programme. Project is live.
<b>10.</b>	Members to prioritise meeting new members of the Parent Carer Forum (expected to re-launch in April).	<b>Project:</b> a) Expanding the representation of the Parent Carer Forum	None.
<b>11.</b>	Establish a Members' SEND Panel with parental input (subject to Cabinet approval)	No specific project – officers to work with Members to establish this	None (support from Education Services and Democratic Services)
<b>12.</b>	Ensure that the impact of Covid-19 on families of children with SEND is evaluated and appropriately supported	To be addressed as part of the Covid-19 Recovery Plan following further evaluation	To be determined

#### 4. Financial Implications

- 4.1 No additional financial implications have been made as part of these recommendations. The SEND & Inclusion Programme will bring forward requests for Sustaining Transformation resources as project trials and evaluations progress.

## 5. Environmental Implications

- 5.1 There are no specific environmental implications arising from the decision being made as part of this report.

## 6. Timescales associated with the decision and next steps

- 6.1 Recommendations are to be implemented in accordance with the SEND & Inclusion Change Programme timeline. Children and Young People's Overview and Scrutiny will monitor progress regularly, at least annually.

## Supporting Documents

None

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Local Member(s): None

Other members: Councillors Dahmash, P. Williams, Chilvers, C. Davies, Skinner, Adkins, Bell, Simpson-Vince, Hayfield, Gissane, Phillips, Rickhards.

## Children & Young People's Overview and Scrutiny Committee

23 February 2021

### Child Friendly Warwickshire

#### Recommendation

That the Committee endorse the Child Friendly Warwickshire initiative and action plan

#### 1. Executive Summary

- 1.1 Warwickshire County Council were successfully awarded £3.993m from the Department for Education (DfE) as part of the national 'Strengthening Families, Protecting Children programme' (SFPC). The programme consists of three different evidence-based models. The council have adopted the 'Leeds Family Valued' model. The Child Friendly Warwickshire initiative is a key element within this model.
- 1.2 The Children and Families service are embedding Restorative Practice within the service, across the wider council (as part of Start with Strengths) and across key partners. It is envisaged the service and council will continue to build wider partnership and community engagement and support for children through Child Friendly Warwickshire.
- 1.3 Warwickshire has a strong local business sector and good local partnership. A Child Friendly Warwickshire initiative can build on these strong relationships and help further strengthen community ties, enabling us to work restoratively with each other to build positive relationships.
- 1.4 This report outlines more about this initiative and how we can start to build a Child Friendly Warwickshire.

#### 2. Child Friendly Warwickshire

##### 2.1 What do we mean by Child Friendly?

- 2.1.1 A child friendly city, town or community is committed to improving the lives of children, and is a place where the voices, needs, priorities and rights of children are fundamental in decisions.
- 2.1.2 UNICEF award formal Child Friendly City recognition following progress against a number of key areas over a period of three to five years. This proposal will adopt and aspire to the same principles and values as the UNICEF model, although we will not seek formal recommendation.

2.1.3 As part of our Child Friendly initiative we want to inspire a pledge from partners, local communities, and businesses to improve the lives of children across Warwickshire in any way they can. We want all children in Warwickshire to be:

- safe and secure;
- happy and healthy;
- live stable lives;
- able to enjoy learning and have employment opportunities; and
- involved in decisions that shape services that impact their lives.

2.1.4 We know across the council we are already doing lots of great work to promote safety and create learning and employment opportunities for children and young people. These activities will act as a springboard to help launch, promote and create a Child Friendly Warwickshire

### **3.0 Benefits**

3.1 By working restoratively with children, families, communities, partners and businesses to create a Child Friendly Warwickshire we can continue to strengthen our connections and build positive relationships across a number of different platforms.

3.2 Leeds City Council have said their 'Child Friendly Leeds' initiative has been crucial in securing and sustaining political, community and partnership support for prioritising the needs of children. Establishing a clear identity and high profile for promoting the voice, needs and interests of children within the city has been crucial to securing support from across the community and particularly with the business sector.

3.3 The Child Friendly Warwickshire initiative is aligned to the council's vision and priority outcomes:

- Vision
  - To make Warwickshire the best it can be, sustainable now and for future generations
- Priority outcomes
  - Warwickshire's communities and individuals are supported to be safe, healthy and independent
  - Warwickshire's economy is vibrant and supported by the right jobs, training, skills and infrastructure

3.4 Key Child Friendly Warwickshire outcomes include:

- Warwickshire is inclusive;
- Children's voices will influence and shape services;
- Warwickshire is an outstanding local authority for children;
- Children will be healthy and happy;
- Children will have stability with their families and communities;

- Children will love learning and have a job they enjoy; and
- Stronger partnerships with communities, supporting wide economic growth, development and opportunities.

3.5 The above outcomes will be measured via specific performance measures, which will include:

- Improvements in health and wellbeing indicators for children and young people
- Improvements in school readiness
- Improvements in educational attainment
- Reduction in the number of young people not in education, employment or training.
- Reduction in the number of people in the criminal youth justice system
- Positive feedback from young people and communities

3.6 The initiative is also aligned to and will support the social inequalities work being progressed by the People Directorate. It is also included in the council Covid-19 Recovery Plan.

#### **4.0 Impact of Covid-19**

4.1 Every aspect of children's lives has been affected by Covid-19. Children's learning, social skills and mental health have all been impacted. A number of different national organisations have reported on the experiences of children during the pandemic.

4.2 The [State of the nation 2020: children and young people's wellbeing](#) (October 2020) DfE report details publicly available data on children and young people's wellbeing. The DfE press release accompanying the report noted that overall children aged between 5 and 24 reported stable levels of happiness and only a slight reduction in satisfaction with their lives. The press release did note some areas of concern, these included:

- loneliness was an issue for some older young people
- one in every 15 children has low happiness with their health
- mental health difficulties have increased for some school-aged children over the months of the pandemic
- an increase in psychological distress has been found for older young people
- remote learning was not always easy
- the proportion of children achieving the recommended amount of physical activity for 60 minutes a day may have reduced
- some groups such as young disabled people reported higher and increasing feelings of being anxious
- parents reported that children with special educational needs or a disability from Black, Asian and Minority Ethnic backgrounds may be feeling more anxious

- young people who were economically disadvantaged reported lower life satisfaction in April to early May than those who were financially better off, though between July and early September there was no significant difference between these two groups.

4.3 The Child Friendly Warwickshire initiative will consider the above carefully to help identify key areas of activities and support for children and young people.

## 5.0 How will it work?

5.1 An implementation plan is included in Appendix A. The plan can be summarised as follows:

- start to introduce the Child Friendly Warwickshire initiative within the council;
- understand current Child Friendly initiatives or ideas across the council;
- identify children and young people priorities;
- strengthen the voice of children and young people in local decision making;
- identify levels of need across Warwickshire to target activities;
- promote Child Friendly Warwickshire externally; and
- identify how partners, third sector organisations, businesses and communities can get involved.

5.2 Examples of how businesses, partners, third sector organisations and communities could get involved include:

- Offering young people, the chance to be part of an interview panel
- Holding an open day to showcase their organisation and invite schools
- Donating prizes to local events or sponsoring a team
- Becoming a mentor
- Offering apprenticeships
- Offering volunteering opportunities
- Engaging children when making decisions
- Offering discounts
- Creating safe places for children to play close to their homes (Play Street)
- Creating sport / physical activity opportunities, for example Tour of Britain cycle race for children and young people
- Creating Child Friendly places / environments for children to visit
- Establishing foster friendly staff policies

All activities and contributions would be promoted and acknowledged.

- 5.3 Engaging with children and young people is fundamental in establishing Child Friendly Warwickshire. They will help to identify their key priorities and help us understand how Child Friendly Warwickshire should look and feel. The Children and Families service are currently mapping a network of contacts and methods to help us engage with children and young people.
- 5.4 Local networks for example Locality Early Action Partnerships and intelligence will also be used to identify priorities and target promotion and activity.
- 5.5 Across Warwickshire we want everyone to think about 'what is it like to be a child growing up in Warwickshire and how can we make it better'. The initiative is about being proud of our children and young people and including them in everything we do so that they are valued and engaged, grow into confident adults, stay with us and contribute to our economy and help us grow our communities.

## **6.0 Financial Implications**

- 6.1 The initiative has been 100% funded by DfE funding, with a grant payment of £243,000 across two years.
- 6.2 A Marketing and Communications Officer for a one-year fixed term contract to lead marketing and engagement activity will be funded from this budget. This equates to £45,000. The recruitment of a dedicated officer to work on Child Friendly Warwickshire activities will also be considered and the additional spend will also be scoped.
- 6.3 UNICEF and Leeds colleagues both report that this initiative does not have to be costly. A key aim of this initiative is to enhance the way we work with children and strengthen collaboration with communities and partners to improve outcomes for children.

## **7.0 Environmental Implications**

None

## **8.0 Appendices**

Appendix A - Introducing Child Friendly Warwickshire (short version) and implementation plan

## **Background Papers**

None

	<b>Name</b>	<b>Contact Information</b>
Report Author	Anita Lekhi	Anitalekhi@warwickshire.gov.uk
Assistant Director	John Coleman	johncoleman@warwickshire.gov.uk
Lead Director	Strategic Director for People	nigelminns@warwickshire.gov.uk
Lead Member	Jeff Morgan	jeffmorgan@warwickshire.gov.uk

The report was circulated to the following members prior to publication:

Local members: none

Other members:

- Councillor Y Dahmash
- Councillor P Williams
- Councillor C Davies
- Councillor J Chilvers
- Councillor D Skinner



# Child Friendly Warwickshire

PUTTING THE CHILDREN OF WARWICKSHIRE  
AT THE HEART OF ALL THAT WE DO



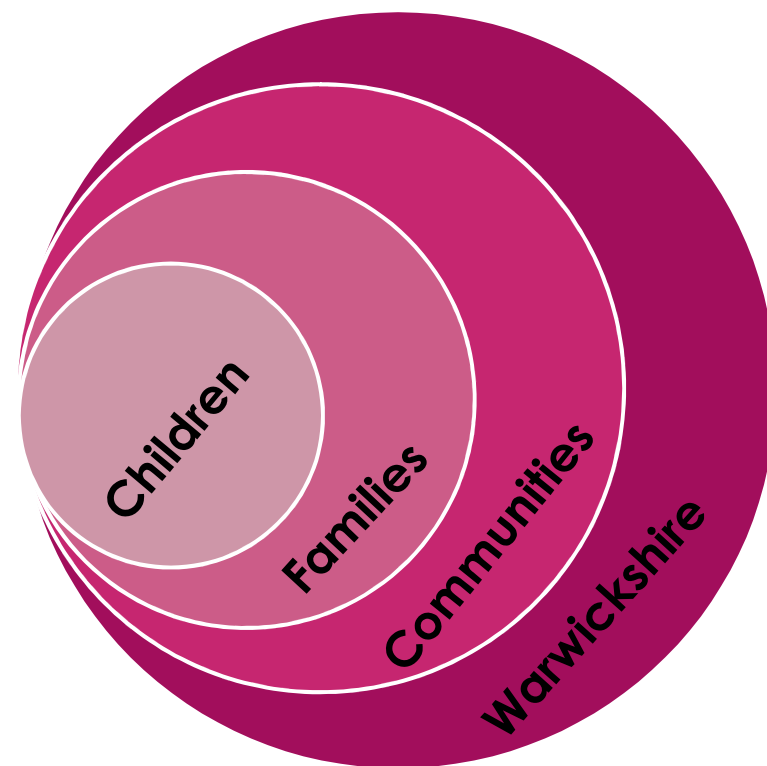
# What is Child Friendly

A commitment from partners, local community and businesses to improve the lives of children where they live.

To understand 'What is it like to be a child or young person growing up in Warwickshire ....and how do we make it even better'

To remember Children live in families, families create communities, communities create towns and cities. So children need to be at the heart of decision-making.

How does it work elsewhere : [Child Friendly Leeds](#) example



# Child Friendly Warwickshire

- ▶ 'To make Warwickshire **the best it can be, sustainable now and for future generations**'
- ▶ Build on what we are already doing, but go **bigger and bolder**
- ▶ Precognition that children, family, communities are what binds Warwickshire together
- ▶ Bring all our child friendly activities together under **one brand**, whilst creating **new events** and **initiatives** across our county
- ▶ Continue to work **restoratively** with colleagues and customers
- ▶ Start with strengths, build stronger relationships and networks,
- ▶ Tackle **inequalities** that exist within Warwickshire
- ▶ Ensuring **children's voices** help lead and shape our services

# Our Child Friendly Outcomes

- ▶ Child Friendly Warwickshire will be underpinned by an agreed set of child focused priorities, focusing on improved outcomes for children
- ▶ If we asked Warwickshire children would they say that they are happy? That they feel safe and secure in their communities? Do they have sufficient access to learning and opportunities that will help them get a great job?
- ▶ When children speak do we listen and does it influence what we do?

Child's voice  
and  
influence

Safe and  
Secure

Health and  
happiness

Stability

Learning,  
achievements  
and  
employment

# Why now?

- ▶ Every aspect of children's lives have been affected by Covid-19
- ▶ Build on lessons learnt from community spirit and engagement
- ▶ Covid-19 Recovery (Recovery plan)
  - ▶ Support children, families and communities – early interventions across all our county
  - ▶ Tackle inequalities (health, deprivation and ethnicity)
    - ▶ Education and unemployment
    - ▶ Child poverty
    - ▶ Unite the county with one simple initiative (renewed common purpose)
    - ▶ Opportunity for meaningful and lasting change
- ▶ DfE funding to get us started (£243k across 2 years)



# What could it look like?

- ▶ Strengthening our connections between children, families, communities, businesses and the council.
- ▶ A recognised brand that puts children and families at the heart of a compassionate County with opportunities for all.
- ▶ Inspiring everyone to take action to make Warwickshire child friendly
- ▶ A network of ambassadors across businesses and the community
  - ▶ Sponsorships and funds
  - ▶ Career, learning and training opportunities
  - ▶ Volunteering
  - ▶ A children's mayor
  - ▶ Events and community engagement initiatives
- ▶ Jointly owned by everyone

# What's already Child Friendly?

## Safe and Secure



- Annual Events for refugee week (June), Care Experienced week (September), Christmas party, and Summer BBQ Children in Care, and care experienced adults.
- Corporate donations for Children in Care and Care Experienced Young People.
- Safe and Well visit (previously called a home fire safety check) is a free service to help you stay safe and reduce risk of fire in your home.

Page 47

## Health and happiness



- Fitter Futures Warwickshire and HENRY – free healthy lifestyle programme for families with children under 5
- Reading Well Books on Prescription.
- Warwickshire Wellbeing Hubs.
- Children's Cycle Training.

## Stability



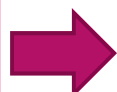
- In 2021 we will open a new special educational needs school, which will provide places for 80 children.
- Virtual School Award.
- Care Leavers – Support to attend open day university and bursary (£1000) to go to college or university.
- Faster broadband and the pilot of 5G across the region will benefit business, public services and society.
- Child Poverty Strategy

## Learning, achievements and employment



- Care Careers Officer will support drop in for our Experienced Young People.
- Work experience at WCC for care leavers.
- Guaranteed interviews for care leavers for WCC jobs and apprenticeships.
- Businesses and residents have access to training opportunities and guidance around digital skills.

## Child's voice and influence



- Children in Care Council.
- Youth Parliament.
- Participation Team employ care experienced young people as apprentices in team.
- UASC Football Team

# The difference

Warwickshire is inclusive. We achieve our ambition of being a child friendly county for every child.

Children's voices will influence and shape services.

Warwickshire is an outstanding local authority for children.

Children will be healthy and happy (health initiatives, fun events, links to celebs, events that have a general theme of kids being kids).

Children will have stability with their families and communities. They will be there to offer support at tricky times.

Children will love learning, education and have job they enjoy

Businesses will thrive, Stronger partnerships with communities, supporting county wide economic growth, development and opportunities.

Improving outcomes for children across the board.

Children's social  
care

Public Health

Education

Employment

Community Safety



# How could we start?

- ▶ With your help, commitment and backing to take CFW forward
- ▶ Confirm governance arrangements
- ▶ Create a Child friendly Warwickshire brand
- ▶ Engage with children and young people to identify their priorities
- ▶ Identify areas of need and target activities
- ▶ Engage with internal and external partners
- ▶ Engage with businesses

# Next steps

- ▶ Agreement on approach and scope of CFW
- ▶ Endorsement of senior leaders across the council
- ▶ Endorsement of members

# Implementation plan

on	How will we do this?	Progress
Page 11 to introduce the concept of Child Friendly Warwickshire to internal managers	Share our initial Children Friendly Warwickshire proposal with the People Directorate Leadership Team	Completed with Steve Walker (Director of Strengthening Families, Protecting Children Improvement Programme at Leeds City Council)
	Arrange a meeting between the Leeds City Council and WCC Chief Executive	Completed - 16 November
	Email and share a survey to all Assistant Directors explaining the concept and ask for their ideas and current activities	Email and survey sent 27 November  An intranet article has also been requested.
Understand current Child Friendly initiatives or ideas across the council regarding the Children and Families service	Create a MS form survey to send to all Assistant Directors	Complete - Email and survey sent 27 November
	Create a MS form survey to Operations managers in the Children and Families service	Draft completed – no longer required this will be collated locally via the wider service (above)

# Implementation plan

on	How will we do this?	Progress
Page 52 y children and young e priorities	Agree options for engagement, for example surveys, focus group, school Youth Councils, Youth groups	Engaged with the Youth Work Alliance and liaising with colleagues supporting the Warwickshire Youth Council and 5 local area youth forums  Survey questions drafted
	Set-up a focus group with Leeds colleagues to discuss options, and how this can be achieved in light of current climate.	Meeting with Leeds colleagues on 20 January 2020
	Liaise with Education colleagues on how best to share information and gain views of children and young people	Attended Education and Learning Senior Leadership team and gathered knowledge of existing groups
	Gather children and young people priorities from recent engagement or surveys	Information from the Warwickshire Youth Council Have your say survey results 20 has been collated  The Children Society has completed a survey on how children feel re Covid.

# Implementation plan

on	How will we do this?	Progress
<p>Page 53</p> <p>ngthen the voice of en and young people al decision making</p>	<p>Consider options with Leeds colleagues and Lucy Rumble (Corporate Consultation and Engagement Officer)</p>	<p>Engaged with the Corporate Consultation and Engagement Officer. The consultation framework refresh will include principles about consulting and eng with children and young people.</p> <p>Potentially consider creating a junior citizens assembly using social media.</p>
	<p>Build a network of groups, contacts and methods to consult with children and young people</p>	<p>The Youth &amp; Targeted Support are completing a mapping exercise of all youth groups in Warwickshire - this could be used as a potential mechanism to engage and consult with young people by asking them to think about key areas.</p> <p>The Warwickshire Youth Alliance , Warwickshire Youth Council, 5 Area Youth For and Children in Care Council are key methods of consultation.</p>
	<p>Give Warwickshire Youth Council more of a voice at Full Council.</p>	<p>Contacted Governance and Policy service to ask if the Full Council can endorse Warwickshire Youth Councils Plan for the year and the Youth Council.</p>
<p>ty levels of need s Warwickshire to activities</p>	<p>Liaise with Business Intelligence to understand Warwickshire local needs (this links with WCC's social inequality plan / work)</p>	<p>The Poverty in Warwickshire dashboard has been shared.</p>

# Implementation plan

on	How will we do this?	Progress
<p>Page 54</p> <p>ote Child Friendly ckshire</p>	<p>Promote the initiative and key messages to people, communities and businesses</p>	<p>Meetings have taken place with communication colleagues</p> <p>The delivery group are working on some key messages, which have been sent to communication colleagues for them to start to use as part of the CFW campaign</p> <p>Draft logos have been created and incorporate #JustCare #JustBelieve and Restorative Practice messages</p> <p>Considering Warwickshire year of the child - to help launch CFW</p>
	<p>Promote current Child Friendly Warwickshire activities, for example with videos and user impact stories</p>	<p>A dedicated Communications Officer will form part of the team</p>
	<p>Identify how communities and business can become part of Child Friendly Warwickshire – for example what can they offer?</p>	<p>One page document with ideas and examples has been drafted and shared with communication colleagues</p> <p>Meeting with colleagues from the Communities service to help define and explore how we would like to work with businesses</p>
	<p>Establish an ambassador framework</p>	
	<p>Work with internal partners to identify Child Friendly Warwickshire activities, for example Cycle tour, Country parks, libraries, highways (street play), involvement in the commonwealth games</p>	

# Implementation plan

on	How will we do this?	Progress
y how people, esses and munities get involved 2020 55	Consider how we can proactively engage businesses, partners, communities with our own ideas / projects Consider if a standard, criteria or application is needed? and how this process would work.	Meeting with colleagues from the Communities service to help define and explore how we would like to work with businesses This will be discussed with Leeds colleagues as part of the focus group that is being arranged.
ain links with the rative Practice (RP)	Ensure communication between the two work areas is clear	Regular meetings set-up between the CFW and RP workstreams
itment	Consider recruitment - what and when will be needed	This will be discussed with Leeds colleagues as part of the focus group that is being arranged. For example we will try to understand the roles and responsibilities of their team.

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**Children and Young People Overview and Scrutiny Committee: 23 February 2021**

Meeting Date and status	Reports	Details
23 February 2021	<ul style="list-style-type: none"> <li>• Formulation of the Education Sufficiency Strategy</li> <li>• SEND Task and Finish Group – final report</li> <li>• Child Friendly Warwickshire</li> <li>• Nuneaton MAT performance report – including confirmed GCSE results from summer 2020</li> </ul>	Simon Lomax and Governor representatives to be invited to the meeting in relation to the Nuneaton MAT report.
20 April 2021	<ul style="list-style-type: none"> <li>• Update on Scrutiny Review</li> <li>• Keeping Families Together</li> </ul>	
15 June 2021		
28 September 2021	<ul style="list-style-type: none"> <li>• Year End performance report</li> </ul>	
16 November 2021		
8 February 2022		
11 April 2022		

**Outstanding Reports**

- Nitrous Oxide Canisters – Nigel Minns to provide data from Trading Standards and the Drug & Alcohol team.

**Briefing Notes/Information to be circulated outside the meeting**

- Annual Reports; Corporate Parenting; Fostering, adoption and IRO reports to be circulated jointly (awaiting the final version of the fostering report) – John Coleman
- Update relating to the Emergency Duty Team

**Future Items to be added to the Work Programme**

- Children on the school roll but not in school
- School Placement Allocation – review
- The use of small children's homes
- The RISE Service

**Items on the Forward Plan relevant to the remit of the Committee**

Decision	Description	Date due	Decision Maker
Child Friendly Warwickshire	To agree the adoption of Child Friendly Warwickshire as part of the Council wide children's transformation plan. This includes specific actions for Child Friendly Warwickshire in 2021-2022.	18 March 2021	Cabinet

**Next Chair and Spokes Meeting**

- 31 March 2021 @ 10am

**Next Committee Meeting**

- 20 April 2021 @ 10am

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