Children & Young People Overview & Scrutiny Committee

Date: Tuesday, 14 July 2020
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 - 10

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 Committee to put questions to the Cabinet Portfolio Holder
   for Education and Learning and Cabinet Portfolio Holder for
   Children.

   The enclosed report 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

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

9.   **Date of Next Meeting**

   The next meeting has been scheduled for 10.00 am on 29 September
   2020.

   The meeting will be held virtually via Microsoft Teams

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. 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.

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Committee
Tuesday, 14 July 2020

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Warwickshire
County Council

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Children & Young People Overview & Scrutiny Committee

Tuesday, 23 June 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
Councillor Chris Williams
John McRoberts
Rev. Elaine Scrivens

Officers
Helen Barnsley, Democratic Services Officer
Ian Budd, Assistant Director - Education Services
Ross Caws, Warwickshire SEND Board Development Manager
Duane Chappell, Strategy and Commissioning Manager (SEND & Inclusion)
John Coleman, Assistant Director - Children and Families
Nigel Minns, Strategic Director for People
Louise Richardson, Policy Lead
Sushma Soni, Corporate Policy Lead
Gereint Stoneman, Manager - Planning Policy

Items on the agenda -

1. General

The Chair welcome everyone to the first virtual meeting of the Committee and went through the protocols for virtual meetings.

The Committee conveyed their sympathies to the families of Councillor Richard Chattaway and Councillor Bill Olner following the announcement that they had passed away.

(1) Apologies

Apologies were received from Joseph Cannon and Sean Taylor.

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

None.

(3) Minutes of the Previous Meeting

The minutes from the meeting held on January 28, 2020 were agreed as a true and accurate record. There were no matters arising.

2. Public Speaking

Councillor John Holland spoke to the Committee in relation to the Interim Executive Board (IEB) imposed on Round Oak School in Warwick. Councillor Holland expressed concerns about the IEB and requested that the Committee consider a review into the IEB with a view to establishing an understanding of what had happened and creating good practice/a code of conduct for future situations.

The Committee agreed that the matter would be discussed at the next Chair and Spokes meeting to be held on June 30, 2020 with regards to potentially adding an item to the Committee's work programme.

3. Question Time

(1) Questions to Cabinet Portfolio Holders

None.

(2) Updates from Cabinet Portfolio Holders and Assistant Directors

None.

4. WCC Covid Recovery Approach

Nigel Minns, Strategic Director (People Directorate) presented the report to the Committee and provided an overview of the Council's approach to recovery from the Covid-19 pandemic. A full report was presented to Cabinet on June 11, 2020.

The report presented to the Committee focused on response and actions taken by services within the remit of the committee. The Committee noted that part one of the report provided a summary of what has happened over the last three months; including information on which schools remained open during lockdown and which offered online lessons. The following points were also highlighted –

- o Support for mental health for children
- o High level of participation in online events.

  o Plans for development and risk assessments moving forward.
  o Commission services – focused online offer from children and family services.

Regarding those children who did not have equipment or access to Wi-Fi connections, the Committee noted that 1,400 laptops had been made available to the Council from the Department for Education (DfE). 890 laptops have so far been distributed. Primarily, they have been given to Year Ten children or those with a social worker. MiFi devices have also been distributed to give access to Wi-Fi.

The Committee was informed that the laptop scheme does not include young carers. It was confirmed that this issue is being looked at by Officers. The Chair suggested contacting local MPs in relation to this.

It was confirmed that there are some children who are not interacting with on-line lessons. The is blended learning in place and officers are working to find solutions. The DfE has recently increased the criteria for the laptop scheme and is looking to extend the offer. There are weekly meetings with council officers to look at moving this forward.

John Coleman, Assistant Director for Children and Families confirmed that there were a number of children who had been unable to move on from care due to the pandemic. It was confirmed that while Court hearings have continued with agreed placement cases, there is a backlog as a result of Covid-19.

It was confirmed to the Committee that there has been a lot of virtual support for foster carers and that the feedback has all been very positive. It is likely that the virtual support offer will continue after the pandemic with a lot of families enjoying the new way of engagement. It was also confirmed that the foster carer forums that have been set up as a result of the pandemic will also continue.

Ian Budd, Assistant Director (Education Services) confirmed that officers have been holding twice weekly meetings. This has allowed them to share good practice as well as advice and guidance through these unprecedented times.

Following a question in relation to the wellbeing of children and young people, it was confirmed that there is a lot of work currently being done in this area. This includes a webinar programme. It was noted that the participation in the programme is always increasing and is currently at approximately 1600. The Committee was pleased to hear of the good practice and positive learning that has happened and that will carry on over the summer holidays and into the next academic year.

Following a question from Councillor Jonathan Chilvers in relation to the recruitment of social workers, it was confirmed that there had been no movement since the pandemic – no one has left. A request for temporary staff was sent out at the start of lock-down and a high number of people who had previously worked as social workers had been in touch. 50% of those have worked during the lock-down period and may continue to do so.

The Committee discussed the Family Information Service and was informed that the service had been very busy. Referrals to the MASH service have now reduced to almost 'normal' levels having increased at the beginning of lock-down. It was noted that the significant likelihood was that

demand will increase as things start to return to normal. This was noted to not necessarily be in the number of cases but the complexity of each case. The Committee received confirmation that resources have already been put in place to face any increase. It was noted that not all referrals were expected to be related to Covid-19. In relation to the complexity of cases it was noted that this was likely to be concerning domestic or sexual abuse. Following a question about how officers were preparing for this, it was confirmed that teams, such as the domestic abuse service, were already investing resources in areas where an increase in demand in anticipated.

The discussion moved onto Wellbeing and Recovery, Ian Budd confirmed that work would move into the recover and reflect period over the summer. The education workforce would provide access to support for children and young people. Families will be encouraged to use the support that is available to them.

Resolved

That the Committee:

1.   Receives and comments on the County County's approach to Covid-19 Recovery, as set out in the attached Cabinet report.

2.   Comments on the specific issues relevant to the remit of this Committee that should be considered in the development of the Recovery Plan which is due to be submitted to Cabinet in September.

5. Review of the SEND Change Programme Report (presented at Cabinet on 11.06.2020)

Duane Chappell, Strategy and Commissioning Manager (SEND & Inclusion) presented the report to the Committee which gave full representation regarding funding for the SEND & Inclusion Change Programme.

It was noted by the Committee that national funding is an issue for SEND and as a result a concern for families with SEND children who fear their needs may not be met in the future.

It was confirmed that parents and schools are key parts of the discussions around future funding to ensure that the needs of children can continue to be met.

It was noted that there are no spare spaces in Special Education Schools so the priority was to make sure that SEND children could have their needs met in mainstream schools; although there are fundamental issues with the funding of SEND children in mainstream schools. Mainstream schools are able to adapt to accommodate SEND children and there is increased support for staff working with SEND children.

Following an in-depth and valuable discussion the Committee acknowledged that there will be a reduction in funding across SEND services and Warwickshire County Council will need to review how to work moving forward. The Committee raised concerns relation to cuts as opposed to 'invest to save' measure that could be introduced. This is a highly complicated area and officers noted that the input of members of the Committee will be invaluable; this is especially important in building confidence in a system that is currently lacking in confidence from its users.

It was agreed that the Committee will help shape what is needed; what can be done, what officers would like to be done, and what is in-between based on the current situation and look to realign resources not cut them. It was agreed that Ross Caws would circulate the IMPOWER report to members of the Committee.

It was agreed that a formal response from the Committee would be drafted for Cabinet to recognise the challenge of balancing the budget while raising concerns of the impact on service users.

Resolved

That the Children and Young People Overview and Scrutiny Committee considers the report presented to Cabinet on the SEND & Inclusion Change Programme (Appendix A) and makes appropriate recommendations.

That a further report is brought back to the Children and Young People Overview and Scrutiny Committee in Autumn 2020 to allow greater scrutiny of the SEND & Inclusion Change Programme once launched.

6. Children and Families Change Programme Update

John Coleman, Assistant Director (Children and Families) presented the report to the Committee, highlighting the executive summary which included information in relation to additional funding and how it will be invested.

The following points were also highlighted to the Committee –

- Warwickshire has chosen to implement the Leeds Family Change Programme
- The Department for Education (DfE) will evaluate and monitor the progress made; there is a transformation board in place.
- The Covid-19 pandemic has delayed the programme by 3-4 months but there is now an agreement in place with the DfE and officers are working to get the programme back on track.
- It was confirmed that the whole change programme would be informed by young people and their families. This includes care leavers.

It was also confirmed that the Different Futures programme aimed to support parents who have had multiple children taken into care

The Committee agreed that the programme was a good example of invest to save and that very few local authorities have been able to invest in this area. The Committee wished it to be noted that they were proud of the work completed by members and officers.

It was noted that there was an error in the report at point 4.11 (page 71 of the document pack). The figure should read £3.425 million and not £3.4254 million.

Resolved

That the committee consider and comment on the programme and work completed to date.

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23.06.20

7. Work Programme

The Committee noted the work programme as submitted with the following addition - The Autism Strategy – added to the agenda for September 29, 2020.

It was agreed that the following issue would be discussed at the next Chair and Spokes meeting (June 30, 2020).

- School Placements – how they have been processed this year; to include the possible link to school transport disruption as a result of the pandemic. The Chair requested that the paper include data in relation to school placements & appeals; and the number of successful appeals following a complaint.

Following a statement from Councillor Corinne Davies in relation to nitrous oxide canisters (hippy crack/laughing gas) the following actions were agreed –

- The issue has already been highlighted to Cabinet and work will continue to focus on the issue which is extremely dangerous and becoming more prevalent.
- A letter will be sent to Government Minister, copying in local MP's
- Nigel Minns will request data from Trading Standards and the Drug & Alcohol teams.

8. Date of Next Meeting

It was noted that the next meeting of the Committee would take place at 10.00a.m. on 14 July 2020.

The meeting will be held virtually via Microsoft Teams.

The meeting rose at 1:00pm

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Chair

Agenda Item 4

Children & Young People Overview & Scrutiny Committee

Warwickshire Education Strategy Annual Review 2019

14 July 2020

Recommendation

The Children and Young People Overview and Scrutiny Committee are invited note and comment on the progress and impact made with the Warwickshire Education (WE) Strategy to date in the 2019/20 school year, as summarised in this Mid-Year Review.

1. Executive Summary

1.1 During the Autumn Term 2019, an internal annual review of the Warwickshire Education (WE) Strategy 2018-2023 was undertaken to take stock of the progress made in the first year since it was released.

1.2 The first annual review presented an opportunity for Warwickshire's education system leaders and the Education Strategy Board to reflect on the strategy's achievements to date and to identify priority areas of focus for its development moving forward.

1.3 The findings of the review identified many causes for celebration in the strategy's key priority areas with evidence of successful collaboration with partners. It was demonstrated that the work of the Warwickshire Education Strategy continues to operate as a vehicle for supporting and challenging local schools and settings and helping them to play a leading role in shaping and leading the work of the local area education system.

1.4 Subsidiary strategies have been produced since the initial launch to support these priority areas including an Integrated Early Years Strategy 2020-2025 and Careers Strategy to address, in detail, the pre-school and employability and skills elements of the strategy that were previously identified as underdeveloped and in need of greater attention.

1.5 Whilst a number of positive developments were identified from the progress made, it is clear that more work is required to understand the true extent of the impact of the strategy in relation to its objectives and performance measures and whether it is making a positive impact on its stakeholders.

1.6   It should be recognised that the Warwickshire Education system, in the main, performs above national average standards on most fronts, this should be kept in perspective when taking account of the Warwickshire demographic and the need for us to compare more favourably amongst the leading local areas nationally, to ensure we are setting the expectations and standards bar high enough.

1.7   Therefore, as part of this first annual review, the Warwickshire Education Strategy delivery plan has been refreshed to include measurable targets that raise the aspirations of the strategy to achieve more for Warwickshire with statistical neighbours a common benchmark. This action will provide a clearer and more certain picture of impact and help to inform future target setting.

1.8   The annual review has also reintroduced the concept of an annual 'plan, do, review, analysis cycle' for our education strategy as a means of growing stakeholder engagement through a consistent communication methodology, targeting feedback and enabling more inclusivity in future reviews.

1.9   The language of the strategy was identified as a barrier to engagement and as a result external updates on the strategy are to be communicated in future in a clear and easily understood manner, avoiding the overuse of acronyms and the 'WE' abbreviations that were formerly used throughout the strategy's communications. Common educational abbreviations included in daily practice will continue to be used and explained.

2.   Supporting Information

2.1   Achievements and next steps in these areas are summarised in the Annual Review Autumn 2019 (see Appendix 1).

2.2   An annual cycle of end of year review (Autumn) and mid-year review (Spring) will provide monitoring of progress of the strategy for each of the future years of the 2018-2023 timeline.

2.3   Monitoring will include stakeholder analysis in future reports to the Education Strategy Board.

2.4   A mid-strategy evaluation report is proposed for Autumn 2021 to include progress against performance measures, special achievements, stakeholder perspectives and priority setting for the remaining duration of the 2018-2023 strategy.

3.   Financial Implications

3.1   The funding of Education Services resource capacity to enable the delivery of the Warwickshire Education Strategy is dependent on both an annual budget setting process and inclusion in the WCC MTFS 2020-2025.

4.   Environmental Implications

4.1   Sustainability initiatives will be encouraged where appropriate within the Education Strategy.

5.   Timescales associated with the decision and next steps

5.1   Following the conclusions of the review, Education stakeholders in Warwickshire were given the opportunity to contribute feedback and share ideas for developing the strategy.

5.2   A proposal to refresh the strategy following this feedback has been approved by Corporate Board on 3rd June and will be presented to the Children & Young People Overview & Scrutiny Committee on the 14th July.

5.3   Approval will enable the relaunch of the refreshed strategy at the start of the new school year in September 2020.

Appendices

1.   Warwickshire Education Strategy Annual Review Autumn 2019
2.   Warwickshire Education Strategy Delivery Plan 2020

Background Papers

None

	Name	Contact Information
Report Author	Ian Budd, Philip Ransford	ianbudd@warwickshire.gov.uk, philipransford@warwickshire.gov.uk
Assistant Director	Ian Budd	ianbudd@warwickshire.gov.uk,
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Lead Member	Portfolio Holder for Education & Learning	colinhayfield@warwickshire.gov.uk

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

Local Member(s): none
Other members: none

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Warwickshire Education (WE) Strategy 2018-2023

'Working in partnership, celebrating success, aiming for excellence'

Review

Autumn 2019

WE1
Early Years

WE2
An Empowering curriculum

WE3
Family of Schools

WE4
Employability

Warwickshire County Council

Introduction

The Warwickshire Education Strategy is about keeping the safety, wellbeing and learning experience of children and young people at the heart of everything we do. We value the partnership that underpins this work. We have a shared interest in improving outcomes for children and young people to help them be the best that they can be. We will be a learning partnership, reflecting and taking on board the lessons learned from our own experiences and from comparable organisations.

Ian Budd
Assistant Director for Education Services

This year we have reintroduced the concept of an annual plan, do, review, analyse cycle for our education strategy. This review is at the heart of that cycle. We will listen to and respect those we serve. We will recognise effort, achievement and contribution. We will be helpful, reliable and accountable for all our actions.

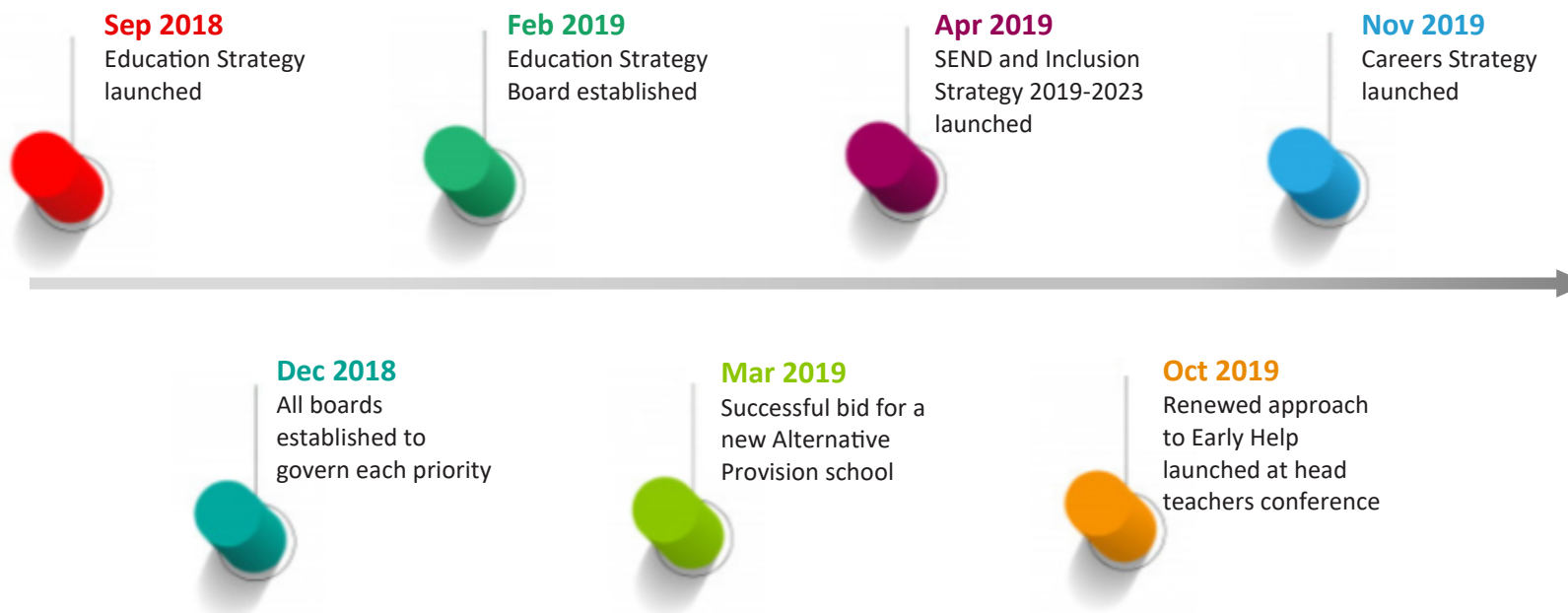*Over my 21 years as a headteacher education strategies have come and gone. To be honest the only one that really sticks in my mind or indeed speaks to me about the job I do each day in school, is this one. The brevity and clarity of the document are entirely admirable, but for me the part that really matters is it's ongoing commitment to us all working together to co-construct the future in the best interests of children in Warwickshire.*

Peter Kent
Chair of the Education Challenge Board and headteacher, Lawrence Sheriff School

This annual review provides a very encouraging assessment of our successes to date. Whilst much has already been achieved, we recognise that there is still work to do and will continue to draw on that spirit of shared enterprise as we move towards the ambitious goals that we have set ourselves.

The journey so far

Sep 2018
Education Strategy launched

Feb 2019
Education Strategy Board established

Apr 2019
SEND and Inclusion Strategy 2019-2023 launched

Nov 2019
Careers Strategy launched

Dec 2018
All boards established to govern each priority

Mar 2019
Successful bid for a new Alternative Provision school

Oct 2019
Renewed approach to Early Help launched at head teachers conference

Early Years

Our challenge is to foster children's love of learning from birth through early childhood and into Year 1 so that all young children achieve their potential.

Together, we will champion the **Early Years Foundation Stage** (EYFS). In 2018/19 we will:

- co-ordinate high quality training
- help parents to provide language-rich learning at home
- secure sufficient childcare
- check that safeguarding arrangements are robust.

Achievements in 2018/19:

Early Years Aspiration Networks launched to provide workforce development opportunities to improve quality of provision and outcomes for children

Early Years board established to govern and implement this priority

Integrated Early Years Strategy 2020-25 drafted

The percentage of early years providers that are judged by Ofsted as good / outstanding in Warwickshire continues to exceed the national figure

Early Years sufficiency assessment completed for 2019 concluding that the supply of early years and childcare places in Warwickshire is good

Next steps:

Publish an integrated Early Years strategy that is endorsed by Warwickshire Cabinet and is sufficiently resourced

Embed the work of the Early Years Board to monitor the Early years strategy

Secure funding for a ring-fenced budget for 2-year olds with physical disabilities to enable them to access provision

Future Priorities:

Improve support for workforce development across the sector to improve quality standards

Provide support for the Early Years sector to improve the home learning environment

In Focus

The gap in Good Level of Development at age five for disadvantaged compared with non-disadvantaged learners has increased in Warwickshire reflecting the national picture.

The draft early years strategy considers approaches to closing the gap for the early years cohort. Closing the gap remains a priority across all formal key stages in this strategy

Learners Currently Missing Education

Next steps:

Identify a sponsor for new AP free school

Ensure new AP free school is fit for purpose to support the WCC strategy

Continue development of the alternative provision offer within the primary school sector

Continue to support existing AP providers to become registered with the DfE and deliver value for money.

Ongoing review of the ABP structures and procedures maximising the success of the reintegration of vulnerable children through managed moves or FAP

The wellbeing of **Learners currently missing education** will improve as will their educational outcomes.

By September 2019, all children and young people of school-age will have a suitable educational placement, and will be enjoying their learning. We will support children and young people who find conventional schooling difficult so that they can still achieve their potential.

Achievements in 2018/19:

Alternative Provision framework launched in Dec 2018 with second round of providers added in summer 2019

New single Fair Access Protocol for primary and secondary launched.

Elective Home Education parents forum launched developing positive links between EHE families and the LA

Successful bid for a new Alternative Provision free school that will cater for some of the most vulnerable children in Warwickshire

AP alliance which is supporting alternative providers to raise standards through the quality assurance processes and preparation for registration with the DfE

New managed move protocol established and working effectively, showing a 50% reduction in permanent exclusions

In Focus

Reduce the length of time that children remain in Alternative Provision (AP) following permanent exclusions by preparing them for reintegration into mainstream via the fair access protocol.

This will mean that children will have access to a broader and balanced curriculum within their mainstream that is not always available in Alternative Provision improving their life chances.

Learners eligible for Pupil Premium

Achievements in 2018/19:

In Focus

Warwickshire disadvantaged leaners attainment in all formally assessed Key Stages compared to national disadvantage attainment shows Warwickshire is behind:

Closing the gap board agreed a change of emphasis that closing the gap be a priority across all related services

	2018 (WCC)	2018 (national)
EYFSP (GLD)	56%	57%
Phonics	70%	72%
KS2 (RWM)	47%	51%
KS4 (E&M)	22%	25%

Strategic School Improvement Fund (SSIF) narrowing the gap project RAG rated green overall before the DfE ended the programme

Primary admissions 2020/21 oversubscription criteria now includes disadvantaged children to increase their chances of getting a place at their preferred school

Nuneaton Education Strategy launched as part of the transforming Nuneaton programme

Refresh of web pages improving the application process for Free School Meals has achieved an increase in applications

Disadvantaged learners in all formally assessed Key Stages are reaching at least the levels of the equivalent cohort nationally.

The first priority of the Warwickshire School Improvement Strategy is the close the gap for disadvantaged

The gaps between the achievements of learners eligible for **Pupil Premium**: and those of their peers, will narrow, particularly at age 11 and 16.

We will celebrate the achievement of pupils eligible for pupil premium funding and we will give those who need it, extra support to catch up. We will check on this every November from 2019 to 2023.

Next steps:

Publish delivery plan for the Nuneaton Strategy and support its roll out across the three task groups; best start, ready for working life, empowering schools

Establish an alternative set of measures to demonstrate impact of closing the gap work in Warwickshire

Future priorities:

Working to improve the number of 11+ pupils accessing the 11+ test by disadvantages

Secure funding for the continuation of key projects that support disadvantaged pupils in Warwickshire

Children who are Looked After

Children who are Looked After will be supported to reach their potential.

We will provide a wide range of opportunities such as leisure activities and apprenticeships. We will remove barriers and raise educational aspirations for Children who are Looked After and Care Leavers.

Achievements in 2018/19:

Positive changes to school cultures with an increase in Attachment Aware, Trauma Informed Schools and Designated training reducing fixed term exclusions

Virtual School service infrastructure consolidated to implement this priority

Virtual School Advisory Board established to govern and implement this priority

Revised and developed processes to better support Children Looked After with an EHC plan in times of transition

Effectively meeting revised duties around children previously looked after and working closely with the adoption team to improve educational experience and outcomes

Next Steps:

To assess and develop the offer of Warwickshire Schools that have an offer for asylum seekers and raise awareness of Asylum seeker needs in all Warwickshire schools

Support and challenge schools to understand and manage the causes of behaviour problems that lead to exclusions.

Encourage schools to continue their support for children that have moved location until they find a new permanent school place.

Future priorities:

Develop Virtual School Governance Board to enhance support for Warwickshire's Children Looked After (CLA), CLA living in Warwickshire and Children Previously Looked After

In Focus

Warwickshire's attainment gap between Children Looked After and all children has increased in 2019 whilst the national gap has decreased however the progress data is positive.

Further analysis is being undertaken to fully understand the cause of this gap increase with additional data available in the Spring term.

	2018 (WCC)	2018 (National)	2019 (WCC)	2019 (National)
EYFSP (GLD)	2.4%	24.5%	21.8%	22.8%
KS1	11.5%	38.4%	12.3%	37.9%
KS2 (RWM)	26.2%	40.3%	30.7%	37.2%
KS4 (E&M)	28.9%	35.5%	35.1%	33.3%

Learners with Special Educational Needs and Disabilities (SEND)

Achievements in 2018/19:

In Focus

Significant overspend forecasted for learners with high needs, children with disabilities and transport for SEND reflecting the national picture:

A parliamentary select committee concluded that Local Authorities across the UK have a significant shortfall in funding whilst the National Audit Office has declared the system for supporting pupils with SEND financially unsustainable.

WCC's proportion of the £700m additional funding for SEND across the nation announced by the DfE for 2020-21 only offsets a small proportion of the forecasted overspend. WCC are continuing to push for government reforms.

% of EHCPs issued within 20 weeks has increased from 60% in 2018 to 86% across the first three quarters in 2019

93% of children with EHC Plans in Good or Outstanding Schools; all specialist provision judged Good

57 supported internships in Warwickshire

SEND and Inclusion Strategy launched in April 2019 identifying a further six priorities in this area

All statements converted to EHCPs meeting DfE SEND reform requirements

Peer review highlighted strengths in relation to; robust working practices for Early Years, supported internships and employability aspirations and supporting children with complex needs

54 Early Years' settings have achieved the WIncKs status with a school aged pilot version launched in 15 schools

Next steps:

Implement and monitor SEND and Inclusion Strategy

To review and update the SEND Provision Matrix making it clear to schools and parent and carers what is expected as a graduated response to individual needs.

To publish a Warwickshire joint commissioning plan for learners with SEND, setting out how local needs are to be met through the local offer services.

To work with employers, schools and colleges to increase the offer of supported internships

Strengthen practice around co-production with parents and young people

Learners with **Special Educational Needs and Disabilities** (SEND) will be able to succeed in schools and settings close to home, and they will be supported towards becoming independent and employable.

We will continue to increase the number of high quality places in Warwickshire special and mainstream schools and settings. We will ensure that legal requirements for SEND assessments are met.

Learners with Social Emotional and Mental Health (SEMH) needs

Next steps:

Work with NHS colleagues to ensure good places for schools and trainees

Work with DFE to facilitate Mental Health Lead training

Complete review of SEMH provision in Warwickshire Schools

Continue roll out of WISSSP project

Future Priorities:

Secure long term funding for SEMH

Good practice sharing established through School Improvement's WISSSP and Family Wellbeing's SEMH audit

As a result of nurturing support from local communities, professionals, parents and learners with **social, emotional and mental health needs** will grow in confidence.

We will help learners to bounce back when things get tough by developing expertise in colleges, classes, schools and settings to support resilience and emotional wellbeing. We will provide clear routes to access local support services.

We will implement a Warwickshire Workload Charter to help school leaders demonstrate that staff workload is reducing.

Achievements in 2018/19:

Supporting the South Warwickshire Clinical Commissioning Group (CCG) in its roll out of the Mental Health Trailblazer; the government's new approach to supporting children and young people with mental health issues

Following the successful pilot of a dedicated nurse lead for Emotional Mental Health & Wellbeing within the School Health and Wellbeing Service, the role has been embedded as a core part of the new contract from November 2019

12 schools have achieved the Warwickshire Fair Workload Charter

Hub schools established to work together to develop a sustainable model which meets needs of their children and young people as part of the WISSSP project

Pilot CYP coaching programme is being rolled out in Nuneaton secondary schools as part of the Nuneaton Education Strategy

In Focus

The Warwickshire Improving SEMH and SEND in Schools Project (WISSSP) aims to help mainstream schools to meet the needs of their most challenging children through workforce development. This project has been rolled out since summer 2019 and continues until December 2020.

The funding for WISSSP and other projects supporting young people with SEMH is a non WCC controlled, finite resource and as such there is no specific financial commitment to this priority. A future priority is to secure the sustainability of this priority with a longer term funding plan.

Warwickshire's Family of Schools

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Our challenge is for all learners to enjoy a high quality learning experience.

We will celebrate Warwickshire's **Family of Schools**: teaching schools, school companies, academies, community, Diocesan, maintained, multi-academy trusts, nursery, primary, secondary, special schools and school governors.

We will, on an annual basis:

- Anticipate growth in demand for places, maximising use of capital funding in local areas
- Efficiently administer school admissions.
- Continue to support governors in their vital role. The Warwickshire Challenge Board will continue to lead and coordinate school improvement and will organise support for schools facing difficulties. Teaching schools and multi-academy trusts will be invited to contribute to the school-led system. In 2019 a new 'App' will be developed to promote the success of Warwickshire schools in relation to WE 1, 2, 3 and 4

'App' development discontinued following further consultation with schools

Achievements in 2018/19:

Sufficiency strategy published 2018 along with subsequent annual sufficiency update in June 2019

WCC's capital investment in Warwickshire's family of schools totalling £30m

Nuneaton Education Strategy launched as part of the transforming Nuneaton programme

The percentage of Warwickshire pupils achieving the expected standard in all formally assessed key stages is better than or in line with national average

Since 2017, 56% of schools judged as less than good have, when re-inspected achieved a good or better outcome

Redesign of web pages improving the application process for Admissions

Warwickshire School Improvement Strategy published with WCC as the champion of educational excellence

In Focus

Nuneaton has the lowest educational performance within Warwickshire with 44% of secondary school aged young people attending a school in the town which is judged by Ofsted to require improvement. BUILD ON STRENGTH

The Nuneaton Education Strategy is focused on 'Raising Aspiration, Working Together' with a multi-agency approach to improve education and prospects for the young people of Nuneaton.

Key stakeholders have now begun to work as three Task and Finish groups focused on the identified priorities:

- Best start possible start (0-5)
- Promoting Learning (5-19)
- Ready for work and life (16+)

Next steps:

Support development of the Warwickshire school improvement partnership

Publish delivery plan for the Nuneaton Strategy and support its roll out

Refresh the school improvement strategy

Future priorities:

Source funding for school improvement statutory functions

Independent travel training for pupils in special schools

Employability

Achievements in 2018/19:

Our challenge is to champion **employability** by promoting the best opportunities for all learners so that:

- The local economy can grow
- Young people can take on the responsibilities of adult life and wider participation in higher education
- Adult learners contribute to the local economy
- Young people make informed choices
- Young people move successfully into sustainable employment

We will develop and implement a county careers strategy, including apprenticeships, introduction of T-levels, monitoring numbers not in education, employment or training and liaison with the widening participation strategy

Warwickshire Careers Hub established and integrated with WCC's Skills for Employment programme

Supportive employers forum established enabling businesses to offer employment opportunities to young people with SEND

57 supported internships in Warwickshire

Small businesses apprentice support programme launched

New Careers Strategy developed and approved by cabinet ready for launch in 2020

Promoted careers and apprenticeships hosting a range of events

Supported 6,000 pupils with the Digital School House project that provides a creative, digital careers education in a series of events across Warwickshire

In Focus

The percentage of 16-17 year-olds on apprenticeships is rising in Warwickshire whilst nationally numbers are falling (shown below).

Warwickshire NEETs planning and coordination group and the Skills for Employment Programme that work with schools to improve the skills of young people, raising awareness of apprenticeship opportunities and help them find employment are schemes that can be attributed to the success.

	National	WCC	
2017	6.4%	6.0%	⌄
2018	5.9%	6.6%	⌃
2019	5.5%	7.6%	⌃

Next Steps:

Launch the Careers Strategy

Launch new section of the website to aid discovery employment and career opportunities

Deliver 'My World of Work' to raise awareness of careers and employment opportunities in the county's priority sectors

Continue work with supportive employers forum

Future Priorities:

Develop a strategic approach around digital skills

📈 The way forward

Refreshed delivery plan

We want to raise the aspirations of the Education Strategy to achieve more for Warwickshire

Annual Cycle

Annually, we will pause for reflection each Autumn to review the Strategy with progress against key objectives reported on a termly basis

Refresh the strategy

The Education Strategy will be refreshed in Spring 2020 as we reflect on the first 18 months of the strategy and feedback we've received

Co-production

Co-production remains at the heart of this strategy and we wish to ensure this theme continues. We will develop a form to collect feedback on how we're doing

Looking ahead - our work programme 2019/20

Review and refresh completion

We will refresh the education strategy so that it strives to achieve more and continues to meet needs in Warwickshire

⇒ Gather and review feedback from partners on Education Strategy

⇒ Combine delivery plan and dataset for enhanced visualisation of progress against our key deliverables

⇒ Publish refreshed Education Strategy

Annual reporting

We will begin the annual reporting cycle which includes:

⇒ Spring, Summer and Autumn progress summaries

⇒ Case study showcasing good practice

⇒ Annual Autumn review - published Spring 2021

Continued focus on priorities

Although the Education Strategy has been refreshed, the strategic priorities remain the focus:

⇒ Foster children's love of learning

⇒ Promote a broad and empowering curriculum

⇒ Celebrate Warwickshire's family of schools

⇒ Champion employability

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'Working in partnership, celebrating success, aiming for excellence'

Warwickshire Education Strategy Summary Delivery Plan 2020

*see Education Strategy Dataset document for latest results

	WE Objective	Aims / Actions 2020	Responsible	Measuring Success In 2023*	Rationale
WE1			Early Years		
	Our challenge is to foster children's love of learning from birth through early childhood and into Year 1 so that all young children achieve their potential. Together, we will champion the **Early Years Foundation Stage** (EYFS).	Publish an integrated Early Years strategy that is endorsed by Warwickshire Cabinet and is sufficiently resourced Embed the work of the Early Years Board to monitor the Early years strategy Improve support for workforce development across the sector to improve quality standards Ensure sufficient high-quality childcare is available Secure funding for a ring-fenced budget for 2-year olds with physical disabilities to enable them to access provision Review safeguarding training needs for Early Years sector via an Early Years safeguarding audit Support practitioners though provision with documentation	Early Years Board	Percentage of children achieving a Good Level of Development (GLD) will be in line or better than the national average and Warwickshire's statistical neighbour position will improve from 10th out of 11 (Nov 2019) The gap in GLD measure at age five for disadvantaged learners compared with non-disadvantaged in Warwickshire will be halted in 19/20 and then start to decrease Percentage of early years providers that are judged by Ofsted as good / outstanding for overall effectiveness at least match the national figure Percentage of 2-year olds that are eligible and benefitting from funded early education places will be maintained at 75% or above	Children in Warwickshire meet the indicator for school readiness A diminished gap indicates that children's life chances are less influenced by disadvantage and vulnerability High quality Early Years education means a better start to life for children in Warwickshire Access to early education at a younger age will improve outcomes for those who are affected by disadvantage and vulnerability

Warwickshire County Council

	WE Objective	Aims / Actions 2020	Responsible	Measuring Success In 2023*	Rationale
		and resources to improve the home learning environment Support Early Years sector to improve the publicising and marketing of two-year old places			
WE2	An Empowering Curriculum				
	Our challenge is to promote a broad, empowering and creative curriculum, focusing on times of transition, and prioritising vulnerable groups:				
2(a)	**Learners missing education:** The wellbeing of **Learners currently missing education** will improve as will their educational outcomes. By September 2019, all children and young people of school-age will have an appropriate school place, and will be enjoying their learning. We will support children and young people who find conventional schooling difficult so that they can still achieve their potential.	Robust systems and procedures in place that successfully identify all children vulnerable to missing education. The outcomes of children vulnerable to missing education will be monitored and evaluated to inform WE3's closing the gap objective. Develop collaborative partnerships between a variety of agencies that support the reintegration of children as they are returned to school. Identify an appropriate sponsor working with the dfe to open the AP free school and continue to work collaboratively with that sponsor. Support existing AP providers to		70% of all permanent exclusions are on a school roll within 12 weeks of their upheld exclusion. All (100%) in year fair access admissions are successfully admitted onto a school roll. All referrals to the Children Missing Education (CME) service are successfully closed within 20 days. Percentage of 16 and 17 year olds who attended alternative provision that become NEET will reduce by 1%. At least one Alternative Provision free school providing high quality provision for children at risk of	Ensure period where a child is not in Alternative provision is not more than necessary. Ensure all unplaced and vulnerable children are found a school place All Warwickshire children's whereabouts is known and for those that are unknown the relevant agencies have been engaged to ensure their safety Children that attended alternative provision will go onto meaningful destinations Increase the offer of high-quality education to vulnerable your people.

Warwickshire County Council

	WE Objective	Aims / Actions 2020	Responsible	Measuring Success In 2023*	Rationale
		become registered with the department of education so that they can provide full time educational support.		missing education will be built by 2023. No child in Warwickshire is placed in illegal unregistered provision by 2023.	Ensure quality of education provision is of a high standard and is regulated
2(b)	**Pupil Premium:** The gaps between the achievement of learners eligible for **Pupil Premium**: and those of their peers, will narrow, particularly at age 11 and 16. We will celebrate the achievement of pupils eligible for pupil premium funding and we will give those who need it, extra support to catch up. We will check on this every November from 2019 to 2023.	Publish delivery plan for the Nuneaton Strategy and support its roll out across the three task groups; best start, ready for working life, empowering schools Establish an alternative set of measures to demonstrate impact of closing the gap work in Warwickshire Roll out of the Warwickshire Improving SEND & SEMH in Schools Project (WISSSP) across county schools with detailed work to take place in 24 'hub' schools Support and challenge schools to understand and manage the causes of behaviour problems that lead to exclusions Working to improve the number of 11+ pupils accessing the 11+ test by disadvantages		Disadvantaged learners in all formally assessed Key Stages (at the end of: Reception, Years 2, 6 and 11) will be reaching at least the levels of the equivalent cohort nationally.	Improving the attainment for disadvantaged leaners shows that the gaps between the achievement of learners eligible for Pupil Premium and those of their peers, have narrowed.
2(c)	**Children who are Looked After;** will be supported to reach	To assess and develop the offer of Warwickshire Schools that have an offer for asylum seekers and raise awareness of Asylum		The percentage of young people in care/care leavers aged 16–19 yrs who are not in education, employment or training (NEET) will	The more young people in care/care leavers supported in education, the greater the chance they will integrate and

Warwickshire County Council

	WE Objective	Aims / Actions 2020	Responsible	Measuring Success In 2023*	Rationale
	their potential. We will provide a wide range of opportunities such as leisure activities and apprenticeships. We will remove barriers and raise educational aspirations for Children who are Looked After and Care Leavers.	seeker needs in all Warwickshire schools Support and challenge schools to understand and manage the causes of behaviour problems that lead to exclusions Encourage schools to continue their support for children that have moved location until they find a new permanent school place Refocus the current Virtual School Governance Board to better achieve its stated aims		be better or in line with national average. Attainment at key stage 2 (primary) and key stage 4 (secondary) for looked after children by Warwickshire will be better or in line with the national data for looked after children. An annual reduction in the number of fixed term exclusions for children looked after from 16% (2017)	contribute positively to the Warwickshire community. To remove barriers and raise educational aspirations for young people in Warwickshire. A lower number of exclusions would demonstrate that more schools are positively supporting children who are looked after before excluding them or that those children are placed in a more suitable provision for their needs.
2(d)	**Learners with Special Educational Needs and Disabilities (SEND);** will be able to succeed in schools and settings close to home, and they will be supported towards becoming independent and employable. We will continue to increase the number of high quality places in Warwickshire special and mainstream schools and settings. We will ensure that legal requirements for SEND assessments are met.	To review and update the SEND Provision Matrix making it clear to schools and parent and carers what is expected as a graduated response to individual needs To publish a Warwickshire joint commissioning plan for learners with SEND, setting out how local needs are to be met through the local offer services To work with employers, schools and colleges to increase the offer of supported internships Strengthen practice around co-production with parents and young people		Number of early years settings, nursery settings and childminders that have been awarded the Warwickshire Inclusion Kitemarking Scheme (WIncKS) award will increase annually from 54 (May 2019). Number of occupied places in designated SEND Resourced Provision settings or specialist partnerships will increase quarterly. Percentage of EHC plans issued within the statutory 20 week timetable of request to issue will meet the statutory expectation (90%). Percentage of learners with EHC plans in year groups reception to year 11 in designated mainstream	The more early settings meet best practice standards the better we will be at identifying support before school A broader spectrum of educational provision is required to meet local needs Improve the timeliness of issuing EHC plans If the local offer is meeting demand, the percentage of learners in mainstream

Warwickshire County Council

	WE Objective	Aims / Actions 2020	Responsible	Measuring Success In 2023*	Rationale
				school settings will increase from 41% (Sept 2019).	settings should increase.
				Percentage of learners with EHC plans in year groups reception to year 11 in designated specialist state-funded school settings will decrease from 47% (Sept 2019).	Whilst the number of state-funded specialist places will increase, the overall proportion of learners in specialist education should decrease, as a result of fewer learners in independent settings
				Percentage of learners with EHC plans in year groups reception to year 11 in designated independent specialist school and non-maintained special school settings will decrease.	If the local offer is meeting demand, the percentage of learners in independent specialist settings should decrease
				Percentage of EHC plans reviewed and then amended at Year 9 will increase from 50% (July 2019).	The more EHC plans are reviewed in Year 9 and amended, the more likely it is that planning has taken place for life after school.
				Number of learners with an EHC plan on a supported internship will reach 100.	The more supported internships offered in the County, the better the opportunities for paid employment post-education for our learners with high needs.
				Number of young people completing commissioned independent travel training will increase annually from 19 (2018-19).	Using transport is a life skill, preparing young people for adulthood and reducing dependence on transport assistance.
				Number of risk assessments carried	The use of risk assessment

Warwickshire
County Council

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	WE Objective	Aims / Actions 2020	Responsible	Measuring Success In 2023*	Rationale
				out by Transport Operations specialist risk assessors will increase annually from 144 (2018-19).	will improve the quality of transport for our learners with high needs and ensure the implementation of the local home to school transport policy
2(e)	**Learners with social, emotional and mental health needs:** As a result of nurturing support from local communities, professionals and learners with **social, emotional and mental health needs** will grow in confidence. We will help learners to bounce back when things get tough by developing expertise in colleges, classes, schools and settings to support resilience and emotional wellbeing. We will provide clear routes to access local support services. We will implement a Warwickshire Workload Charter to help school leaders demonstrate that staff workload is reducing.	Complete review of SEMH provision in Warwickshire Schools Roll out of the Warwickshire Improving SEND & SEMH in Schools Project (WISSSP) across county schools with detailed work to take place in 24 'hub' schools Relaunch Warwickshire Workload Charter with termly application windows Education Mental Health Practitioner teams will be operational in all schools identified in Wave 1 of NHS Trailblazer Apply for Wave 3 of the NHS Trailblazer which would reach schools in Nuneaton, North and East	WCC_– Children's Public Health WCC – Education Services WCC – Education Services South Warwickshire CCG Coventry and Rugby CCG	At least 60 schools across Warwickshire will hold the Warwickshire Workload Charter accreditation. All WISSSP and NHS Trailblazer participating schools will have named and trained Mental Health Lead All Trailblazer schools will have access to Mental Health Support Teams (MHSTs) enabling them to provide support for CYP with low level mental health need	A clear commitment to a manageable workload for school staff will deliver a healthy workforce better placed to support CYP. Schools which hold this accreditation will be able to retain and recruit good quality staff to improve outcomes for CYP. A Mental Health lead demonstrates the schools' commitment to supporting CYP with SEMH MHSTs are intended to provide early intervention on some mental health and emotional wellbeing issues, such as mild to moderate anxiety, as well as helping staff within a school or college setting to provide a 'whole school approach' to mental health and wellbeing.
WE3	Family of Schools				

Warwickshire County Council

	WE Objective	Aims / Actions 2020	Responsible	Measuring Success In 2023*	Rationale
3	Our challenge is for all learners to enjoy a high-quality learning experience. We will celebrate **Warwickshire's Family of Schools**: teaching schools, school companies, academies, community, Diocesan, maintained, multi-academy trusts, nursery, primary, secondary, special schools and school governors.	Produce a home to school transport plan Publish delivery plan for the Nuneaton Strategy and support its roll out across the three task groups; best start, ready for working life, empowering schools. Refresh school improvement strategy Improve online interface for Home to School Transport Support development of the Warwickshire school improvement partnership, growing the number of system leaders from 29 Secure and make available sufficient school places in all areas of the county		All schools and settings in the more economically disadvantaged areas of Warwickshire will all be judged as good and outstanding. All schools (maintained and academy) judged as less than good should, when re-inspected achieve a good outcome, with a specific focus on Nuneaton and Bedworth Learners in all formally assessed Key Stages (at the end of: Reception, Years 2, 6 and 11) will be reaching at least the levels of the equivalent cohort nationally. There will be sufficient school places to meet demand in Warwickshire, including for learners with SEND. The number of home to school transport risk assessments will increase annually The number of home to school single occupancy taxis will reduce annually	Better schools in economically disadvantaged areas improve the chances of closing the educational outcome gap between disadvantaged and non-disadvantaged children. Improved Ofsted outcomes for schools previously judged as less than good shows that good practice is being shared to improve poorly performing schools and a higher standard of education is achieved. Higher educational outcomes indicate a high-quality learning experience in Warwickshire There will be enough school places so that children are able to go to their preferred school Ensure that transport provision is suitable Home to school transport is more environmentally friendly and cost efficient
WE4	Employability				
4	Our challenge is to champion **employability** by promoting the best opportunities for all learners so that:	Launch Warwickshire Careers strategy and implement delivery plan Continue to work with schools and colleges to promote		Percentage of 16 and 17 year olds Not in Education, Employment or Training (NEET) and not known in line with or better than statistical neighbours (5.5% national, 3.7% WCC, 3.9% stat neighbours)	Ensure 16 and 17 year olds are on course to contribute to Warwickshire's community

Warwickshire County Council

	WE Objective	Aims / Actions 2020	Responsible	Measuring Success In 2023*	Rationale
	• The local economy can grow • Young people can take on the responsibilities of adult life and wider participation in higher education • Young people have increased aspirations, and more pursue higher levels of education & training • Young people make informed choices, and are more aware of local career opportunities • Young people move successfully into sustainable employment • Adults continue to learn and train to improve employment opportunities within a changing economy • Businesses are more able to recruit the people they need	Warwickshire's Careers Hub Undertake and support projects and initiatives (such as My Hospitality World, My World of Work, Digital Schoolhouse, Digital Skills in North Warwickshire, Maker Space, etc.) to raise awareness and understanding of different career opportunities and pathways. Continue to promote apprenticeships, with a focus on key sectors and higher level apprenticeships Pro-actively work with businesses via the Supportive Employers Forum to support routes to employment for our more vulnerable learners Help enable schools and colleges to meet the requirements of the national Careers Strategy by providing grants and careers leader development activity/resources through the WCC Skills for Employment programme Support applications to deliver programmes to support young people who are NEET and at high risk of becoming NEET. Introduce digital entitlement		Percentage of young people in sustained education or employment / training destinations *(for at least two terms after leaving KS4 or KS5 study)* in line with or better with statistical neighbours Warwickshire to be in line with or better than national average for all 8 Gatsby benchmarks Percentage of 16-17 year olds with an EHC plan recorded as participating in Education training will be above national Percentage of 16 and 17 year olds with an EHCP Not in Education, Employment or Training (NEET) will be above national average Number of learners with an EHC plan on a supported internship will reach 100 The number of qualifications achieved by adult learners will increase annually from 687	More young people in sustained Education indicate increased aspirations The Gatsby benchmarks are renowned 'what works' principles in career development that indicate good practice Young people with SEND are more likely to gain positive outcomes if they remain in Education training Young people with SEND are more likely to gain positive outcomes if they remain in Education training The more supported internships offered in the County, the better the opportunities for paid employment post-education for our learners with high needs. Adults in Warwickshire learning new skills can further contribute to Warwickshire's community

Warwickshire County Council

	WE Objective	Aims / Actions 2020	Responsible	Measuring Success In 2023*	Rationale
		courses		Increase the proportion of adult learners from the 30% nationally most deprived neighbourhoods in Warwickshire (11% of Warwickshire's population)	Adults in Warwickshire's deprived areas are aspiring to achieve more
				The number of adults enrolled onto an Adult and Community Learning course will increase annually from 2788 (18/19)	Adults in Warwickshire learning new skills can further contribute to Warwickshire's community

Warwickshire County Council

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Children & Young People Overview & Scrutiny Committee

Warwickshire Education Strategy Update and Refresh

14 July 2020

Recommendation

To note the updates on the Warwickshire Education (WE) Strategy and endorse the recommendations to refresh it based on feedback received from stakeholders setting a refined course for the remaining three years of the five-year strategy.

1.   Executive Summary

1.1   Following an internal annual review of the Warwickshire Education (WE) Strategy 2018-2023 (see **Appendix 1**) and the subsequent collection of stakeholder feedback concluded in the 2020 spring term, the Warwickshire Education Strategy Board see fit to propose some alterations to the existing strategy (see **Appendix 2**) in order to address the areas identified in need of development and to increase the strategy's overall impact in the Warwickshire community.

1.2   It is proposed that the strategy is refreshed and relaunched with two key documents; a refreshed Education Strategy statement of priorities leaflet (see **Appendix 3**) outline the framework and ambitions of the strategy along with a 'You said, We did' document (see **Appendix 4**) to explain the rationale and directly link the amendments made to the feedback received from stakeholders.

1.3   Feedback from education system stakeholders in Warwickshire suggested that broadly the strategy highlights the priority aspects of education and therefore any refresh should only involve minor modifications to the existing strategy rather than a major change or entirely new strategy.

1.4   A key point for development was a clarification of the Special Educational Needs and Disabilities (SEND) priority. Stakeholders were clear that significant change in this area is much needed for resilience. The significance of the SEND change programme was recognised across all phases of education and specifically there is a support for the principle and benefits of delivering an inclusive education and an increasing appetite for the change projects securing this.

1.5   Stakeholders identified a more ambitious approach to early years education and the benefits that early learning can offer in relation to family resilience and better learning outcomes were recognised. Additionally, there is a strong desire amongst the education community to a change of approach to curriculum development and education safeguarding as these were flagged as areas that were perhaps more under-developed than they should be.

1.6   Considering this feedback, it was made a priority of the refresh to reconfigure WE2 so that all messaging around SEND is as clear as possible whilst also taking the opportunity to emphasise our commitment to supporting a broad, empowering and creative curriculum and the importance of an inclusive education for learners with SEND and other additional needs.

1.7   It is proposed that the emphasis of WE2 will shift away from curriculum to SEND and vulnerable groups to emphasise the theme of inclusion and reflect the growing level of demand in this area. Meanwhile, curriculum development will become a part of the WE3 Family of Schools priority and a workstream for the Education Challenge Board providing the accountability needed to drive forward this area of work.

1.8   The visual layout of the leaflet has been altered to draw attention to the SEND and Inclusion priority as a key theme that features across all priority areas as we support children throughout their journey from infancy to adulthood.

1.9   Addressing feedback on safeguarding, the statement; "Safeguarding and promoting the welfare and well-being of learners is paramount in all areas of work", has been moved to the main body of the strategy leaflet to emphasise from a visual point of view that this is not something forgotten about when you turn the page, but a value that is embedded across all priorities in the strategy. Additionally, the opportunity has been taken to inform stakeholders of a widening of support for schools on this subject in the 'You Said, We Did' document.

1.10   It is also proposed that the 'WE' abbreviations are removed from the Education Strategy statement of priorities leaflet and anywhere else they appear in the strategy, as these have previously been identified as a potential barrier to engagement, particularly to those new to the strategy.

1.11   The wording of each section has been amended so that it succinctly summarises the contents of, and directly links to the sub strategies that underpin each of the priorities which are the main vehicles for achieving the objectives stated. These are: 'Securing the Best Start to Life', 'Supporting Inclusion for Learners with Special Educational Needs and Disabilities (SEND) Including Vulnerable Groups, 'Celebrating Warwickshire's Family of Schools' and 'Championing Employability'.

1.12   A graph that links the priorities with the relevant sub strategy can be found on our website and will be updated following the approval of the amendments in this paper.

2.   Financial Implications

2.1   A small amount of revenue funding will be required for a refreshed strategy marketing campaign.

2.2   The funding of Education Services resource capacity to enable the continued delivery of the Warwickshire Education Strategy is dependent on both an annual budget setting process and inclusion in the WCC MTFS 2020-2025.

3.   Environmental Implications

3.1   A marketing campaign for the refreshed strategy will likely include the printing of leaflets and posters

3.2   Sustainability initiatives will be encouraged where appropriate within the Education Strategy.

4.   Supporting Information

4.1   A frequently mentioned topic from headteachers attending the spring term heads conference was the challenges they are facing with support for children with additional needs, explaining that they are "struggling to meet the needs of some children" calling for more specialist places in Warwickshire. The existing SEND & Inclusion strategy on the other hand encourages an inclusive education with a key outcome of getting more children with SEND into mainstream settings as the vast majority of children benefit academically, socially, in confidence and self-esteem from education in community mainstream schools rather than in what are often described as more "specialist" settings.

4.2   Such feedback highlights that the WE2d (SEND) section of the strategy in its current form is either not effective in its promotion of an inclusive education and/or that, regardless of the message, not enough support is available for mainstream settings to sufficiently cope. As one headteacher put it: "the rise of need within SEND (low level and complex needs) needs to be captured in a refreshed way within the strategy."

4.3   Further feedback also indicated that the narrative of WE2 (An Empowering Curriculum) as a whole, is not clearly understood. It was shown that there is not enough evidence of a broad and balanced curriculum or offerings of opportunities for headteachers to educate themselves on curriculum development - "we want to broaden our horizons."

4.4 Other comments highlighted the foundation of Early Years as "essential from as early an age as possible if we are going to support our most vulnerable families", supporting our view that securing the best possible start to life is critical for a child's development and for making progress across several priories in this strategy.

4.5 Another frequent source of comment from leaders highlighted the importance of education safeguarding, particularly following recent Ofsted inspections across the county. Although a statement on safeguarding exists on the front page of the existing strategy leaflet, and work is ongoing to deliver more resilient support for education safeguarding, there is perhaps an opportunity to reiterate our commitment to the statement and detail progress made in this workstream.

4.6 Youth Parliament told us they want to see more careers education and guidance highlighting a need to engage with this group more as part of the employability priority.

5.   Timescales associated with the decision and next steps

5.1 It is proposed to relaunch the refreshed strategy with approval in September 2020 in time for the new school year.

Appendices

Appendix 1: Annual Review Autumn 2019
Appendix 2: Warwickshire Education Strategy Leaflet as is
Appendix 3: Warwickshire Education Strategy Leaflet to be
Appendix 4: You Said, We Did

Background Papers
None

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

Local Member(s): none
Other members: none

Warwickshire Education (WE) Strategy 2018-2023

'Working in partnership, celebrating success, aiming for excellence'

Review

Autumn 2019

WE1
Early Years

WE2
An Empowering curriculum

WE3
Family of Schools

WE4
Employability

Warwickshire County Council

Introduction

The Warwickshire Education Strategy is about keeping the safety, wellbeing and learning experience of children and young people at the heart of everything we do. We value the partnership that underpins this work. We have a shared interest in improving outcomes for children and young people to help them be the best that they can be. We will be a learning partnership, reflecting and taking on board the lessons learned from our own experiences and from comparable organisations.

Ian Budd
Assistant Director for Education Services

This year we have reintroduced the concept of an annual plan, do, review, analyse cycle for our education strategy. This review is at the heart of that cycle. We will listen to and respect those we serve. We will recognise effort, achievement and contribution. We will be helpful, reliable and accountable for all our actions.

Over my 21 years as a headteacher education strategies have come and gone. To be honest the only one that really sticks in my mind or indeed speaks to me about the job I do each day in school, is this one. The brevity and clarity of the document are entirely admirable, but for me the part that really matters is it's ongoing commitment to us all working together to co-construct the future in the best interests of children in Warwickshire.

Peter Kent
Chair of the Education Challenge Board and headteacher, Lawrence Sheriff School

This annual review provides a very encouraging assessment of our successes to date. Whilst much has already been achieved, we recognise that there is still work to do and will continue to draw on that spirit of shared enterprise as we move towards the ambitious goals that we have set ourselves.

The journey so far

Sep 2018
Education Strategy launched

Feb 2019
Education Strategy Board established

Apr 2019
SEND and Inclusion Strategy 2019-2023 launched

Nov 2019
Careers Strategy launched

Dec 2018
All boards established to govern each priority

Mar 2019
Successful bid for a new Alternative Provision school

Oct 2019
Renewed approach to Early Help launched at head teachers conference

Early Years

Achievements in 2018/19:

Our challenge is to foster children's love of learning from birth through early childhood and into Year 1 so that all young children achieve their potential.

Together, we will champion the **Early Years Foundation Stage** (EYFS). In 2018/19 we will:

- co-ordinate high quality training
- help parents to provide language-rich learning at home
- secure sufficient childcare
- check that safeguarding arrangements are robust.

Early Years Aspiration Networks launched to provide workforce development opportunities to improve quality of provision and outcomes for children

Early Years board established to govern and implement this priority

Integrated Early Years Strategy 2020-25 drafted

The percentage of early years providers that are judged by Ofsted as good / outstanding in Warwickshire continues to exceed the national figure

Early Years sufficiency assessment completed for 2019 concluding that the supply of early years and childcare places in Warwickshire is good

Next steps:

Publish an integrated Early Years strategy that is endorsed by Warwickshire Cabinet and is sufficiently resourced

Embed the work of the Early Years Board to monitor the Early years strategy

Secure funding for a ring-fenced budget for 2-year olds with physical disabilities to enable them to access provision

Future Priorities:

Improve support for workforce development across the sector to improve quality standards

Provide support for the Early Years sector to improve the home learning environment

In Focus

The gap in Good Level of Development at age five for disadvantaged compared with non-disadvantaged learners has increased in Warwickshire reflecting the national picture.

The draft early years strategy considers approaches to closing the gap for the early years cohort. Closing the gap remains a priority across all formal key stages in this strategy

Learners Currently Missing Education

Next steps:

Identify a sponsor for new AP free school

Ensure new AP free school is fit for purpose to support the WCC strategy

Continue development of the alternative provision offer within the primary school sector

Continue to support existing AP providers to become registered with the DfE and deliver value for money.

Ongoing review of the ABP structures and procedures maximising the success of the reintegration of vulnerable children through managed moves or FAP

The wellbeing of **Learners currently missing education** will improve as will their educational outcomes.

By September 2019, all children and young people of school-age will have a suitable educational placement, and will be enjoying their learning. We will support children and young people who find conventional schooling difficult so that they can still achieve their potential.

Achievements in 2018/19:

Alternative Provision framework launched in Dec 2018 with second round of providers added in summer 2019

New single Fair Access Protocol for primary and secondary launched.

Elective Home Education parents forum launched developing positive links between EHE families and the LA

Successful bid for a new Alternative Provision free school that will cater for some of the most vulnerable children in Warwickshire

AP alliance which is supporting alternative providers to raise standards through the quality assurance processes and preparation for registration with the DfE

New managed move protocol established and working effectively, showing a 50% reduction in permanent exclusions

In Focus

Reduce the length of time that children remain in Alternative Provision (AP) following permanent exclusions by preparing them for reintegration into mainstream via the fair access protocol.

This will mean that children will have access to a broader and balanced curriculum within their mainstream that is not always available in Alternative Provision improving their life chances.

Learners eligible for Pupil Premium

Achievements in 2018/19:

In Focus

Warwickshire disadvantaged leaners attainment in all formally assessed Key Stages compared to national disadvantage attainment shows Warwickshire is behind:

Closing the gap board agreed a change of emphasis that closing the gap be a priority across all related services

	2018 (WCC)	2018 (national)
EYFSP (GLD)	56%	57%
Phonics	70%	72%
KS2 (RWM)	47%	51%
KS4 (E&M)	22%	25%

Primary admissions 2020/21 oversubscription criteria now includes disadvantaged children to increase their chances of getting a place at their preferred school

Strategic School Improvement Fund (SSIF) narrowing the gap project RAG rated green overall before the DfE ended the programme

Nuneaton Education Strategy launched as part of the transforming Nuneaton programme

Refresh of web pages improving the application process for Free School Meals has achieved an increase in applications

Disadvantaged learners in all formally assessed Key Stages are reaching at least the levels of the equivalent cohort nationally.

The first priority of the Warwickshire School Improvement Strategy is the close the gap for disadvantaged

The gaps between the achievements of learners eligible for **Pupil Premium**: and those of their peers, will narrow, particularly at age 11 and 16.

We will celebrate the achievement of pupils eligible for pupil premium funding and we will give those who need it, extra support to catch up. We will check on this every November from 2019 to 2023.

Next steps:

Publish delivery plan for the Nuneaton Strategy and support its roll out across the three task groups; best start, ready for working life, empowering schools

Establish an alternative set of measures to demonstrate impact of closing the gap work in Warwickshire

Future priorities:

Working to improve the number of 11+ pupils accessing the 11+ test by disadvantages

Secure funding for the continuation of key projects that support disadvantaged pupils in Warwickshire

Children who are Looked After

Children who are Looked After will be supported to reach their potential.

We will provide a wide range of opportunities such as leisure activities and apprenticeships. We will remove barriers and raise educational aspirations for Children who are Looked After and Care Leavers.

Achievements in 2018/19:

Positive changes to school cultures with an increase in Attachment Aware, Trauma Informed Schools and Designated training reducing fixed term exclusions

Virtual School service infrastructure consolidated to implement this priority

Virtual School Advisory Board established to govern and implement this priority

Revised and developed processes to better support Children Looked After with an EHC plan in times of transition

Effectively meeting revised duties around children previously looked after and working closely with the adoption team to improve educational experience and outcomes

Next Steps:

To assess and develop the offer of Warwickshire Schools that have an offer for asylum seekers and raise awareness of Asylum seeker needs in all Warwickshire schools

Support and challenge schools to understand and manage the causes of behaviour problems that lead to exclusions.

Encourage schools to continue their support for children that have moved location until they find a new permanent school place.

Future priorities:

Develop Virtual School Governance Board to enhance support for Warwickshire's Children Looked After (CLA), CLA living in Warwickshire and Children Previously Looked After

In Focus

Warwickshire's attainment gap between Children Looked After and all children has increased in 2019 whilst the national gap has decreased however the progress data is positive.

Further analysis is being undertaken to fully understand the cause of this gap increase with additional data available in the Spring term.

	2018 (WCC)	2018 (National)	2019 (WCC)	2019 (National)
EYFSP (GLD)	2.4%	24.5%	21.8%	22.8%
KS1	11.5%	38.4%	12.3%	37.9%
KS2 (RWM)	26.2%	40.3%	30.7%	37.2%
KS4 (E&M)	28.9%	35.5%	35.1%	33.3%

Learners with Special Educational Needs and Disabilities (SEND)

Achievements in 2018/19:

In Focus

Significant overspend forecasted for learners with high needs, children with disabilities and transport for SEND reflecting the national picture:

Parliamentary select committee concluded that Local Authorities across the UK have a significant shortfall in funding whilst the National Audit Office has declared the system for supporting pupils with SEND financially unsustainable.

WCC's proportion of the £700m additional funding for SEND across the nation announced by the DfE for 2020-21 only offsets a small proportion of the forecasted overspend. WCC are continuing to push for government reforms.

93% of children with EHC Plans in Good or Outstanding Schools; all specialist provision judged Good

% of EHCPs issued within 20 weeks has increased from 60% in 2018 to 86% across the first three quarters in 2019

57 supported internships in Warwickshire

SEND and Inclusion Strategy launched in April 2019 identifying a further six priorities in this area

Peer review highlighted strengths in relation to; robust working practices for Early Years, supported internships and employability aspirations and supporting children with complex needs

All statements converted to EHCPs meeting DfE SEND reform requirements

54 Early Years' settings have achieved the WIncKs status with a school aged pilot version launched in 15 schools

Next steps:

Implement and monitor SEND and Inclusion Strategy

To review and update the SEND Provision Matrix making it clear to schools and parent and carers what is expected as a graduated response to individual needs.

To publish a Warwickshire joint commissioning plan for learners with SEND, setting out how local needs are to be met through the local offer services.

To work with employers, schools and colleges to increase the offer of supported internships

Strengthen practice around co-production with parents and young people

Learners with **Special Educational Needs and Disabilities** (SEND) will be able to succeed in schools and settings close to home, and they will be supported towards becoming independent and employable.

We will continue to increase the number of high quality places in Warwickshire special and mainstream schools and settings. We will ensure that legal requirements for SEND assessments are met.

Learners with Social Emotional and Mental Health (SEMH) needs

Next steps:

Work with NHS colleagues to ensure good places for schools and trainees

Work with DFE to facilitate Mental Health Lead training

Complete review of SEMH provision in Warwickshire Schools
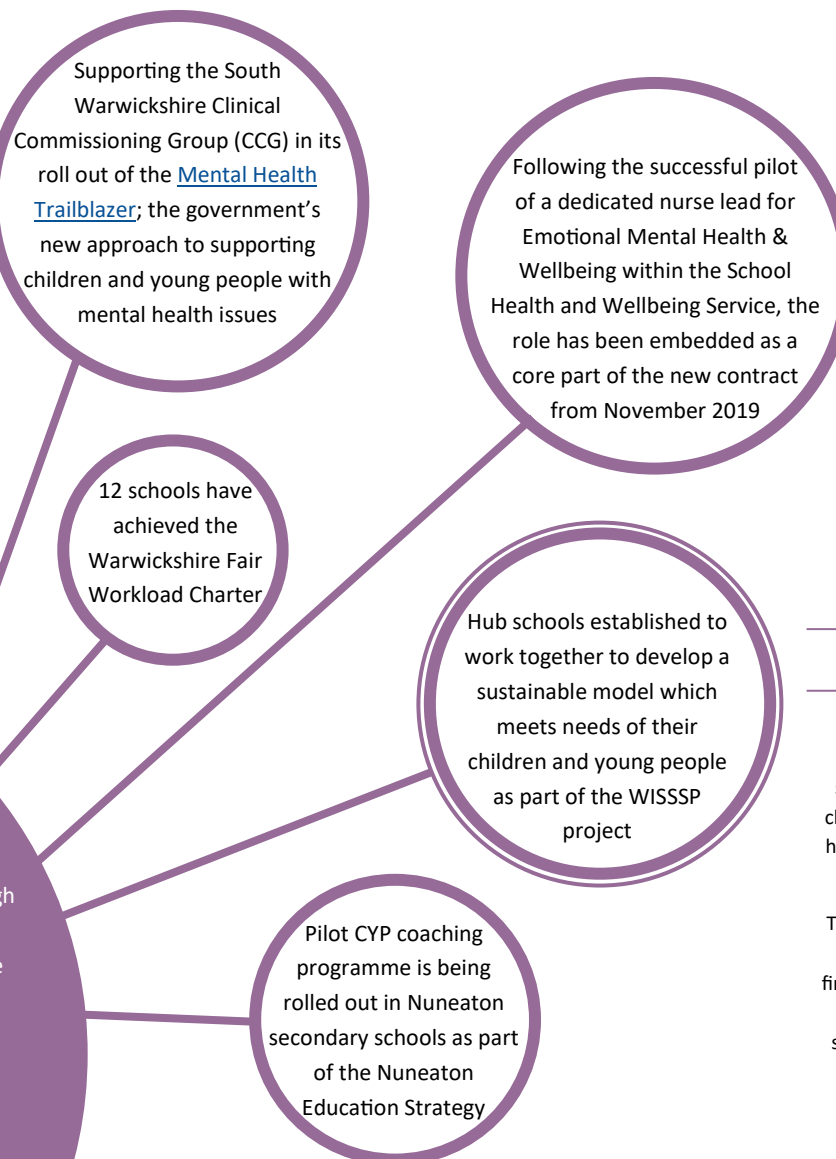
Continue roll out of WISSSP project

Future Priorities:

Secure long term funding for SEMH

Good practice sharing established through School Improvement's WISSSP and Family Wellbeing's SEMH audit

As a result of nurturing support from local communities, professionals, parents and learners with **social, emotional and mental health needs** will grow in confidence.

We will help learners to bounce back when things get tough by developing expertise in colleges, classes, schools and settings to support resilience and emotional wellbeing. We will provide clear routes to access local support services.

We will implement a Warwickshire Workload Charter to help school leaders demonstrate that staff workload is reducing.

Achievements in 2018/19:

Supporting the South Warwickshire Clinical Commissioning Group (CCG) in its roll out of the Mental Health Trailblazer; the government's new approach to supporting children and young people with mental health issues

Following the successful pilot of a dedicated nurse lead for Emotional Mental Health & Wellbeing within the School Health and Wellbeing Service, the role has been embedded as a core part of the new contract from November 2019

12 schools have achieved the Warwickshire Fair Workload Charter

Hub schools established to work together to develop a sustainable model which meets needs of their children and young people as part of the WISSSP project

Pilot CYP coaching programme is being rolled out in Nuneaton secondary schools as part of the Nuneaton Education Strategy

In Focus

The Warwickshire Improving SEMH and SEND in Schools Project (WISSSP) aims to help mainstream schools to meet the needs of their most challenging children through workforce development. This project has been rolled out since summer 2019 and continues until December 2020.

The funding for WISSSP and other projects supporting young people with SEMH is a non WCC controlled, finite resource and as such there is no specific financial commitment to this priority. A future priority is to secure the sustainability of this priority with a longer term funding plan.

Warwickshire's Family of Schools

Our challenge is for all learners to enjoy a high quality learning experience.

We will celebrate Warwickshire's **Family of Schools**: teaching schools, school companies, academies, community, Diocesan, maintained, multi-academy trusts, nursery, primary, secondary, special schools and school governors.

We will, on an annual basis:

- Anticipate growth in demand for places, maximising use of capital funding in local areas
- Efficiently administer school admissions.
- Continue to support governors in their vital role. The Warwickshire Challenge Board will continue to lead and coordinate school improvement and will organise support for schools facing difficulties. Teaching schools and multi-academy trusts will be invited to contribute to the school-led system. In 2019 a new 'App' will be developed to promote the success of Warwickshire schools in relation to WE 1, 2, 3 and 4

'App' development discontinued following further consultation with schools

Achievements in 2018/19:

Sufficiency strategy published 2018 along with subsequent annual sufficiency update in June 2019

WCC's capital investment in Warwickshire's family of schools totalling £30m

Nuneaton Education Strategy launched as part of the transforming Nuneaton programme

The percentage of Warwickshire pupils achieving the expected standard in all formally assessed key stages is better than or in line with national average

Since 2017, 56% of schools judged as less than good have, when re-inspected achieved a good or better outcome

Redesign of web pages improving the application process for Admissions

Warwickshire School Improvement Strategy published with WCC as the champion of educational excellence

In Focus

Nuneaton has the lowest educational performance within Warwickshire with 44% of secondary school aged young people attending a school in the town which is judged by Ofsted to require improvement. BUILD ON STRENGTH

The Nuneaton Education Strategy is focused on 'Raising Aspiration, Working Together' with a multi-agency approach to improve education and prospects for the young people of Nuneaton.

Key stakeholders have now begun to work as three Task and Finish groups focused on the identified priorities:

- Best start possible start (0-5)
- Promoting Learning (5-19)
- Ready for work and life (16+)

Next steps:

Support development of the Warwickshire school improvement partnership

Publish delivery plan for the Nuneaton Strategy and support its roll out

Refresh the school improvement strategy

Future priorities:

Source funding for school improvement statutory functions

Independent travel training for pupils in special schools

Employability

Our challenge is to champion **employability** by promoting the best opportunities for all learners so that:

- The local economy can grow
- Young people can take on the responsibilities of adult life and wider participation in higher education
- Adult learners contribute to the local economy
- Young people make informed choices
- Young people move successfully into sustainable employment

We will develop and implement a county careers strategy, including apprenticeships, introduction of T-levels, monitoring numbers not in education, employment or training and liaison with the widening participation strategy

Achievements in 2018/19:

Warwickshire Careers Hub established and integrated with WCC's Skills for Employment programme

Supportive employers forum established enabling businesses to offer employment opportunities to young people with SEND

57 supported internships in Warwickshire

Small businesses apprentice support programme launched

New Careers Strategy developed and approved by cabinet ready for launch in 2020

Promoted careers and apprenticeships hosting a range of events

Supported 6,000 pupils with the Digital School House project that provides a creative, digital careers education in a series of events across Warwickshire

In Focus

The percentage of 16-17 year-olds on apprenticeships is rising in Warwickshire whilst nationally numbers are falling (shown below).

Warwickshire NEETs planning and coordination group and the Skills for Employment Programme that work with schools to improve the skills of young people, raising awareness of apprenticeship opportunities and help them find employment are schemes that can be attributed to the success.

	National	WCC	
2017	6.4%	6.0%	⌄
2018	5.9%	6.6%	⌃
2019	5.5%	7.6%	⌃

Next Steps:

Launch the Careers Strategy

Launch new section of the website to aid discovery employment and career opportunities

Deliver 'My World of Work' to raise awareness of careers and employment opportunities in the county's priority sectors

Continue work with supportive employers forum

Future Priorities:

Develop a strategic approach around digital skills

📈 The way forward

Refreshed delivery plan

We want to raise the aspirations of the Education Strategy to achieve more for Warwickshire

Annual Cycle

Annually, we will pause for reflection each Autumn to review the Strategy with progress against key objectives reported on a termly basis

Refresh the strategy

The Education Strategy will be refreshed in Spring 2020 as we reflect on the first 18 months of the strategy and feedback we've received

Co-production

Co-production remains at the heart of this strategy and we wish to ensure this theme continues. We will develop a form to collect feedback on how we're doing

Looking ahead - our work programme 2019/20

Review and refresh completion

We will refresh the education strategy so that it strives to achieve more and continues to meet needs in Warwickshire

⇒ Gather and review feedback from partners on Education Strategy

⇒ Combine delivery plan and dataset for enhanced visualisation of progress against our key deliverables

⇒ Publish refreshed Education Strategy

Annual reporting

We will begin the annual reporting cycle which includes:

⇒ Spring, Summer and Autumn progress summaries

⇒ Case study showcasing good practice

⇒ Annual Autumn review - published Spring 2021

Continued focus on priorities

Although the Education Strategy has been refreshed, the strategic priorities remain the focus:

⇒ Foster children's love of learning

⇒ Promote a broad and empowering curriculum

⇒ Celebrate Warwickshire's family of schools

⇒ Champion employability

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WE3

Our challenge is for all learners to enjoy a high quality learning experience.

We will celebrate **Warwickshire's Family of Schools**: teaching schools, school companies, academies, community, Diocesan, maintained, multi-academy trusts, nursery, primary, secondary, special schools and school governors.

WCC will, on an annual basis:
- Anticipate growth in demand for places, maximising use of capital funding in local areas
- Efficiently administer school admissions.
- Continue to support governors in their vital role.

The Warwickshire Challenge Board will continue to lead and coordinate school improvement and will organise support for schools facing difficulties. Teaching schools and multi-academy trusts will be invited to contribute to the school-led system. In 2019 a new 'App' will be developed to promote the success of Warwickshire schools in relation to WE 1, 2, 3 and 4.

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WE4

Our challenge is to champion **employability** by promoting the best opportunities for all learners so that:
- The local economy can grow
- Young people can take on the responsibilities of adult life and wider participation in higher education
- Adult learners contribute to the local economy
- Young people make informed choices
- Young people move successfully into sustainable employment

We will develop and implement a county careers strategy, including apprenticeships, introduction of T-levels, monitoring numbers not in education, employment or training and liaison with the widening participation strategy.

WE1 Early Years

WE2 An Empowering curriculum

WE3 Family of Schools

WE4 Employability

Warwickshire Education (WE) Strategy 2018-2023

'Working in partnership, celebrating success, aiming for excellence'

Safeguarding and promoting the welfare and well-being of learners is paramount In all areas of work.

Warwickshire County Council

WE will:

WE1

Our challenge is to foster children's love of learning from birth through early childhood and into Year 1 so that all young children achieve their potential.

Together, we will champion the **Early Years Foundation Stage** (EYFS). In 2018/19 we will:

- co-ordinate high quality training
- help parents to provide language-rich learning at home
- secure sufficient childcare
- check that safeguarding arrangements are robust.

WE2

Our challenge is to promote a broad, empowering and creative curriculum, focusing on times of transition, and prioritising vulnerable groups:

WE2 (a) The wellbeing of **Learners currently missing education** will improve as will their educational outcomes.

By September 2019, all children and young people of school-age will have a suitable educational placement, and will be enjoying their learning. We will support children and young people who find conventional schooling difficult so that they can still achieve their potential.

WE2 (b) The gaps between the achievements of learners eligible for **Pupil Premium**: and those of their peers, will narrow, particularly at age 11 and 16.

We will celebrate the achievement of pupils eligible for pupil premium funding and we will give those who need it, extra support to catch up. We will check on this every November from 2019 to 2023.

WE2 (c) Children who are Looked After will be supported to reach their potential.

We will provide a wide range of opportunities such as leisure activities and apprenticeships. We will remove barriers and raise educational aspirations for Children who are Looked After and Care Leavers.

WE2 (d) Learners with Special Educational Needs and Disabilities (SEND) will be able to succeed in schools and settings close to home, and they will be supported towards becoming independent and employable.

We will continue to increase the number of high quality places in Warwickshire special and mainstream schools and settings. We will ensure that legal requirements for SEND assessments are met.

WE2 (e) As a result of nurturing support from local communities, professionals, parents and learners with **social, emotional and mental health needs** will grow in confidence.

We will help learners to bounce back when things get tough by developing expertise in colleges, classes, schools and settings to support resilience and emotional wellbeing. We will provide clear routes to access local support services.

We will implement a Warwickshire Workload Charter to help school leaders demonstrate that staff workload is reducing.
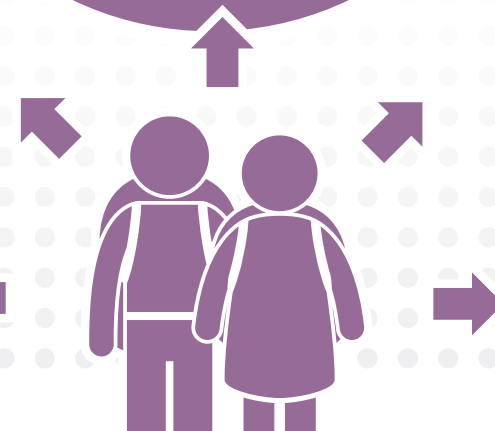
Championing Employability

Our challenge is to champion employability by promoting the best opportunities so that:

- Young people can access high quality careers information, advice and guidance on a range of opportunities to make informed choices
- Young people transition successfully from education and learning into sustainable employment
- Our most vulnerable learners are particularly supported to achieve positive destinations
- Young people not in education, employment or training are supported to re-engage
- There is effective employer engagement so that education providers and young people are aware of opportunities and skills needed both now, and in the future
- Residents of all ages develop and acquire new skills throughout their lives
- The local economy can grow

We will implement and monitor Warwickshire's Careers Strategy (2019/20-2024/25), ensure sufficient and sustainable education and training provision is in place for all post 16 learners, maintain the Local Offer; setting out what services and support are available for local young people with SEND and continuously monitor numbers of young people not in education, employment or training.

Early Years

SEND & Inclusion

Family of Schools

Employability

Warwickshire Education (WE) Strategy 2018-2023

'Working in partnership, celebrating success, aiming for excellence'

Warwickshire County Council

Safeguarding and promoting the welfare and well-being of learners is paramount in all areas of work.

Supporting Inclusion for Learners with Special Educational Needs and Disabilities (SEND) Including Vulnerable Groups

In Warwickshire, all children and young people have the right to lead a fulfilling life and be part of their community. Our challenge is to provide an inclusive education for all children and young people within Warwickshire with a particular focus on vulnerable groups:

- SEND
- Learners missing education
- Disadvantaged learners
- Children who are looked after and care leavers
- Learners with social, emotional and mental health needs
- SEND
- Learners missing education
- Disadvantaged learners
- Children who are looked after and care leavers
- Learners with social, emotional and mental health needs

The aim will be to turn high aspirations for all learners into a reality. We will work with partners including parents/carers, children and young people, education settings from early years to post 16 and employers to ensure our learners fulfill their potential and that their individual needs are met. We will work to narrow the gap between the achievement of all learners and their peers.

Securing the Best Start to Life

Our challenge is to foster children's love of learning from birth through early childhood and into Year 1 so that all young children achieve their potential.

Together, we will champion the Early Years Foundation Stage (EYFS) so that all children have the best start and can be ready to learn and ready for life.

Our vision is underpinned by five core values:

- All children will have the opportunity to achieve their potential
- The importance of early childhood education is understood by all
- Inclusion and access. All children are included and can access early years services
- All children will receive a good or better early childhood education
- Children and experience responsive and joined up services

Celebrating Warwickshire's Family of Schools

Our challenge is for all learners to enjoy a high-quality learning experience through a broad, empowering and creative curriculum.

We will celebrate Warwickshire's Family of Schools, coordinate school improvement and will organise support for schools facing difficulties.

WCC will, on an annual basis:

- Anticipate growth in demand for places, maximising use of capital funding in local areas
- Efficiently administer school admissions.
- Continue to support governors in their vital role.

The Warwickshire Challenge Board will oversee the development of a sustainable self-improving education system which offers peer support and curriculum development opportunities for Warwickshire's family of schools to ensure that every child and young person receives a place at a school which offers a high-quality education

Warwickshire Education Strategy Refresh 2020

You Said, We Did

We asked Warwickshire's education system stakeholders for their views on the Warwickshire Education Strategy 2018-2023 and suggestions on how should be refreshed and refocused after two years. The key points made are shown under the 'You Said' column and our actions are indicated under 'We Did'.

	You Said	We Did
1	The priorities currently identified in the strategy are still the most significant aspects of education to focus on	Kept a focus on Early Years, SEND and Vulnerable Groups, School Improvement, Curriculum, Education Safeguarding and Employability.
2	Headteachers asked "where is there evidence of a broad and balanced curriculum?" and told us "we want to broaden our horizons." Parents also raised concerns about a "shrinking curriculum and reduced activities such as music, sport, art etc."	Moved "promote a broad, empowering and creative curriculum" out of WE2 to WE3 Family of Schools where it will become a workstream for the Education challenge board.
3	Headteachers commented on the challenges they face with providing support for children with additional needs explaining that they are "struggling to meet the needs of some children" asking for "more resourced and alternative provision" and advised that "the rise of need within SEND (low level and complex needs) needs to be captured in a refreshed way within the strategy."	WE2 has been reconfigured and renamed 'SEND and Inclusion' to emphasise our commitment to supporting with additional learning needs and our policy of achieving this through the promotion of an inclusive education. As detailed in the SEND & Inclusion Strategy, the vast majority of children benefit academically, socially, in confidence and self-esteem from education in community mainstream schools rather than further away from home or in what are often described as more "specialist" settings.
4	"Schools are being expected to provide counselling & therapy for children."	Support for children with additional Social, Emotional and Mental Health needs remains a key priority for the redeveloped WE2 SEND & Inclusion strategy.
5	"Safeguarding thresholds too high and all put on school"	Attention to safeguarding remains a commitment of the strategy as outlined on the front page of the strategy leaflet "Safeguarding and promoting the welfare and well-being of learners is a paramount in all areas of work". This statement has been moved to the main body of the strategy leaflet to ensure the message is not forgotten about when you turn the page but

		is firmly embedded across all priorities in the strategy. We will continue recent work to deliver more resilient support for education safeguarding in the future.
6	"The foundation of Early Years is essential if we are going to support our most vulnerable families. We need to start as early as possible!"	Kept Early Years as a main objective as we recognise the importance of ensuring the best start to life. An Integrated Early Years strategy has been drafted in continuation of our commitment to this priority. The role of SEND and Inclusion to support vulnerable families from an early age is acknowledged. We have shifted the emphasis of WE2 to SEND & Inclusion and reconfigured the strategy leaflet to visually demonstrate the significance of this priority across all phases of a child's education including early years.
7	Youth Parliament told us they want to see more careers education and guidance	A key objective of the WE4 Employability priority is that young people can access high quality careers information, advice and guidance on a range of opportunities to make informed choices. We will continue to champion employability by promoting the best opportunities to achieve this.
8	Don't know how to get involved in shaping the strategy	We have added a 'Play Your Part' section to the Warwickshire Education Strategy webpages which details ways in which you can contribute
9	"Communication of the progress being made within the strategy could be communicated in a stronger way"	Following on from the 2019 Annual Review, we will continue our annual and continue to update and develop the 'Our Progress' section of the Warwickshire Education Strategy webpages. Headteachers will continue to be informed of ongoing activities across each of the strategy's priorities including key developments in the weekly heads up newsletter.

Children and Young People Overview and Scrutiny Committee

January 2020

Achievement of Warwickshire Children and Young People in Statutory National Tests in 2019

Recommendation

That the Children and Young People Overview and Scrutiny Committee note the performance of children and young people in Warwickshire schools in statutory national tests. Members are asked to note the disparity in performance across the districts and boroughs and provide support to the Nuneaton Education strategy.

1.0 Background

1.1 Due to Covid-19, summer 2020 assessments and exams have been cancelled for all pupils. Key Stage 4 and Key Stage 5 exams will be graded through teacher assessments.

1.2 The Department for Education have reported that Performance tables are suspended for the 2019 to 2020 academic year, and no school or college will be judged on data based on exams and assessments from 2020. Until the new data release is available, all those working with schools, including Ofsted and DfE regional teams, should refer to the 2019 data. The Department for Education will continue to use 2019 data as a starting point for any conversation about support for schools with Ofsted judgements below good.

1.3 Disadvantaged pupils are expected to be disproportionately affected by COVID19. Closing the attainment gap for disadvantaged pupils will have a refreshed and increased focus under the current COVID19 pandemic response. A Warwickshire 'disadvantaged offer' is being developed building on what exists and what is sustainable. This is across all services and sets out what could happen beyond schools. A pupil passport is being developed, consideration will be given to digital access, mental health and wellbeing, cultural capital and language enhancement. These will all form part of the offer. The Nuneaton Education Strategy, the Integrated Early Years Strategy, the Closing the Gap Board and the refresh of the Warwickshire Education Strategy will all prioritise support for disadvantaged children and young people.

1.4 Disadvantage attainment gaps have not been closing in Warwickshire which is in line with the national picture. The full impact of COVID19 will not be apparent for some time and not until all pupils return to school. The paper sets out the performance data for Primary and Secondary age children. It contains the outcomes of pupils in the statutory national curriculum tests and teacher assessments in 2019.

1.5 The 2019 data was due for consideration at the November meeting (as per usual) but that meeting was cancelled due to Purdah. The paper was then tabled for 11th February, but the O&S calendar shows that that meeting was postponed and the subsequent two were cancelled in Covid-19 response. The data presented covers the curriculum areas highlighted below for all pupils:

- the earliest statutory tests taken by pupils in Reception (ages 4-5) called the Early Years Foundation Stage Profile
- the Phonics tests taken by pupils in Year 1 (ages 5-6),
- Key Stage 1 teacher assessments taken by pupils in Year 2 (ages 6-7)
- Key Stage 2 tests and teacher assessments taken by pupils in Year 6 (ages 10-11)
- Key Stage 4 (GCSEs and equivalent qualifications) taken by students in Year 11 (ages 15-16)
- Post 16 (A Levels and equivalent qualifications) taken by students in Year 13 (ages 17-18)

2.0 Summary

2.1 Table 1 below provides a summary of the available key headline indicators for the different curriculum stages achieved by Warwickshire pupils in **2019** compared to those nationally and our statistical neighbours[1] (similar councils):

Table 1: Headline measures and results for Warwickshire, national and statistical neighbours

WE Strategy[1]	National Curriculum Stage	Headline Measure	Warwickshire	National	Statistical neighbours (SN)[2]
WE1: Early Years Foundation Stage	Early Years Foundation Stage Profile	% of pupils achieving a **Good Level of Development** - often used as a school readiness measure	72%	72%	74%
WE3: Family of Schools	Phonics	% of Year 1 pupils working at the required level	84%	82%	83%
	Key Stage 1	% of pupils achieving the Expected Standard in **Reading**	77%	75%	77%
		% of pupils achieving the Expected Standard in **Writing**	71%	69%	71%
		% of pupils achieving the Expected Standard in **Maths**	77%	76%	77%
	Key Stage 2	% of pupils achieving the Expected Standard in **Reading, Writing and Maths**	65%	65%	66%
	Key Stage 4	% of pupils achieving a Strong Pass (Grade5+) in English and Maths GCSEs	50%	43%	43%
		Average **Attainment 8** Score per pupil	49.8	46.5	46.4

		Average **Progress 8** Score	0.00	-0.03	-0.10
WE4: Employability	Post 16	A Level students: Average grade	C+	C+	C+
		A Level students: Percentage achieving AAB or higher in at least 2 facilitating subjects	16.4%	14.1%	12.4%
		Tech level students: Average grade	Merit	Merit+	Merit+
		Applied General students: Average grade	Merit+	Merit+	Merit+

1: Warwickshire Education Strategy available here: https://www.warwickshire.gov.uk/schools-and-learning/education-strategy
2: Statistical Neighbours are those local authorities deemed to have similar characteristics and used for benchmarking purposes. Warwickshire's 10 statistical neighbours are Cheshire West and Chester; Worcestershire; Central Bedfordshire; Leicestershire; Staffordshire; Warrington; Cheshire East; Essex; Hampshire; North Somerset.

2.2   The Early Years Foundation Stage Profile is exactly in line with the national result, all the other Primary school headline indicators are above or in line with the national averages.

2.3   Key Stage 4 results continue to show that Warwickshire's students have performed strongly in their GCSE and equivalent qualifications, compared to national and statistical neighbour results. Further data can be found on pages 12 and 13 of this report.

3.0   Early Years Foundation Stage Profile (EYFSP)

3.1   The EYFSP measures pupil performance at the end of the Reception year. It measures three "prime areas of learning" (communication and language, physical development, and personal social and emotional development) and four "specific areas of learning" (literacy, mathematics, understanding the world and expressive arts and design).

3.2   The key measure for the EYFSP is the proportion of pupils achieving a "Good Level of Development" (GLD), also known as the 'school readiness' indicator. For a child to have a good level of development, they must be assessed as "expected" or "exceeding" in the first 12 early learning goals.

SN refers to statistical neighbours in all the following graphs and tables

Graph 1: GLD results for Warwickshire, national and statistical neighbours

% of pupils achieving a GLD - All Pupils

■ Warwickshire ■ SN ■ National
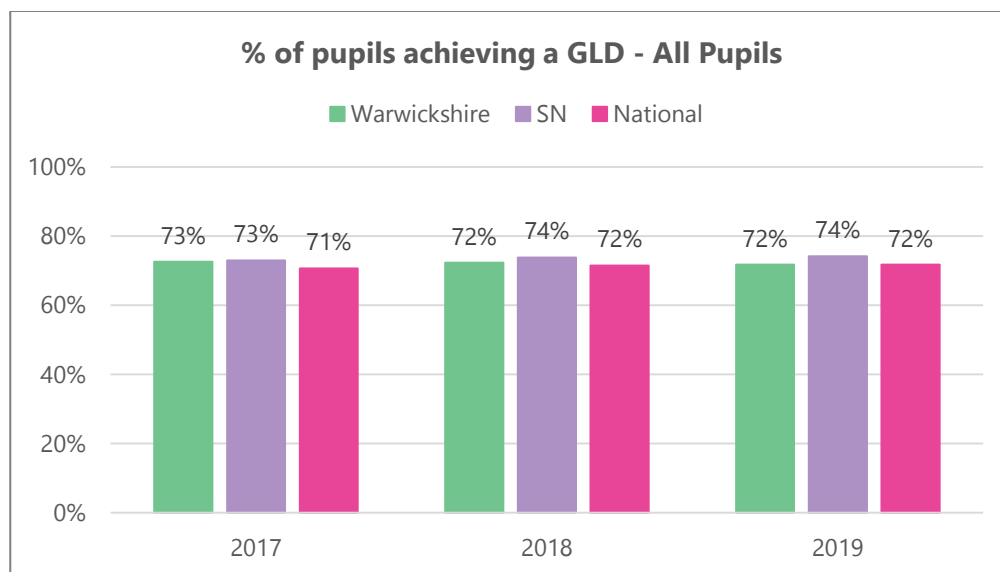
GLD	2017	2018	2019	Trend in last year
LA Rank (out of 152)	43	63	75	Downward ⬇
SN Rank (out of 11)	5	8	11	Downward ⬇

3.3   The percentage of pupils achieving a good level of development decreased again in 2019 albeit very slightly from 72.4% to 71.8%. Since 2015, performance in Warwickshire has always been above the national average. This year, it is the same.

Graph 2: GLD results for the Districts and Boroughs

Districts - % achieving a GLD - All pupils

	2017	2018	2019
■ North Warwickshire	72%	71%	72%
■ Nuneaton and Bedworth	68%	70%	68%
■ Rugby	72%	73%	71%
■ Stratford on Avon	77%	75%	73%
■ Warwick	75%	73%	75%
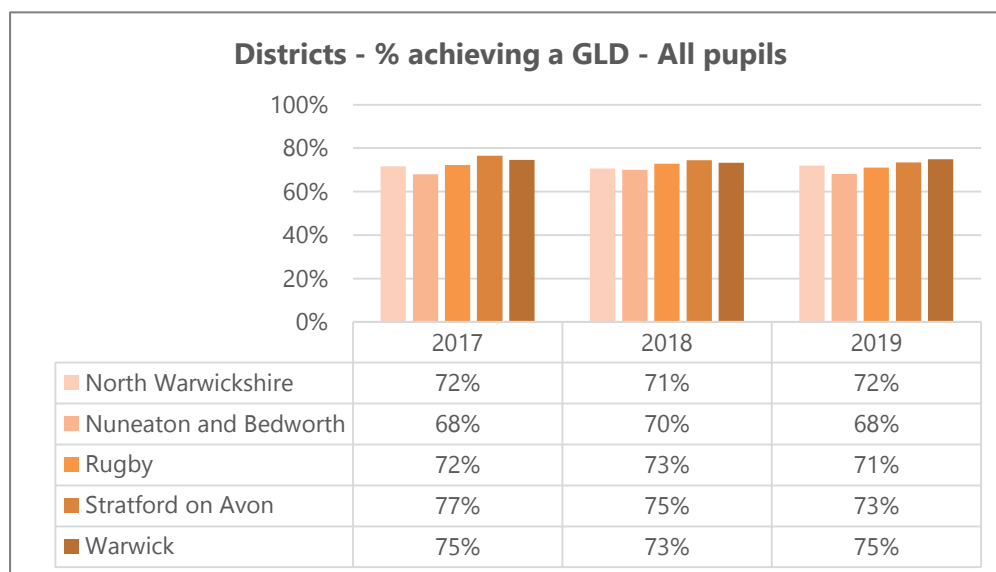
3.4 One borough (North Warwickshire) and one district (Warwick) saw increases in their GLD performances this year by 1.3 and 1.7 percentage points respectively. Warwick district is now the top performing area in the County.
Nuneaton and Bedworth & Rugby boroughs saw the largest falls by up to 2 percentage points. Both are now below the national and Warwickshire GLD averages.
Stratford on Avon is the only area that has seen a steady decline every year in GLD performance since 2017, despite being one of the higher performing areas.

4.0 Year 1 Phonics

4.1 The Year 1 phonics screening check was introduced in 2012 to assess whether children could decode simple words. The expected level since 2012 has remained the same with a score of at least 32 out of 40 deemed to be a good level to be working at. Performance in this test has improved year on year both nationally and locally.

Graph 3: Year 1 phonics results for Warwickshire, national and statistical neighbours
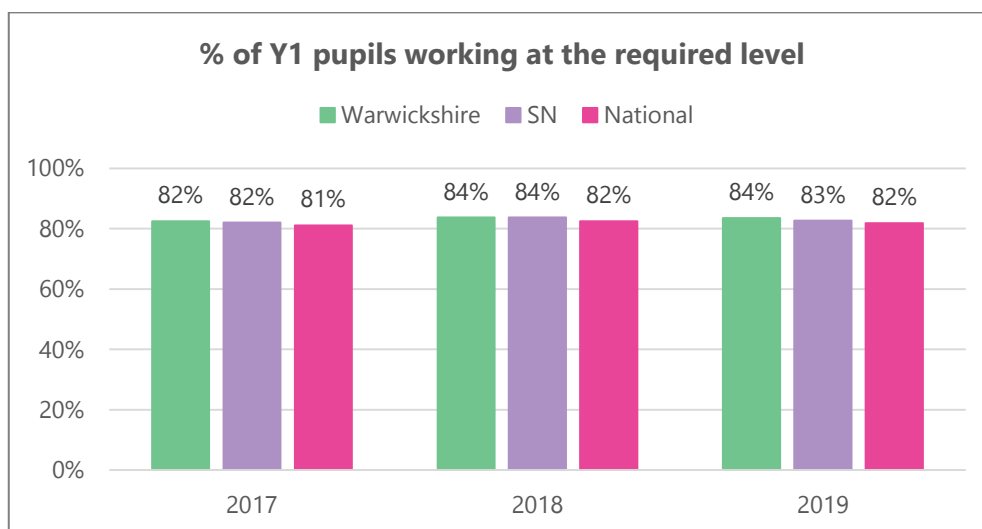
Year 1 phonics	2017	2018	2019	Trend in last year
LA Rank (out of 152)	52	55	42	Upward ⬆
SN Rank (out of 11)	3	7	4	Upward ⬆

4.2 In 2019, 84% of Warwickshire's Year 1 pupils achieved the required standard of decoding. This is the same as the previous year but is 2 percentage points (ppts) above the current National result of 82%.

Graph 4: Year 1 phonics results for the Districts and Boroughs

Districts - % of Y1 pupils working at the required level

	2017	2018	2019
North Warwickshire	84%	83%	84%
Nuneaton and Bedworth	80%	83%	80%
Rugby	83%	84%	87%
Stratford on Avon	83%	84%	86%
Warwick	84%	85%	82%
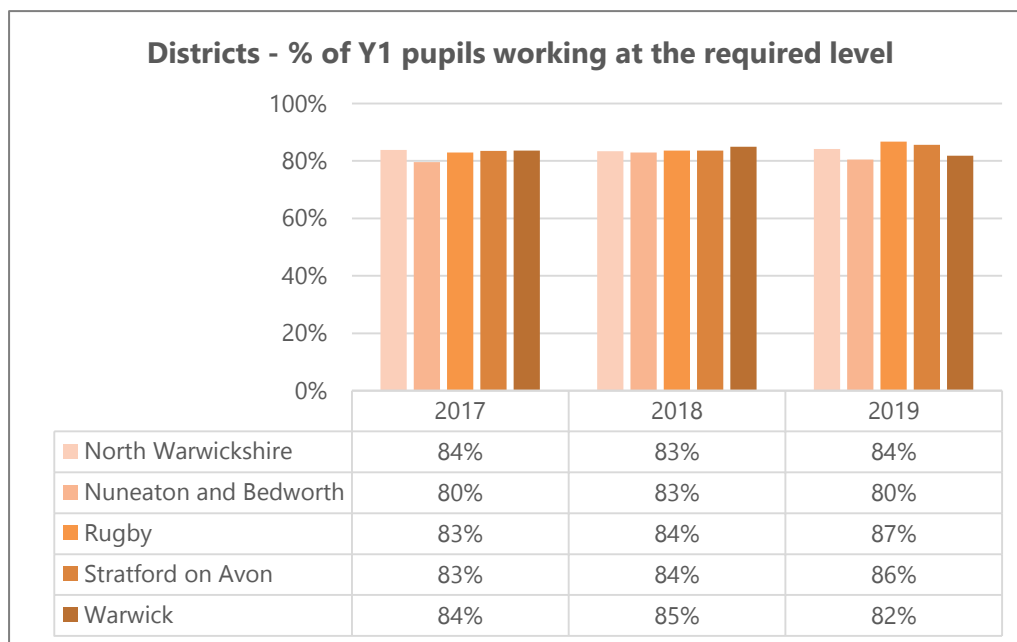
4.3 Performance in the phonics decoding test has increased in 3 of the 5 districts and boroughs, decreasing by 3ppts in both Nuneaton and Bedworth and Warwick.

Unlike 2018 when all 5 areas were above the national average, Nuneaton and Bedworth are now 2ppts below it with Warwick district in line.

5.0 Key Stage 1

5.1 Pupils were assessed against the new, more challenging curriculum, introduced in 2016. Results are no longer reported as levels. Frameworks for teacher assessment have been used by teachers to assess if a pupil has met the new, higher **expected standard**. The expectations for pupils at the end of key stage 1 have been raised.

Graphs 5, 5a and 5b: KS1 results for Warwickshire, national and statistical neighbours

Reading - % achieving Expected Standard+

	2017	2018	2019
Warwickshire	77%	77%	77%
SN	78%	77%	77%
National	76%	75%	75%

Writing - % achieving Expected Standard+

	2017	2018	2019
Warwickshire	70%	71%	71%
SN	70%	72%	71%
National	68%	70%	69%

Maths - % achieving Expected Standard+

	2017	2018	2019
Warwickshire	76%	77%	77%
SN	77%	77%	77%
National	75%	76%	76%
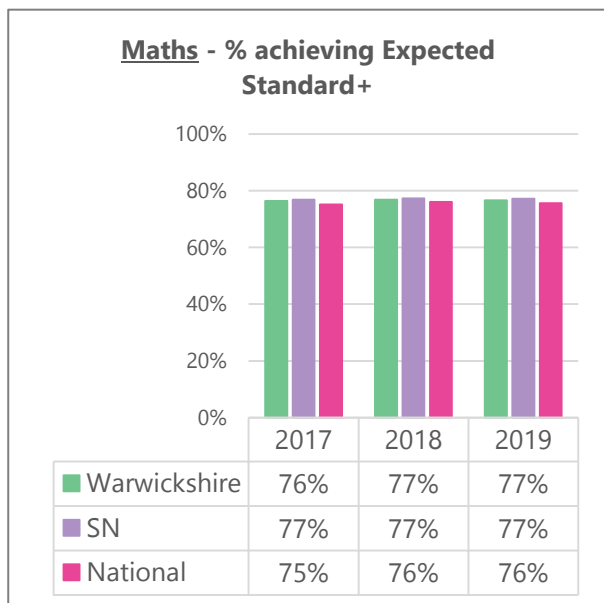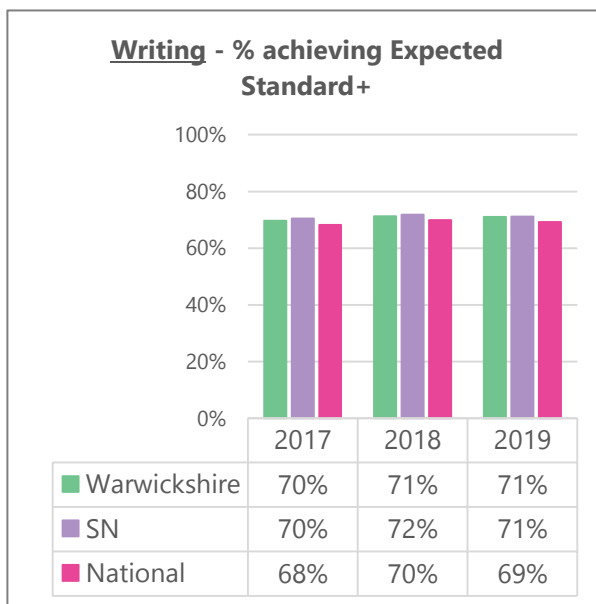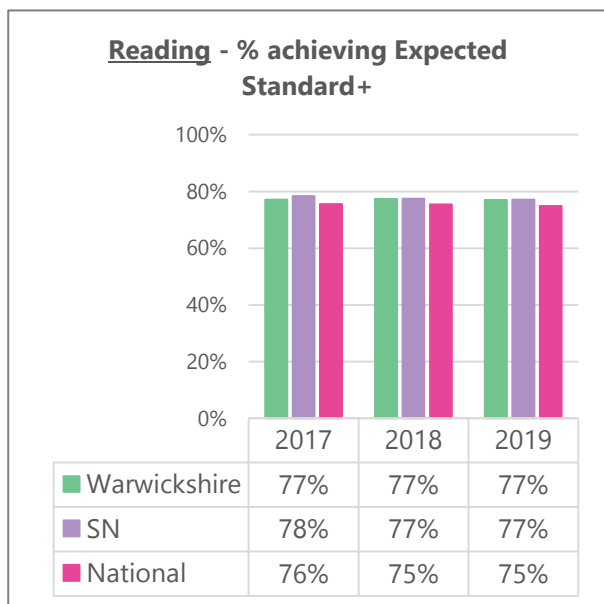
KS1 – Expected Standard		2017	2018	2019	Trend in last year	
Reading	LA Rank (out of 152)	53	46	42	Upward	⬆
	SN Rank (out of 11)	7	4	5	Downward	⬇
Writing	LA Rank (out of 152)	60	59	47	Upward	⬆
	SN Rank (out of 11)	7	6	5	Upward	⬆
Maths	LA Rank (out of 152)	62	66	56	Upward	⬆
	SN Rank (out of 11)	6	7	5	Upward	⬆

5.2   Warwickshire pupils continue to do well in all three Key Stage 1 subjects. Results in 2019 have remained stable with pupils outperforming their counterparts nationally and performing in line with peers in our statistical neighbour council areas too.

Table 2: KS1 results for the Districts and Boroughs

% achieving the Expected Standard

	Reading			Writing			Maths		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
England*	76%	75%	75%	68%	70%	69%	75%	76%	76%
Statistical Neighbours	78%	77%	77%	70%	72%	71%	77%	77%	77%
Warwickshire	77%	77%	77%	70%	71%	71%	76%	77%	77%
North Warwickshire	76%	75%	74%	69%	70%	69%	75%	75%	72%
Nuneaton and Bedworth	72%	76%	75%	63%	69%	69%	72%	75%	76%
Rugby	78%	78%	76%	72%	73%	70%	76%	77%	77%
Stratford on Avon	80%	79%	80%	72%	74%	74%	79%	78%	77%
Warwick	81%	78%	79%	74%	71%	73%	80%	78%	78%

5.3   The most improved district is Warwick showing positive increases across all subjects, particularly Writing up 2ppts on last year. Three areas have seen decreases across all subjects with Rugby borough experiencing the largest of these in Writing and North Warwickshire in Maths, both down by 2.5 ppts.
Apart from North Warwickshire, all other areas are in line or above national averages across all three subjects.

6.0 Key Stage 2

6.1 As with Key Stage 1, pupils at the end of Key Stage 2 in 2016 were assessed against the new more challenging national curriculum. Results are no longer reported as levels and each pupil receives their test results as a scaled score and teacher assessments are based on the standards in the interim framework. The expectations for pupils at the end of Key Stage 2 have been raised and the national tests reflect this.

Graphs 6, 6a, 6b and 6c: KS2 results for Warwickshire, national and statistical neighbours

Reading - % achieving Expected Standard+

	2017	2018	2019
Warwickshire	73%	78%	74%
SN	74%	77%	74%
National	72%	76%	73%

Writing - % achieving Expected Standard+

	2017	2018	2019
Warwickshire	78%	80%	80%
SN	78%	80%	80%
National	77%	79%	78%

Maths - % achieving Expected Standard+

	2017	2018	2019
Warwickshire	74%	77%	78%
SN	76%	76%	79%
National	75%	76%	79%

RWM - % achieving Expected Standard+

	2017	2018	2019
Warwickshire	62%	67%	65%
SN	63%	66%	66%
National	62%	65%	65%

KS2 – Expected Standard		2017	2018	2019	Trend	
Reading	LA Rank (out of 152)	70	48	71	Downward	⬇
	SN Rank (out of 11)	7	5	7	Downward	⬇
Writing	LA Rank (out of 152)	52	59	59	Static	⬌
	SN Rank (out of 11)	3	4	5	Downward	⬇
Maths	LA Rank (out of 152)	94	68	92	Downward	⬇
	SN Rank (out of 11)	7	5	8	Downward	⬇
Reading, Writing, Maths (RWM)	LA Rank (out of 152)	71	49	68	Downward	⬇
	SN Rank (out of 11)	6	4	6	Downward	⬇

6.2   65% of Warwickshire pupils achieved the Expected Standard in the combined Reading, Writing and Maths measure in 2019, 2ppts below the 2018 result and currently in line with the National result for state-funded schools. Across Warwickshire, there has been a slight improvement in Maths and stability in Writing. Performance in Reading has dropped by 4ppts and this has contributed to the downward trend in the key headline measure. This mirrors the national trend as across the Country, performance in Reading has also declined by nearly 3ppts.

Table 3: KS2 results for the Districts and Boroughs

	% achieving the Expected Standard											
	Reading			Writing			Maths			RWM		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
England*	72%	76%	73%	77%	79%	78%	75%	76%	79%	62%	65%	65%
Statistical Neighbours	74%	77%	74%	78%	80%	80%	76%	76%	79%	63%	66%	66%
Warwickshire	73%	78%	74%	78%	80%	80%	74%	77%	78%	62%	67%	65%
North Warwickshire	68%	72%	69%	74%	76%	77%	68%	73%	75%	55%	61%	61%
Nuneaton and Bedworth	69%	71%	69%	77%	77%	78%	75%	75%	74%	59%	62%	60%
Rugby	72%	78%	77%	80%	81%	81%	74%	76%	79%	63%	68%	67%
Stratford on Avon	77%	82%	78%	79%	83%	81%	74%	79%	78%	64%	71%	68%
Warwick	77%	84%	77%	79%	82%	80%	76%	80%	82%	66%	72%	68%

* State funded schools

6.3 Performance across the district and boroughs does vary at Key Stage 2 with the highest performing district, Warwick, at 68.5% for the combined Reading, Writing and Maths (RWM) measure just 0.2ppts above Stratford but 8ppts above the lowest performing borough, Nuneaton and Bedworth at 60%.

Despite this, performance in Warwick has decreased by 3ppts on last year and across the board there has been a downturn for this measure initiated by the fall in performance in the Reading subject.
Both North Warwickshire and Nuneaton and Bedworth remain below the national average for the combined reading, writing and maths measure.

6.4 **KS1 to KS2 Progress** - There is no 'target' for the amount of progress an individual pupil is expected to make. Any amount of progress a pupil makes contributes towards a school's progress score. Progress measures aim to capture the progress that pupils make from the end of key stage 1 to the end of primary school. They are a type of value-added measure, which means that pupils' results are compared to the actual achievements of other pupils nationally with similar prior attainment.

A Local Authority's progress scores for reading, writing and mathematics are calculated as its pupils' average progress scores. This means that Warwickshire's progress scores will be presented as positive and negative numbers either side of **zero**.

- A score of 0 means pupils in Warwickshire, on average, do about as well at key stage 2 as those with similar prior attainment nationally.
- A positive score means pupils in Warwickshire on average do better at key stage 2 than those with similar prior attainment nationally.
- A negative score means pupils in Warwickshire on average do worse at key stage 2 than those with similar prior attainment nationally.

Warwickshire's progress scores:

Subject	2017	2018	2019
Reading	-0.6	-0.3	-0.1
Writing	-0.5	-0.5	0.0
Maths	-1.1	-0.8	-0.5

7.0   Key Stage 4 – GCSE and equivalent qualifications

7.1   A new secondary school accountability system was introduced in 2016 with the aim of making GCSE and equivalent qualifications more rigorous, with more demanding content. 2017 saw the first reporting changes to the Key Stage 4 curriculum with the new English and maths qualifications graded 9-1 instead of A*-G, 9 being the highest grade. In 2019, almost all GCSEs were reported against the 9-1 grading scale.

7.2   Under the new system:

- a **Grade 4** and above (**Standard Pass**) is equivalent to an old C grade and;
- a **Grade 5** and above will be deemed a '**Strong Pass**' and is equivalent to an old high C grade.

7.3   **Attainment 8** – this is the average achievement of pupils in up to 8 qualifications including English (double weighted), maths (double weighted), three further qualifications that count in the English Baccalaureate (EBacc) and three further qualifications that can be GCSE qualifications or any other DfE approved non-GCSE qualifications.

7.4   **Progress 8** – aims to capture the progress a pupil makes from the end of key stage 2 to the end of key stage 4. It compares pupils' achievement – their Attainment 8 score – with the average Attainment 8 score of all pupils nationally who had a similar starting point (or 'prior attainment'), calculated using assessment results from the end of primary school. Progress 8 is a relative measure, therefore the national average Progress 8 score for mainstream schools is zero.

7.5   **English Baccalaureate** - The English Baccalaureate (EBacc) is not a test or qualification; it is a measure used to provide information about a particular range of qualifications. The EBacc refers to a combination of subjects that the government thinks are important for young people to study at GCSE and includes:

English language and literature
maths
the sciences
geography or history
a language

The DfE now refer to this measure as an 'ambition' for schools to aim for. New in 2018 was the reporting of the EBacc Average Point Score (APS). This measures pupils' point scores across the five pillars of the EBacc. It ensures the attainment of all pupils is recognised, not just those at particular grade boundaries, encouraging schools to enter pupils of all abilities, and support them to achieve their full potential.

Graphs 7, 7a, 7b and 7c: KS4 results for Warwickshire, national and statistical neighbours

Attainment 8 Average Score

	2017	2018	2019
Warwickshire	49.0	49.4	49.8
SN	46.4	46.3	46.4
National	46.4	46.6	46.5

Progress 8

	2017	2018	2019
Warwickshire	0.06	0.06	0.00
SN	-0.09	-0.07	-0.10
National	-0.03	-0.02	-0.03

% of pupils achieving Strong Passes (9-5 grades) in Eng and Maths

	2017	2018	2019
Warwickshire	48%	49%	50%
SN	43%	43%	43%
National	43%	43%	43%

EBacc Average Point Score (new in 2018)

	2018	2019
Warwickshire	4.3	4.4
SN	4.0	4.0
National	4.1	4.1

Data shows that Warwickshire's strong performance at Key Stage 4 continues.

The Rank table below shows an upwards trend in the ranking for Attainment 8, with Warwickshire improving its position the last two years running, moving up six places in total, from 31st place nationally in 2017 and 29th in 2018.

Progress 8 has dropped from previous years - from 43rd in 2018 and 42nd in 2017, this brings us in line with West Midland Local Authorities.

Warwickshire has improved one place on its 2018 ranking for the EBacc average point score, moving from 33rd to 32nd.

KS4 Measures		2017	2018	2019	Trend in last year	
Attainment 8	LA Rank (out of 152)	31	29	25	Upwards	⬆
	SN Rank (out of 11)	1	1	1	Static	⬌
Progress 8	LA Rank (out of 152)	42	43	59	Downward	⬇
	SN Rank (out of 11)	1	1	3	Downward	⬇
% achieving a Strong Pass in English and Maths	LA Rank (out of 152)	32	28	25	Upwards	⬆
	SN Rank (out of 11)	1	1	2	Downward	⬇
EBacc Average Point Score	LA Rank (out of 152)	n/a	33	32	Upwards	⬆
	SN Rank (out of 11)	n/a	1	1	Static	⬌

Table 4: KS4 results for the Districts and Boroughs

	Attainment 8			Progress 8			Strong Pass (9-5 grade) in English and maths			EBacc APS	
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2018	2019
England*	46.4	46.6	46.5	-0.03	-0.02	-0.03	43%	43%	43%	4.1	4.1
Statistical Neighbours	46.4	46.3	46.4	-0.09	-0.07	-0.10	43%	43%	43%	4.0	4.0
Warwickshire	49.0	49.4	49.8	0.06	0.06	0.00	48%	49%	50%	4.3	4.4
North Warwickshire	43.7	44.0	44.7	-0.10	-0.17	-0.25	31%	40%	37%	3.7	3.8
Nuneaton and Bedworth	43.9	42.8	43.5	-0.23	-0.22	-0.31	38%	36%	38%	3.6	3.7
Rugby	50.8	54.7	51.5	0.10	0.16	0.05	54%	60%	54%	4.9	4.6
Stratford on Avon	54.0	55.4	55.0	0.25	0.29	0.18	60%	59%	60%	4.9	5.0
Warwick	49.9	49.4	51.1	0.20	0.20	0.27	51%	48%	52%	4.3	4.4

* State funded schools

8.0   Post 16 – A level and equivalent qualifications

8.1   The government is reforming the 16 to 18 school and college accountability system to set higher expectations for students and institutions, and to make the system fairer, more ambitious and more transparent. The five headline measures are:

Progress: The progress of students is the main focus of the new accountability system. This measure is a value-added progress measure for academic and Applied General qualifications, and a combined completion and attainment measure for Tech Level qualifications.

The figures indicate how much progress students who studied A levels made between the end of key stage 4 and the end of their A level studies, compared to similar students across England.

The DfE do not publish this measure at Local Authority level as it is primarily a School/College performance measure.

Attainment: The attainment measure shows the average point score per entry, expressed as a grade and average points. It builds on the existing attainment measures by showing separate grades for: A Level, Applied General, and Tech Level qualifications.

English and maths progress: These scores show how much progress students made in English and maths qualifications such as GCSE re-takes, between the end of key stage 4 and the end of the 16 to 18 phase of education.

Retention: As the participation age has increased to 18 it is increasingly important that all young people are given suitable education and training opportunities that they see through to completion. The retention measure therefore shows the proportion of students who are retained to the end of their main programme of study.

Destinations: Including destination information in performance tables broadens the information available to the public and gives schools and colleges the opportunity to demonstrate other aspects of their performance.

Post 16 Measures *(all National data is based on state-funded schools and colleges)*		2017	2018	2019	Trend in the last year	
A Level Attainment (Average grade and score)	Warwickshire result	C+ 32.3	C+ 33.7	C+ 33.8	Upward	⬆
	National result	C 31.1	C+ 31.8	C+ 32.9		
	LA Rank (out of 152)	33	20	33		
Tech level Attainment (Average grade and score)[1]	Warwickshire result	Dist- 30.7	Merit 26.5	Merit 25.3	Downward	⬇
	National result	Dist- 32.3	Merit+ 28.3	Merit+ 28.6		
	LA Rank (out of 152)	112	96	120		
Applied General level Attainment (Average grade and score)[2]	Warwickshire result	Dist- 33.2	Merit+ 27.4	Merit+ 27.8	Upward	⬆
	National result	Dist 35.7	Merit+ 28.2	Merit+ 28.9		
	LA Rank (out of 152)	124	89	102		
% of pupils achieving AAB or higher in at least 2 facilitating subjects[3]	Warwickshire result	16.6%	17.3%	16.4%	Downward	⬇
	National result	14.3%	13.7%	14.1%		
	LA Rank (out of 152)	30	22	31		

1 - Tech levels are qualifications for students wishing to develop the specialist skills and knowledge for a technical occupation or industry. They lead to recognised occupations, for example in engineering, IT, accounting or professional cookery.
2 - Applied general qualifications provide broad study of a vocational area. They are designed to lead to higher education, and they include areas such as performing arts, business and health and social care.
3 – Facilitating A levels are ones that are commonly needed for entry to leading universities. They are: Biology, Chemistry, Physics, Mathematics, Further Mathematics, Geography, History, English Literature and Classical or Modern Languages.

9.0   Performance summary of disadvantaged children

9.1   Overall, Warwickshire's pupils perform well across all subjects and all Key Stages. They often achieve outcomes above the national average and are either above or in line with Warwickshire's statistical neighbour Local Authorities. This positive picture changes when reviewing the success of some of the more vulnerable groups of children in the county.

9.2   The table below is only intended to provide a brief summary of the outcomes of these children. Further analysis about the outcomes of disadvantaged children will be available from the Closing the Gap Board as detailed in the WE2 – An empowering curriculum priorities.

9.3   The Department for Education are yet to publish 2019 pupil characteristics data so further analysis on the achievement of disadvantaged children will be available towards the end of the year. In the meantime, please find below a table that shows how Warwickshire's disadvantaged pupils achieved.

Key

EYFSP – Early Years Foundation Stage Profile
RWM – Combined Reading, Writing and Maths measure
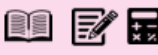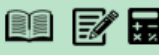
Disadvantaged - The DfE define 'Disadvantaged' pupils as those who have been a) eligible for Free School Meals at any point in the last 6 years, b) children who are looked after or c) children who have been adopted from care or via a Special Guardianship or Child Arrangements Order

A = All Pupils | D = Disadvantaged Pupils | O = Other (non-disadvantaged) Pupils |
Diff = Difference between Disadvantaged pupils and Other pupils

Closing the Gap: 2019 Headlines

A = All Pupils | D = Disadvantaged Pupils | O = Other (non-disadvantaged) Pupils | Gap = Warwickshire disadvantaged minus National Other

	WE1 – Early Years Foundation Stage EYFSP % Good Level of Development				WE3 – Family of Schools Phonics Year 1 % Working At expected Level				Key Stage 1 - Expected Standard Reading (R)				Writing (W)				Maths (M)				Key Stage 2 - Expected Standard RWM				Key Stage 4 Grade 5 or above in E&M GCSEs			
	A	D	O	Gap	A	D	O	Gap	A	D	O	Gap	A	D	O	Gap	A	D	O	Gap	A	D	O	Gap	A	D	O	Gap
National (state funded schools)	72%	57%	74%	-17%	82%	71%	84%	-14%	75%	62%	78%	-17%	69%	55%	73%	-18%	76%	62%	79%	-17%	65%	51%	71%	-19%	43%	-	-	-
Warwickshire	**72%**	**54%**	**74%**	**-20%**	**84%**	**71%**	**85%**	**-13%**	**77%**	**60%**	**80%**	**-18%**	**71%**	**53%**	**74%**	**-20%**	**77%**	**59%**	**80%**	**-20%**	**65%**	**47%**	**71%**	**-24%**	**49%**	**22%**	**55%**	-
Warwickshire 2018	*72%*	*56%*	*74%*	*-18%*	*84%*	*70%*	*86%*	*-15%*	*77%*	*64%*	*80%*	*-15%*	*71%*	*55%*	*74%*	*-19%*	*77%*	*60%*	*80%*	*-19%*	*67%*	*47%*	*73%*	*-24%*	*49%*	*22%*	*55%*	*-28%*
North Warwickshire	72%	49%	75%	-25%	84%	74%	86%	-10%	74%	60%	77%	-19%	69%	51%	72%	-22%	72%	50%	76%	-30%	61%	42%	68%	-29%	37%	16%	42%	-
Nuneaton and Bedworth	68%	58%	70%	-16%	80%	68%	83%	-17%	75%	58%	80%	-21%	69%	53%	73%	-20%	76%	57%	81%	-22%	60%	48%	66%	-22%	38%	20%	43%	-
Rugby	71%	55%	73%	-19%	87%	80%	88%	-4%	76%	59%	80%	-19%	70%	50%	75%	-23%	77%	62%	80%	-17%	67%	56%	70%	-15%	54%	21%	61%	-
Stratford on Avon	73%	48%	76%	-26%	86%	72%	87%	-13%	80%	64%	82%	-14%	74%	54%	76%	-19%	77%	60%	79%	-20%	68%	41%	74%	-30%	60%	29%	65%	-
Warwick	75%	51%	77%	-23%	82%	61%	84%	-24%	79%	63%	81%	-16%	73%	58%	75%	-16%	78%	64%	80%	-15%	68%	46%	73%	-25%	52%	22%	57%	-

Top performing District / Borough:

	EYFSP	Phonics Year 1	Reading	Writing	Maths	RWM	KS4
All Pupils	Warwick	Rugby	Stratford on Avon	Stratford on Avon	Warwick	Warwick	Stratford on Avon
Disadvantaged Pupils	Nuneaton and Bedworth	Rugby	Stratford on Avon	Warwick	Warwick	Rugby	Stratford on Avon
Widest Gap	Stratford on Avon	Warwick	Nuneaton and Bedworth	Rugby	North Warwickshire	Stratford on Avon	
Smallest Gap	Nuneaton and Bedworth	Rugby	Stratford on Avon	Warwick	Warwick	Rugby	

Dashes - indicate that this level of data is not currently available

10.0 Priorities

10.1 The Warwickshire Education (WE) Strategy 2018 to 2023, sets out the key priorities for Education Services:

- **WE1**: Our challenge is to foster children's love of learning from birth through early childhood and into Year 1 so that all young children achieve their potential.
- **WE2**: Our challenge is to promote a broad, empowering and creative curriculum, focusing on times of transition, and prioritising vulnerable groups.
- **WE3**: Our challenge is for all learners to enjoy a high-quality learning experience.
- **WE4:** Our challenge is to champion employability by promoting the best opportunities for all learners.

Background papers

None

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Local Member(s): none
Other members: none

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Children and Young People's Overview and Scrutiny Committee

Dedicated Schools Grant Recovery Plan

14 July 2020

Recommendation

That the Children and Young People Overview and Scrutiny Committee considers the report presented to Cabinet on the DSG Recovery Plan (Appendix A) and makes appropriate recommendations.

1. Key Issues

1.1 This report to the Children and Young People's Overview and Scrutiny Committee follows the report to Cabinet on 9th July 2020 on the DSG Recovery Plan. It also follows from the report to Cabinet on the SEND & Inclusion Change Programme on 11th June 2020 (discussed at Overview and Scrutiny Committee on 23rd June 2020).

1.2 The report presented to Cabinet on 9th July 2020 is attached at Appendix A. This report provides further detail on the financial challenge facing the local authority and the Dedicated Schools Grant (DSG) Recovery Plan.

2. Options and Proposal

2.1 The SEND & Inclusion Change Programme (Appendix B) is established to bring about required change to delivering statutory duties with allocated resources. There are 31 projects which will consider options appraisal for delivering SEND transformation, financial recovery and sustainability, and statutory duties.

3. Financial Implications

3.1 Financial implications are reported in the report to Cabinet attached at Appendix A.

4. Environmental Implications

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

5. Timescales associated with the decision and next steps

5.1 Timescales are set out in the report to Cabinet.

Appendices

Please note that appendices to the original report have been re-lettered as the Cabinet report itself is now Appendix A.

Appendix A: DSG Recovery Plan, 11th July 2020, Cabinet
Appendix B: SEND & Inclusion Change Programme Projects (was appendix A)
Appendix C: DSG Recovery Plan (was appendix B)
Appendix D: DSG Sustainability Plan (was appendix C)
Appendix E: Equality Impact Assessment (was appendix D)

Background Papers

1.   SEND & Inclusion Change Programme, 11th June 2020, Cabinet
2.   Allocation of 2020/21 Dedicated Schools Grant, 30th January 2020, Cabinet
3.   High Needs Block, 16th December 2019, Cabinet
4.   SEND & Inclusion Strategy, 11th April 2019, Cabinet

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

Local Member(s): none
Other members: none

Cabinet

DSG Recovery Plan and DSG Sustainability Plan

9 July 2020

Recommendation(s)

1) That Cabinet approves the Dedicated Schools Grant (DSG) Recovery Plan
2) That Cabinet approves the sum of £554,187 from the Sustaining Prevention Fund to be allocated to the SEND & Inclusion Change Programme
3) That Cabinet continues to raise the issue of sufficient funding for High Needs through direct correspondence with the Secretary of State/Chancellor of the Exchequer and through the Local Government Association, County Council Network and f40 group

1. Executive Summary

1.1 The purpose of this report is to present the Recovery Plan for the Dedicated Schools Grant, as a result of overspend in the High Needs Block.

1.2 As noted in June's Cabinet report, the challenges in the SEND system within Warwickshire are significant. In short, the Recovery Plan will only reduce the deficit, and not resolve it. Delivering statutory duties within the allocated budget from the Department for Education is not considered viable or sustainable.

1.3 The crisis in SEND funding and services is a national issue facing all councils and has been reflected in a number of recent reviews including the Public Accounts Committee, National Audit Office, County Council Network and Local Government Association. The National Audit Office concluded that: *'The system for supporting pupils with SEND is not, on current trends, financially sustainable.'*

1.4 Warwickshire must ensure that within budget allocation and statutory duties, it delivers value for money. Fundamental transformation is needed within the SEND system in Warwickshire to deliver the scale of change required. Again, as noted in June, there are three main challenges facing the Council:

i.) The DSG Recovery Plan, which is being developed, does not currently lead to full financial recovery against the in-year or cumulative overspend. WCC could make meaningful inroads to the overspend alongside addressing increasing demand, adhering to statutory duties and delivering the SEND & Inclusion Strategy. Given the scale of the financial challenge this will likely fall short of closing the annual gap, meaning cumulative deficits being carried forward into future years unless alternative Council
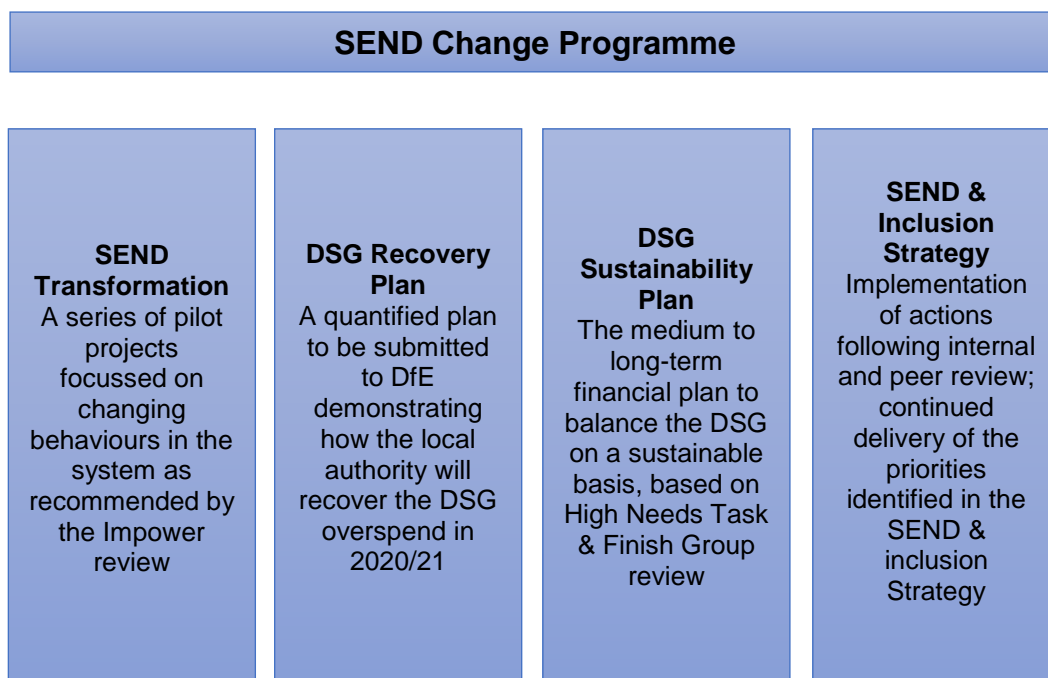
funding is permitted (subject to Secretary of State approval as this is against current DfE rules) or national additional funding; and

ii.) Demand to meet SEND requirements continues to increase at a faster rate than change can be delivered. Investing the right level of resources to support the SEND Change Programme and seeking to address the projected overspends will be key. However, this won't necessarily speed up the full benefits realisation which is expected to be delivered over a five-year programme of work. Further detailed work will be undertaken by officers on the level of investment required to support the SEND Change Programme and where this could be funded from.

iii.) In order to achieve the scale of change required within the SEND area the programme will require some difficult choices to be made. Based on other Councils' experiences this is necessary and is highly likely to generate strong views and feelings from some of those impacted. Without strong leadership support for this, we will be unable to deliver the full benefits of our recovery and sustainability plans.

2. SEND Change Programme

2.1 The SEND Change Programme (approved by Cabinet in June) brings together plans on four areas:
   (i) transformation of system behaviours (informed by an external review undertaken by Impower);
   (ii) DSG Recovery Plan for the year 2019/20;
   (iii) DSG Sustainability Plan 2027/8; and
   (iv) Delivery of statutory duties (including the SEND and Inclusion Strategy).

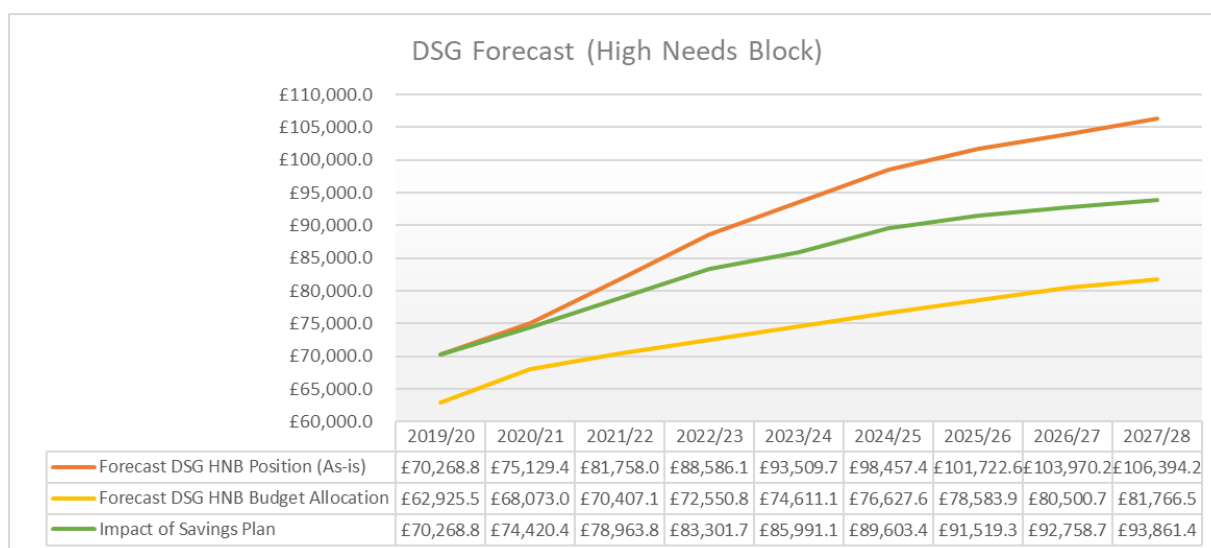| SEND Change Programme			
SEND Transformation A series of pilot projects focussed on changing behaviours in the system as recommended by the Impower review	**DSG Recovery Plan** A quantified plan to be submitted to DfE demonstrating how the local authority will recover the DSG overspend in 2020/21	**DSG Sustainability Plan** The medium to long-term financial plan to balance the DSG on a sustainable basis, based on High Needs Task & Finish Group review	**SEND & Inclusion Strategy** Implementation of actions following internal and peer review; continued delivery of the priorities identified in the SEND & inclusion Strategy

2.2 Local authorities can no longer fund services within the DSG block (see 4.5), however, WCC can allocate resources to deliver the SEND Change Programme. The programme enables the Council to use the corporate infrastructure to address the system behaviours, savings and financial sustainability, whilst ensuring delivery of statutory duties. The programme will be managed in accordance with the Council's programme management standards and it is intended that additional capacity will be provided by the programme management teams.

2.3 The full list of projects is available at Appendix A. These projects cover savings, delivery of statutory duties and best practice. Warwickshire is yet to receive its Ofsted/CQC SEND Local Area Inspection, one of only two local authority areas in the West Midlands not to have done so.

2.4 In order to deliver the first phase of the programme (21 projects) the following costs have been identified.

Title	Estimated Cost (£0)	Activity	Period
Subject Matter Expert (SME) x6	£60,000	External review, challenge and recommendations on individual service areas (service review) and development of quality assurance documentation on EHC needs assessment.	June 2020 – March 2021
IMPOWER Projects	£360,000	To test and develop effective approaches to early intervention in relation to Special Educational Needs and Disabilities (SEND) to best serve local children, young people and their families.	July 2020 – Sept 2021
PMO: Programme Manager x1 Project Managers X3 Business Analysts X3 Project Support Officer x1	£494,045	To oversees project and programme delivery and ensures appropriate governance, monitoring and stakeholder engagement is in place. Responsible for PPD's, and business case development, for risks and issues reporting.	July 2020 – Sept 2021
SEND Project Officers x 2	£104,187	Dedicated capacity from the business (SEND & Inclusion) to drive through changes in the projects.	Sept 2020 – Sept 2021
Communications	£30,000	Supports with change communications activity including school leaders, parents and carers, and the wider public.	July 2020 – Sept 2021

2.5 These costs have been approved by the Change Portfolio Board (30th June). Costs for Programme Management Office (PMO) will be funded through the Organisational Change Fund. It is proposed that remaining costs of £554,187 are funded from the Sustaining Prevention Fund.

3. DSG Recovery Plan and Sustainability Plan

3.1 Due to the overspend of £7.34m in the High Needs Block in 2019/20, the overall Dedicated Schools Grant has overspent by more than 1%. As a result, it is expected that a DSG Recovery Plan for 2020/21 must be submitted to the DfE 'as and when requested'.

3.2 The DSG Recovery Plan covers the period April 2020 – March 2023 to show how overspend from 2019/20 will be recouped over 3 financial years. However, as projections for future years forecast further overspends in future years, it is recognised that this plan is not sufficient and a DSG Sustainability Plan is required to address the build-up of cumulative deficits and to look ahead longer term (to March 2028).

3.3 A sub-group of Schools Forum was established to set out a quantified plan for recovering the 2019/20 overspend. This is attached at Appendix B. This was shared with and discussed by the Schools Forum on 4th June 2020, who confirmed their support for the plan.

3.4 The current baseline projection shows the gap between expected yearly budget and expenditure to be £16.035m by 2022/23 and rising in subsequent years before interventions. The cumulative effect is an overspend of £80.412m by 2024/25 if no interventions are made (total of the gap between DSG Position and DSG Allocation over that period). The graph below shows the gap between forecast allocations and expenditure, with and without the proposed savings plan.

DSG Forecast (High Needs Block)

	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Forecast DSG HNB Position (As-is)	£70,268.8	£75,129.4	£81,758.0	£88,586.1	£93,509.7	£98,457.4	£101,722.6	£103,970.2	£106,394.2
Forecast DSG HNB Budget Allocation	£62,925.5	£68,073.0	£70,407.1	£72,550.8	£74,611.1	£76,627.6	£78,583.9	£80,500.7	£81,766.5
Impact of Savings Plan	£70,268.8	£74,420.4	£78,963.8	£83,301.7	£85,991.1	£89,603.4	£91,519.3	£92,758.7	£93,861.4

3.5 The measures proposed in the DSG Recovery Plan (Appendix B) are to be extended beyond the three-year period to create the DSG Sustainability Plan (Appendix C). The measures which will deliver forecast savings, supported by Schools Forum, are set out in the table below

3.6 In the context of SEND funding, it is important to be aware that placement costs differ and there is a "mix" of provision cost. Generally, costs in independent specialist provision are more expensive than state-funded specialist provision, which in turn are more expensive than state-funded mainstream provision. The DSG Recovery Plan complements other projects in the SEND & Inclusion Change Programme by re-ordering the current system to ensure state-funded provision has the right skills and resources to meet the needs of learners with SEND, thereby delivering better outcomes at lower cost.

3.7 It is also important to make clear that changing the overall distribution of placements is focussed on new placements. For existing placements, learners will only be able to move placements as and when it is in the learner's interests to do so (e.g. at the end of a key stage, when another setting can meet need, and there is confidence that the learner can establish positive friendships). It must be noted that without parent/carer and the child or young persons' agreement to the move the likelihood of this happening would be extremely difficult.

Intervention	Description
1. Continued increase in Resourced Provision capacity and utilisation *(Invest to save)*	Placements currently in special schools could be catered for in Resourced Provision, creating capacity in special schools and reducing the need for higher costs independent specialist placements; capital investment already secured.
2. Increase in special school capacity at the Pears site *(Invest to save)*	The 80 place provision for ASD/SEMH needs will reduce need for higher costs independent specialist placements; capital investment already secured.
3. Increase the timeliness of EHC plans issued in early years (ages 0-4) *(Invest to save)*	By ensuring package of support are in place earlier, the demand for special school (more costly) places in Reception Year and Year 1 should be reduced.
4. Align increase in EHC plans with statistical neighbours *(Clear, fair and transparent operating procedures)*	Assumed reduction in requests for assessment and fewer placements to be made in specialist provision (state-funded and specialist). Includes review current SEND Guidance and clarify thresholds for panel decision-making.
5. Contracts with Independent Specialist Provision to ensure financial discipline *(Contract Management)*	The Warwickshire framework contract limits 1% inflation to stated prices and ensure robust contract management

6. Reduce the use of alternative provision *(Service/system redesign)*	Placements in alternative provision have increased and now match (or sometimes exceed) special school costs. Packages of support in mainstream settings would be a less costly alternative and will ensure children remain in mainstream settings.
7. Invest to save in supported internships quality assurance *(Invest to save)*	By increasing the number of supported internships and ensuring they find employment we can achieve positive outcomes for the young person, cease the EHC plan and deliver savings for adult social care.

3.8 The Recovery Plan will continue to be developed to include further interventions when there is confidence that savings can be delivered. For example, the trial project 'Changing the Conversation' (part of SEND Transformation) will test with a sample of school consortia whether a different approach to early intervention will result in lower costs. There is a strategic aim to release more resources to mainstream schools to meet the needs of learners with SEND, but this must be matched by confidence that some of behaviours in the system will change.

3.9 Further to this, value for money reviews will take place of five local authority services funded by DSG to ensure resources are being used in the most efficient way to deliver good or better outcomes. A savings target has not been put on these reviews, but the scope for each review will require exploration of whether alternative service models would deliver efficiencies.

3.10 Some activities will focus on ensuring costs do not increase such as the review of the special school funding matrix. The matrix is used to identify the amount top-up funding that follows a learner in specialist settings, based upon their needs. The matrix is due to be reviewed.

3.11 We will work with partners in social care and health to ensure our joint commissioning arrangements continue to deliver value for money, in the face of increasing demand.

3.12 There are also a number of measures in the wider change programme that will contribute to savings indirectly. For example, training and workforce development, equipping schools and stakeholders with the skills to meet the needs of learners with SEND.

3.13 Officers will continue to explore opportunities for capital investment, based on a clear business case, to support the education of learners with SEND, particularly in the South of the County.

3.14 Activities that are considered 'business as usual', such as issuing EHC plans within 20 weeks, will continued to be monitored but do not form part of the programme. For clarification, there is no backlog with issuing EHC plans. In 2019, 89% of EHC plans were issued within the statutory 20 weeks (up from 30% in 2017). From January to May 2020, performance was 88%.

3.15 The DSG Recovery Plan will need support across the system to implement and therefore will require significant work with stakeholders including schools, parents and carers, children and young people and partner agencies. In particular, school leaders will need to support and implement change in local settings. At a strategic level, the Council will continue to work in partnership with the Schools Forum, including consideration of movements of funding (up to 0.5%) between blocks in the DSG.

4.   Financial Implications

4.1 The DSG High Needs 2019/20 financial position was an overspend of £7.343m, offset by Council funds of £2.103m resulting in a deficit carry-forward of £5.240m as a starting point for the financial year 2020/21.

4.2 The increase in DSG High Needs Block funding allocations for 2020/21 was £5.147m, however the growth pressures in pupil numbers, complexity of need and unit cost of placement are expected to continue to out-strip the grant funding in this financial year resulting in a projected in year overspend.

4.3 The table below summarises the baseline forecast position before the interventions are modelled, as well as the financial impact of the interventions. As noted in the report the gap after the current seven planned interventions is £55.251m. By 2024/25 (the current period of the Council's MTFS), the annual savings required for full sustainability is £21.830m, the current planned interventions only achieve £8.854m of this (41%)

	2020/21 £000	2021/22 £000	2022/23 £000	2023/24 £000	2024/25 £000
1. Baseline Forecast Position					
DSG Deficit brought forward	(£5,240)	(£12,297)	(£23,648)	(£39,683)	(£58,582)
Annual (Over) Spend	(£7,056)	(£11,351)	(£16,035)	(£18,899)	(£21,830)
Cumulative Deficit	(£12,297)	(£23,648)	(£39,683)	(£58,582)	(£80,412)
2. Interventions					
Total annual savings from Interventions	£709	£2,794	£5,284	£7,519	£8,854
3. Impact after interventions					
DSG Deficit brought forward	(£5,240)	(£11,588)	(£20,145)	(£30,895)	(£42,275)
Annual (Over) Spend	(£6,347)	(£8,557)	(£10,751)	(£11,380)	(£12,976)
Cumulative Deficit	(£11,588)	(£20,145)	(£30,895)	(£42,275)	(£55,251)

4.4 Of the seven planned interventions the intervention highlighted as "S2" refers to the full utilisation of Special Schools and The Pears Project, the latter of which Cabinet has already approved plans for.

4.5 Following the recent change to the Terms and Conditions of the DSG, Councils are no longer able to fund any deficits within the DSG. The route to obtaining Secretary of State permission to overrule the Terms and Conditions have not yet been articulated, nor has a precedent been set that this is possible. The Department for Education (DfE) has indicated councils should not set aside provision within their own accounts to offset any DSG deficits. However, this statement is inconsistent with guidance from the National Audit Office issued in March 2020 which confirms the previous position that there is no statutory basis for having a negative DSG Reserve and the accounting code under which our accounts are prepared which "neither anticipates or allows for a voluntary earmarked balance to be presented in a deficit position". Therefore, to comply with DfE guidance and the accounting code under which we operate the Council will need to maintain a positive reserve equal and opposite to the negative DSG reserve until such time as a permanent resolution is in place. This position is consistent with the advice from our external auditors.

4.6 The agreed Council's MTFS 2025 was to set aside enough reserves to offset the forecast High Needs Block cumulative deficit over the five-year MTFS, until the DSG is in a balanced position. The current amount set aside is £30m over five years. The level of the deficit now being forecast means the Council will have to put aside a further £25m of reserves requiring £5m a year to be generated and ring-fenced in reserves, if additional savings aren't identified.

4.7 The implications of this report fundamentally impact the Council's MTFS as approved at Council in February 2020. In the absence of Government implementing a sustainable, systemic resolution of the fundamental problems with the legislation, policy framework and funding to deliver it, any further allocations to reserves to address the cumulative gap will create a requirement to identify further savings within the MTFS refresh.

4.8 The proposed interventions do not currently sufficiently address the projected DSG High Needs deficit in either the short or long-term. The further potential measures that are referred to in this report (paragraphs 3.8 onwards) that are still in testing and/or early stages of development will need to be quantified when ready and the SEND change programme may need to identify, quantify and achieve additional interventions beyond those. It is recommended that Cabinet receive further updates on any actions and issues that will affect the sustainability of the High Needs Block both on a national and local level.

Financial Modelling Assumptions

4.9   The financial modelling of the pressures, growth and funding of DSG High Needs Block is a complex process, which relies on both quantitative as well as qualitative data and assumptions spanning multiple years and originating from multiple sources. The points below provide an overview of some of the high-level assumptions:

    i.)   the assumptions on the growth pressures are based on 2 years of historic data held by the Education Service as well as the ONS population;

    ii.)   transitional assumptions have been applied to pupil number movements between year group projections;

    iii.)   inflationary costs have only been applied to external providers based on historic trends; and

    iv.)   the DSG High Needs Block grant allocation has been modelled to take in account the anticipated growth in pupil number as well as inflating the rates of per pupil funding in line with previous years' increases for Warwickshire.

4.10   Any variation to the assumptions and / or any further intelligence which affect the current assumptions will impact the baseline projection, the value of the interventions and the financial position after such interventions.

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   The DSG Recovery Plan will be submitted to the Department for Education 'as and when' requested.

6.2   Each project has its own timeline and milestones (see Gantt Chart at Appendix A).

6.3   Regular reporting will be through the SEND & Inclusion Change Programme Board, as well as to Schools Forum, SEND & Inclusion Partnership and Overview & Scrutiny Committee.

6.4   Cabinet continues to raise the issue of sufficient funding for High Needs through direct correspondence with the Secretary of State and through the Local Government Association, County Council Network and f40 group.

7.   **Appendices**

     Appendix A: SEND & Inclusion Change Programme Projects

     Appendix B: DSG Recovery Plan

     Appendix C: DSG Sustainability Plan

     Appendix D: Equality Impact Assessment

8.   **Supporting Documents**

1. SEND Change Programme, Cabinet, 11th June 2020
2. Allocation of 2020/21 Dedicated Schools Grant, 30th January 2020, Cabinet
3. High Needs Block, 16th December 2019, Cabinet
4. SEND & Inclusion Strategy, 11th April 2019, Cabinet

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Local Member(s): none
Other members:

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Cllr Colin Hayfield
Cllr Yousef Dahmash
Cllr Pam Williams
Cllr Corrine Davies
Cllr Dominic Skinner

APPENDIX B: SEND & INCLUSION CHANGE PROGRAMME PROJECTS

Priority 1 Projects

Ref	Group	Project	Type
106	*SEND & Inclusion Strategy (Existing)*	New special school (Pears)	Invest to save
96	*SEND Transformation & DSG Recovery Plan*	Trial 1: Changing the conversation (Impower) - increasing support to mainstream schools	Service/system redesign
102	*DSG Recovery Plan*	Improve timeliness of EHC plans in early years - Ensure early identification	Invest to save
103	*SEND Transformation & DSG Recovery Plan*	Trial 2: Needs-focused panels (Impower) / Align increase in EHC plans with statistical neighbours - including review of SEND guidance, and admissions guidance to specialist settings	Clear, fair and transparent operating procedures
107	*DSG Recovery Plan*	Reduce the use of alternative provision (Value for money review; including medical needs policy)	Service/system redesign
109	*DSG Recovery Plan and SEND & Inclusion Strategy*	Supported internships (Building the infrastructure)	Invest to save
126	*SEND & Inclusion Strategy (Additional)*	Quality Assurance Framework (EHC Plans)	Clear, fair and transparent operating procedures
128	*DSG Sustainability Plan*	Finance Process (including Import/Export checks)	Clear, fair and transparent operating procedures
105	*DSG Recovery Plan*	Resourced Provision - full utilisation and increased capacity (Invest to save)	Invest to save
108	*DSG Sustainability Plan*	Review special schools funding matrix (including commissioning processes)	Clear, fair and transparent operating procedures
111	*DSG Recovery Plan*	Value for money reviews of integrated SEND and Inclusion services	Value for money review

Priority 2 Projects

Ref	Group	Project	Savings
12	*SEND & Inclusion Strategy (Existing)*	Improving outcomes for SEND learners at each key stage (response to data trends)	Strategic planning
27	*SEND & Inclusion Strategy (Existing)*	Parenting Plan to support families (Early Help)	Building capacity

Ref	Group	Project	Savings
68	*SEND & Inclusion Strategy (Existing)*	Workforce development project (Developing skills in schools and support services)	Building capacity
98	*SEND Transformation*	Trial 3: Child centred inclusion pathways	Service/system redesign
99	*SEND Transformation*	Redesign of the Local Offer website (Impower)	Building capacity
100	*SEND Transformation*	Development of WCC Transitions guidance (Impower)	Clear, fair and transparent operating procedures
101	*SEND Transformation*	County-wide SEMH campaign (Impower)	Building capacity
6	*SEND & Inclusion Strategy (Existing)*	Review of children not receiving their educational entitlement	Service/system redesign
95	*SEND & Inclusion Strategy (Existing)*	Expanding representation on the Parent Carer Forum	Building capacity
129	*SEND & Inclusion Strategy (Existing)*	Updated Needs Assessment (JSNA)	Strategic planning

Priority 3 Projects

Ref	Group	Project	Savings
66	*SEND & Inclusion Strategy (Existing)*	Working with schools to develop peer to peer support on SEND	Building capacity
46	*SEND & Inclusion Strategy (existing)*	Preparation for adulthood strategy (health and social care pathways)	Service/system redesign
110	*DSG Recovery Plan*	Contract management of Independent Specialist Provision to ensure maximum use of framework contract including residential (limit to 1% inflation) *NB. Framework contract in place*	Contract management
130	*SEND & Inclusion Strategy (additional)*	Tribunal pathway	Clear, fair and transparent operating procedures
131	*SEND & Inclusion Strategy (additional)*	Annual Reviews	Clear, fair and transparent operating procedures
132	*SEND & Inclusion Strategy (additional)*	Implementation of Ready reckoner	Clear, fair and transparent operating procedures

Priority 4 Projects

Ref	Group	Project	Savings
57	*SEND & Inclusion Strategy (existing)*	Independent Travel Training	Service/system redesign
61	*SEND & Inclusion Strategy (existing)*	SEND Transport Policy Review	Clear, fair and transparent operating procedures

| 32 | SEND & Inclusion Strategy (existing) | Disability Register | Clear, fair and transparent operating procedures |

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School and Early Years Finance (England) Regulations
Local Authority Dedicated Schools Grant Deficit Recovery Plan

Education & Skills Funding Agency

Please complete this recovery plan template outlining how you will bring your DSG deficit back into balance within a 3 year time frame. Please complete all relevant fields and return the completed recovery plan to financial.management@education.gov.uk

You may wish to include brief supporting attachments with your request such as forum minutes (if links not available) - these can be added towards the bottom of this page. Spreadsheet calculations should be included on the **Financial Summary** tab.

Local Authority	Warwickshire
Local Authority number	937
Does schools forum agree with this recovery plan and when was it presented to them?	Yes
If yes, please provide link(s) to the minutes and action plans from the schools forum agreement	

What plans have you put in place to reduce the deficit in increments over the next 3 years?

The Council is taking forward a SEND & Inclusion Change Programme including cultural change/behaviour change, the DSG Recovery Plan, a DSG sustainability plan and delivery of statutory duties. The Council is investing funding into the change programme. The programme will work in partnership with the Schools Forum, Parent/carers and all schools aimed at introducing greater value for money in the area of SEND spending. This partnership approach follows a High Needs Task and Finish Group with local Headteachers, SEND Coordinators and other Schools Forum members looking at our current use of resources and what interventions could be made to work within allocated budgets. In addition, we commissioned a review of our system by an organisation with a behaviourial science approach, to identify the cultural changes needed to improve our local SEND system. Together, the recommendations from these strands of work form a local SEND Change Programme. The programme plan is approved and the initial cohort of projects are being scoped.

As a system we are facing increased numbers of EHC plans, increased requests for specialist provision, increased numbers of tribunals (often by-passing mediation), increased use of alternative provision, and significant population growth.

A key challenge for us locally is joint leadership across the system. We recognise that we require whole system change, covering: cultural change across all schools and fair and manageable DSG Block Transfers, ensuring mainstream schools are adequately resourced, development of new local provison, matching special school and resource base provison to future need, reviews of the use of alternative provision, and workforce development across the system. All these changes will create positive impact on the deficit but are long term developments that will take much longer than 3 years to build up to maximum impact.

Word count: 287

Can you specify how continuous improvement has reduced the deficit/ is going to reduce the deficit? This could include sharing best practice, new contracts, efficiency savings

In 2015, the Council launched the Vulnerable Learners Strategy. This was driven by forecasting that predicted a £13.7m overspend on the High Needs Block by 2019. It was recognised that there was an over-relaince on independent specialist provision that was driving up costs and as a result the Council expanded existing state-funded specialist provision, opened two new special schools (with a further one closed, redesignated and re-opened), established SEND resourced provision, and worked with local post 16 providers to increase in-County 16-25 provision. As a result the overspend was limited to £3.1m (which was met from Council reserves).

In 2017/18, the Schools Forum agreed a £2.5m savings plan. This focussed on local authority services and provision for children at risk of exclusion/excluded; top-ups to EHC plans were out of scope. Non-statutory provision was de-commisisoned.

In 2019, a new SEND & Inclusion Strategy was launched. Whilst the number of placements in independent specialist provision reduced during 2015-2019, so too did the number of learners with EHC plans in mainstream settings. We have seen a significant increase in the number of learners attending state-funded specilaist provision. Looking to the future, 68,000 homes are expected to be built over the next 10 years, with an expected increase of around 34,000 school age learners.

Our challenge is to 'promote inclusion' in our mainstream settings, giving schools the skills and resources to meet the needs of learners in their local schools, and building the confidence of parents and carers. In addition to this, the Council is also seeking establish further resourced provision and specialist provision in oine with population growth and the changing needs of the cohort.

Word count: 271

Please provide details of any previous movements between blocks, what current cost pressures those movements covered, and why those transfers have not been adequate to counter the new cost pressures

In 2017/18 the Schools Forum voted against moving funds from the Schools Block to the High Needs Block. In 2019/20 the Schools Forum again voted against moving funds to the High Needs Block, a decision upheld by the Secretary of State.

In consultation with schools, many headteachers saw the proposed transfer as not addressing the issue. Rather, transfers from Schools Block to High Needs Block puts more pressure on schools abilities to support pupils with less complex SEND needs, which causes needs to escalate and create further High Needs Block pressures. This situation is further exacerbated by Warwickshire schools being in the F40 group of lowest funded local authorities in the country.

Word count: 112

Please provide details of contributions coming from the health and social care budgets towards the cost of high needs provision

Decisions on residential placements are made jointly with social care, with costs shared appropriately.
NHS CCG contributions to local community services (eg. speech and language therapy) are significant.
Challenges in joint commissioning centre around areas of growing need, where all agencies have budgets already allocated (eg. costs of specialist equipment, growing numbers of children and young people with mental health needs).

Word count: 61

Please explain how the LA has discharged its duties under section 149 of the Equality Act 2010, C&F 2014 and common law to consult with those affected by the changes proposed.

The SEND & Inclusion Strategy was subject to an Equalities Impact Assessment. All major projects are also subject to an Equalities Impact Assessment. Similarly all decisions taken regarding individual cases are taken with due consideration of legislative requirements including the Equality Act 2019 and the Children and Families Act 2014.

Word count: 50

Please include a summary of the savings/and or measure you propose to implement over the next three years which will reduce the overspend.

S1	Continued increase in Resourced Provision capacity and utilisation Placements currently in special schools could be catered for in Resourced Provision, creating capacity in special schools and reducing the need for higher costs independent specialist placements
S2	Increase in special school capacity at the Pears site The 80 place provision for ASD/SEMH needs will reduce need for higher costs independent specialist placements
S3	Increase the timeliness of EHC plans issued in early years (ages 0-4) By ensuring package of support are in place earlier, the demand for special school (more costly) places in Reception Year and Year 1 should be reduced.
S4	Align growth in EHC plans with statistical neighbours and population increase (eg. Review current SEND Guidance and clarify thresholds for panel decision-making) Assumed reduction in requests for assessment and slow-down in the increase of EHC plans issued
S5	Contracts with Independent Specialist Provision to ensure financial discipline The framework contract limits 1% inflation to stated prices and ensure robust contract management
S6	Reduce the use of alternative provision Placements in alternative provision have increased and now match (or sometimes exceed) special school costs. Packages of support in mainstream settings would be a less costly alternative and will ensure children remain in mainstream settings.
S7	Increase funding to mainstream settings for children with EHC plans Through proposed trials with school consortia from the Impower review, more children should be supported to stay in mainstream settings, reducing costs from specialist placements.
S8	Supported internships By increasing the number supported internships and ensuring they find employment we can achieve positive outcomes for the young person, the end of an EHC plan and savings for adult social care.
S9	Service reviews (LA services funded by DSG) The remaining services delivered or commissioned by the LA from DSG to be reviewed to ensure value for money
S10	Review the special school funding matrix Review current funding allocations to different types of specialist provision, within the same funding envelope. Cost neutral.

S11	Joint commissioning Ensuring that we work with our partners so that the system delivers value for money

Please discuss the local circumstances that have contributed to your deficit. Please provide a brief summary of the pressures in the box
A) mainstream schools; B) state-funded special schools, C) further education and sixth form colleges, D) independent specialist provision; E) alternative provision

P1	Increase in number of EHC plans, particualrly at aged 16-25 (school age has risen by 0.1%); coupled with population growth, with a further 68,000 homes to be built in the County over the next 10 years
P2	Disproportionate increases in placemetns in state-funded specilaist provision.
P3	Higher than average placements in independent specilaist provision at school age (although this has been reducing).
P4	Increased use of alternative provision as part of a package for children with SEND.

Please provide any further detail here if required, including any attachments that support your recovery plan and any disapplication reference number.

Contact Name	Duane Chappell
Job Title	SEND & Inclusion: Strategy & Commissioning Manager
Email address	duanechappell@warwickshire.gov.uk
Date	

DSG Deficit Recovery Plan

Ref.	Block	Type of provision e.g. special schools	Action e.g. increasing special school places	2019-20 £	Year 1 2020-21 £	Year 2 2021-22 £	Year 3 2022-23 £	Year 4 2023-24 £	Year 5 2024-25 £
DSG Balance b/f				-	5,240,375	11,587,787	20,144,548	30,895,424	42,275,380
Savings (figures should be entered as negative values)									
S1	High Needs	Resourced Provision	Capital investment in new or expanded special units / resourced provision		(201,478)	(521,331)	(776,275)	(771,219)	(757,333)
S2	High Needs	Special Schools	Capital investment in new, expanded or adapted special schools		0	(849,765)	(2,323,638)	(3,600,036)	(3,849,563)
S3	High Needs	Early Years and Mainstream High Needs Provision	Other		10,482	213,546	(117)	(249,359)	(555,257)
S4	High Needs	Align growth in EHC plan with other local authorities	Active engagement of local schools and colleges in designing services and provision		0	(278,952)	(640,977)	(1,163,528)	(1,804,694)
S5	High Needs	Independent Placements	Active engagement of independent / non-maintained providers in designing services and provision		(32,186)	(64,013)	(90,836)	(107,277)	(129,238)
S6	High Needs	Alternative Provision	Active engagement of local schools and colleges in designing services and provision		0	(705,906)	(709,261)	(704,574)	(705,032)
S7	High Needs	Mainstream schools	Increased resource for mainstream schools – targeted funding		0	0	0	0	0
S8	High Needs	Post 16 (Further Education) - Supported Internships	Active engagement of local schools and colleges in designing services and provision		(485,862)	(587,769)	(743,287)	(922,680)	(1,052,878)
S9	High Needs	Service Reviews	Other						
S10	High Needs	Special School Funding	Other						
S11	High Needs	Joint Commissioning	Other						
Total savings				0	(709,045)	(2,794,190)	(5,284,391)	(7,518,673)	(8,853,994)
Pressures (figures should be entered as positive values)									
P1	High Needs	Independent Placements	Higher parental expectations		3,732,636	4,024,171	4,987,671	5,385,936	5,850,978
P2	High Needs	Special Schools	Pressure on maintained special school capacity		4,080,418	4,548,455	6,086,654	7,099,277	8,110,289
P3	High Needs	Early Years and Mainstream High Needs Provision	Increase in the number of EHC Plans		4,390,914	5,112,429	7,104,685	8,473,712	9,885,036
P4									
Additional Pressures (figures should be entered as positive values)				0	12,203,968	13,685,055	18,179,010	20,958,925	23,846,303
Cost reductions from impact of recovery plan				0	11,494,923	10,890,865	12,894,619	13,440,251	14,992,309
Total DSG forecast overspend									
Net in year impact on High Needs DSG				0	11,494,923	10,890,865	12,894,619	13,440,251	14,992,309
Estimated High Needs Block change (additional grant)					(5,147,510)	(2,334,104)	(2,143,744)	(2,060,295)	(2,016,445)
Approved transfer of schools block to HN block				0	0	0	0	0	0
Other adjustments					0	0	0	0	0
Net in year Forecast Outturn Variance				0	6,347,412	8,556,761	10,750,875	11,379,957	12,975,863
DSG Balance – show a deficit as a positive value				5,240,375	11,587,787	20,144,548	30,895,424	42,275,380	55,251,244
				DEFICIT	DEFICIT	DEFICIT	DEFICIT	DEFICIT	DEFICIT

Key
User entry required

*2019/20 deficit is after the WCC contribution of £2.103m agreed in January 2019 prior to changes in terms & conditions

Education, Health and Care Plans

	Number of CYP with Statements/ EHCPs	Total HNB	Outturn	Variance	Cumulative
2016	2963				
2017	3260	£41,787,000	£42,651,000	£864,000	£864,000
2018	3509	£42,984,000	£45,087,000	£2,103,000	£2,967,000
2019	3848	£50,322,000	£52,778,000	£2,456,000	£5,423,000
2020	4299	£50,556,000	£57,899,000	£7,343,000	£12,766,000
2021					

	2016	% against total	2017	% against total	2018	% against total	2019	% against total	2020	% against total	2021
Under Age 5	63	2%	61	2%	194	6%	117	3%	138	3%	
Aged 5-10	1045	35%	1042	32%	1151	33%	1094	28%	1196	28%	
Aged 11-15	1327	45%	1259	39%	1342	38%	1353	35%	1432	33%	
Aged 16-19	499	17%	796	24%	730	21%	1079	28%	1111	26%	
Aged 20-25	29	1%	102	3%	92	3%	205	5%	422	10%	
Total	2963	100%	3260	100%	3509	100%	3848	100%	4299	100%	0

Appendix D: DSG Sustainability Plan

High Needs Forecast

*2019/20 Cumulative includes WCC contribution of £2.103m

1. Baseline Model - "As is"	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
	£(000)								
Annual Forecast Under/(Over) Spend	(£7,343.4)	(£7,056.5)	(£11,351.0)	(£16,035.3)	(£18,898.6)	(£21,829.9)	(£23,138.7)	(£23,469.5)	(£24,627.8)
Cumulative Overspend	(£5,240.4)	(£12,296.8)	(£23,647.8)	(£39,683.0)	(£58,581.7)	(£80,411.5)	(£103,550.3)	(£127,019.8)	(£151,647.5)

2. Annual Intervention Savings	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
	£(000)								
1. Resourced Provision	£0.0	£201.5	£521.3	£776.3	£771.2	£757.3	£732.7	£646.3	£583.0
2. Special School & Pears	£0.0	£0.0	£849.8	£2,323.6	£3,600.0	£3,849.6	£4,075.1	£4,186.0	£4,329.5
3. Increase EHCP in Early Years	£0.0	(£10.5)	(£213.5)	£0.1	£249.4	£555.3	£796.0	£892.0	£979.0
4. Align growth of EHC plans in line with statistical neighbours	£0.0	£0.0	£279.0	£641.0	£1,163.5	£1,804.7	£2,622.3	£3,478.7	£4,557.3
5. Inflation on ISP Res reduce at 1%	£0.0	£32.2	£64.0	£90.8	£107.3	£129.2	£137.2	£136.5	£156.4
6. Reduce in the use of AP	£0.0	£0.0	£705.9	£709.3	£704.6	£705.0	£702.4	£666.0	£633.0
7. Increase the number of internships	£0.0	£485.9	£587.8	£743.3	£922.7	£1,052.9	£1,137.6	£1,206.1	£1,294.8
Annual Savings	**£0.0**	**£709.0**	**£2,794.2**	**£5,284.4**	**£7,518.7**	**£8,854.0**	**£10,203.3**	**£11,211.5**	**£12,532.9**
Sustainability reduction as % from Baseline	0%	-10%	-25%	-33%	-40%	-41%	-44%	-48%	-51%

				£(000)					

3.Impact to forecast after interventions	**2019/20**	**2020/21**	**2021/22**	**2022/23**	**2023/24**	**2024/25**	**2025/26**	**2026/27**	**2027/28**
Annual Forecast Under/(Over) Spend	(£7,343.4)	(£6,347.4)	(£8,556.8)	(£10,750.9)	(£11,380.0)	(£12,975.9)	(£12,935.5)	(£12,258.0)	(£12,094.9)
Cumulative Overspend	(£5,240.4)	(£11,587.8)	(£20,144.5)	(£30,895.4)	(£42,275.4)	(£55,251.2)	(£68,186.7)	(£80,444.7)	(£92,539.6)

Annual Incremental Saving		£0.0	£705.9	£3.4	(£4.7)	£0.5	(£2.7)	(£36.4)	(£33.0)

Description of interventions

Intervention	Description
1. Continued increase in Resourced Provision capacity and utilisation	Placements currently in special schools could be catered for in Resourced Provision, creating capacity in special schools and reducing the need for higher costs independent specialist placements
2. Increase in special school capacity at the Pears site	The 80 place provision for ASD/SEMH needs will reduce need for higher costs independent specialist placements
3. Increase the timeliness of EHC plans issued in early years (ages 0-4)	By ensuring package of support are in place earlier, the demand for special school (more costly) places in Reception Year and Year 1 should be reduced.
4. Align increase in EHC plans with statistical neighbours (eg. Review current SEND Guidance and clarify thresholds for panel decision-making)	Assumed reduction in requests for assessment and fewer placements to be made in specialist provision (state-funded and specialist)
5. Contracts with Independent Specialist Provision to ensure financial discipline	The framework contract limits 1% inflation to stated prices and ensure robust contract management
6. Reduce the use of alternative provision	Placements in alternative provision have increased and now match (or sometimes exceed) special school costs. Packages of support in mainstream settings would be a less costly alternative and will ensure children remain in mainstream settings.

7. Invest to save in supported internships quality assurance	By increasing the number supported internships and ensuring they find employment we can achieve positive outcomes for the young person, the end of an EHC plan and savings for adult social care.

Further interventions (currently unable to forecast savings):

- **Increase funding to mainstream settings for children with EHC plans:** Through proposed trials with school consortia from the Impower review, more children should be supported to stay in mainstream settings, reducing costs from specialist placements.
- **Service reviews (LA services funded by DSG):** The remaining services delivered or commissioned by the LA from DSG to be reviewed to ensure value for money. Other services may be reviewed to ensure that the system put financial incentives in the right place.
- **Review the special school funding matrix:** Review current funding allocations to different types of specialist provision, within the same funding envelope. Cost neutral.
- **Joint commissioning:** Ensuring that we work with our partners so that the system delivers value for money.

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Warwickshire County Council Equality Impact Assessment (EIA) Form

The purpose of an EIA is to ensure WCC is as inclusive as possible, both as a service deliverer and as an employer. It also demonstrates our compliance with Public Sector Equality Duty (PSED).

This document is a planning tool, designed to help you improve programmes of work by considering the implications for different groups of people. A guidance document is available [here](#).

Please note that, once approved, this document will be made public, unless you have indicated that it contains sensitive information. Please ensure that the form is clear and easy to understand. If you would like any support or advice on completing this document, please contact the Equality, Diversity and Inclusion (EDI) team on 01926 412370 or equalities@warwickshire.gov.uk

Service / policy / strategy / practice / plan being assessed	Dedicated Schools Grant (DSG) Recovery Plan
Business Unit / Service Area	Education Services, SEND & Inclusion
Is this a new or existing service / policy / strategy / practice / plan? If an existing service / policy / strategy / practice / plan please state date of last assessment	New (Some activities included in SEND & Inclusion Strategy assessed in March 2019)
EIA Review team – list of members	Jane Carter, Ross Caws, Duane Chappell
Do any other Business Units / Service Areas need to be included?	No (to be picked up within individual projects)
Does this EIA contain personal and / or sensitive information?	No
Are any of the outcomes from this assessment likely to result in complaints from existing services users, members of the public and / or employees?	If **yes** please let your Assistant Director and the Customer Relations Team know as soon as possible

Working for Warwickshire

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1. Please explain the background to your proposed activity and the reasons for it.

The local authority is required to submit a Dedicated Schools Grant (DSG) Recovery Plan to the Department for Education. This is due to the overspend of the DSG being more that 1% in 2019/20, primarily due to overspend of £7.34m in the High Needs Block in 2019/20. The High Needs Block is for learners with Special Educational Needs and/or Disabilities (SEND).

The High Needs Block is the funding source for provision in Education, Health and Care plans, including the cost of the school placement. It is also the source of funding for some services provided by the Council for children with disabilities.

The DSG Recovery Plan for 2020/21 must be submitted to the DfE 'as and when requested'. The DSG Recovery Plan is to cover the period April 2020 – March 2023 to show how overspend from 2019/20 will be recouped.

2. Please outline your proposed activity including a summary of the main actions.

The 11 actions identified in the DSG Recovery Plan are below. All activity must be in accordance with the SEND Regulations 2014 and the SEND Code of Practice 2015. The DSG Recovery Plan forms part of a wider SEND & Inclusion Change Programme which brings together activities for cultural change as delivery of statutory duties.

1) **Continued increase in Resourced Provision capacity and utilization**
   Placements currently in special schools could be catered for in Resourced Provision, creating capacity in special schools and reducing the need for higher costs independent specialist placements
2) **Increase in special school capacity at the Pears site**
   The 80 place provision for ASD/SEMH needs will reduce need for higher costs independent specialist placements"
3) **Increase the timeliness of EHC plans issued in early years (ages 0-4)**
   By ensuring package of support are in place earlier, the demand for special school (more costly) places in Reception Year and Year 1 should be reduced.
4) **Align growth in EHC plans with statistical neighbours and population increase (eg. Review current SEND Guidance and clarify thresholds for panel decision-making)**
   Assumed reduction in requests for assessment and slow-down in the increase of EHC plans issued

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5) **Contracts with Independent Specialist Provision to ensure financial discipline**
   The framework contract limits 1% inflation to stated prices and ensure robust contract management

6) **Reduce the use of alternative provision**
   Placements in alternative provision have increased and now match (or sometimes exceed) special school costs. Packages of support in mainstream settings would be a less costly alternative and will ensure children remain in mainstream settings.

7) **Increase funding to mainstream settings for children with EHC plans**
   Through proposed trials with school consortia from the Impower review, more children should be supported to stay in mainstream settings, reducing costs from specialist placements.

8) **Supported internships**
   By increasing the number supported internships and ensuring they find employment we can achieve positive outcomes for the young person, the end of an EHC plan and savings for adult social care.

9) **Service reviews (LA services funded by DSG)**
   The remaining services delivered or commissioned by the LA from DSG to be reviewed to ensure value for money

10) **Review the special school funding matrix**
    Review current funding allocations to different types of specialist provision, within the same funding envelope. Cost neutral.

11) **Joint commissioning**
    Ensuring that we work with our partners so that the system delivers value for money

3. **Who is this going to impact and how? (customers, service users, public and staff)**

It is good practice to seek the views of your stakeholders and for these to influence your proposed activity. Please list anything you have already found out. If you still need to talk to stakeholders, include this as an 'action' at the end of your EIA. **Note that in some cases, there is a duty to consult, see <u>more</u>.**

The DSG Recovery Plan has been informed by:
- an external review of SEND by Impower
- SEND & Inclusion Strategy
- work over four years with the SEND & Inclusion Board and Workstreams, consisting of key strategic partners across education (including schools, EY and FE settings), health, social care, the Parent Carers Forum;
- recommendations from the Warwickshire High Needs Task and Finish Group

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- experiences of other local authorities
- national reports from LGA, NAO, County Council Network and Parliamentary Committees

In terms of stakeholder engagement to date, the actions fall into three groups:

1. Activities derived from the Warwickshire SEND & Inclusion Strategy (ref 1,2,8,11) were consulted upon during November and December 2018. There were two online surveys: one for learners and one for parents, carers, staff, professionals and other stakeholders. The consultation was promoted through social media, by leaflets being shared with all schools and settings and through the Ask Warwickshire consultation hub. In total 274 responses to the survey were received, of which 145 were parents, 88 were staff and 41 were any other type of respondent. 88 young people responded to the learner's survey. Following this, the consultation analysis was considered by:
- A workshop of head teachers
- A workshop with the parent carer forum
- Five workstream stakeholder meetings (representatives of education, schools, health, social care and parents/carers)

2. Additional activities (ref 5) from recommendations from the Warwickshire High Needs Task and Finish Group (school representatives) have been reviewed by stakeholders on the SEND & Inclusion Board (representatives from schools, health services, social care, Parent Carer Forum) and Schools Forum.

3. New activities (ref 3,4,6,7,9,10) have been reviewed by Schools Forum. Further review by stakeholders on the SEND & Inclusion Board is to occur on 1 July 2020 (representatives from schools, health services, social care, Parent Carer Forum).

We will continue to engage with stakeholders as each project is taken forward. The main mechanism for monitoring this is the SEND & Inclusion Board with representation from schools, health services, social care, education, and Parent Carer Forum.

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Warwickshire

4. Please analyse the potential impact of your proposed activity against the protected characteristics.

N.B Think about what actions you might take to mitigate / remove the negative impacts and maximize on the positive ones. This will form part of your action plan at question 7.

	What information do you have? What information do you still need to get?	Positive impacts	Negative impacts
Age	By law the SEND Regulations cover the age group 0-25. There is age data on all EHC plans by age.	Children in early years (0-4) are more likely to have to have their provision formalized in a legal document (EHC plan) Young people with SEND aged 16-25 are to be supported into employment through the supported internships project.	None. It is clear in the SEND regulations that EHC plans can only be ceased once the outcomes of the plan have been met or when the young person turns age 25.
Disability Consider • Physical disabilities • Sensory impairments • Neurodiverse conditions (e.g. dyslexia) • Mental health conditions (e.g. depression) • Medical conditions (e.g. diabetes)	All learners with an EHC plan will have identified special educational needs and/or disabilities.	The DSG Recovery Plan is based on inclusion through earlier identification and response to SEND. The intention is that by changing current practice, the incentives in the system should support early identification and intervention. This should lead to more children being educated in	There is likely to be a perceived negative impact from parents and schools as systems and services change. With each project it will be important to demonstrate how statutory requirements are being met.

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		mainstream or state-funded specialist settings, closer to home and with their peers. As a result, needs should be managed earlier, avoiding escalation, and avoiding higher costs. The evidence for inclusion in mainstream settings is set out in the Warwickshire SEND & Inclusion Strategy 2019-2023.	Early intervention will require both system change (release of resources) and cultural change (building confidence and skills in settings to meet learner needs). Service reviews should have further equality impact assessments on any resulting recommendations for service redesign. A communications strategy is required to make clear the intentions of each project and how stakeholder engagement will be achieved.
Gender Reassignment	Data not held.	None	None
Marriage and Civil Partnership	Data not held.	None	None
Pregnancy and Maternity	Data not held.	None	None
Race	Data is not collected by SEND. Action must be taken (below) to ensure data must be triangulated with other datasets to identify any negative impact.	Neutral (subject to further analysis)	Neutral (subject to further analysis)
Religion or Belief	Data not held.	None	None

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Sex	Data held. Qualitative evidence highlights a particular issue regarding girls with autism often not being identified.	The DSG Recovery Plan is based on inclusion through earlier identification and response to SEND.	None
Sexual Orientation	Data not held.	None	None

5. What could the impact of your proposed activity be on other vulnerable groups e.g. deprivation, looked after children, carers?

The DSG Recovery Plan is based on inclusion through earlier identification and response to SEND. As a result, SEND learners who have other vulnerabilities should be positively impacted on, by inclusion in their local settings.

The profile of looked after children with EHC plans can be monitored through SEND reporting (action below). Feedback from carers can also be measured through survey feedback (also see action below).

As noted above, service reviews should have further equality impact assessments on any resulting recommendations for service redesign.

6. How does / could your proposed activity fulfil the three aims of PSED, giving due regard to:
- the elimination of discrimination, harassment and victimisation
- creating equality of opportunity between those who share a protected characteristic and those who do not
- fostering good relationships between those who share a protected characteristic and those who do not

The Warwickshire SEND & Inclusion Strategy 2019-2023 sets out the evidence for inclusion – ensuring that children and young people with SEND are, as far as possible, educated with their peers without SEND in their local school. If specialist provision is

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required, this should also be close to home. Each EHC plan should be personalised to the learner, to ensure that the learner is supported to achieve outcomes important to them. This is consistent with the SEND Code of Practice 2015.

7. Actions – what do you need to do next?

Consider:

- Who else do you need to talk to? Do you need to engage or consult?
- How you will ensure your activity is clearly communicated
- Whether you could mitigate any negative impacts for protected groups
- Whether you could do more to fulfil the aims of PSED
- Anything else you can think of!

Action	Timescale	Name of person responsible
Gather and analyse local data on EHC plans by ethnicity.	July 2020	SEND Strategy and Commissioning Lead (Ross Caws)
Feedback from carers can also be measured through survey feedback	Use existing surveys (EHC Plan Survey October-November 2019); and ensure an update survey during September 2020-July 2021; Continued engagement with Parent Carer Forum	SEND Strategy and Commissioning Lead (Ross Caws)
The profile of looked after children with EHC plans can be monitored through SEND reporting	To be set up as a report, and reported in accordance with the agreed performance dashboard	SEND Strategy and Commissioning Lead (Ross Caws)
A communications strategy is required to make clear the intentions of each project and how stakeholder engagement will be achieved.	July-September 2020	SEND Strategy and Commissioning Lead (Ross Caws)

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Service reviews should have further equality impact assessments on any resulting recommendations for service redesign.	When service review reports recommendation (across September 2020-July 2021)	SEND Strategy and Commissioning Lead (Ross Caws)
This EqIA to be checked and updated as required following the scoping of each cohort of projects	Expected by end September 2020	SEND Strategy and Commissioning Lead (Ross Caws)

8. Sign off.

Name of person/s completing EIA	Ross Caws, Jane Carter, Duane Chappell
Name and signature of Assistant Director	Ian Budd
Date	01/07/2020
Date of next review and name of person/s responsible	Ross Caws, Duane Chappell

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Children and Young People Overview and Scrutiny Committee: June 23, 2020

Meeting Date and status	Reports	Details
14 July 2020	- Covid Recovery Programme - Educational Attainment and School Performance - Education Strategy; Annual Review of the Delivery Plan - Update on SEND (after paper presented to Cabinet on 9 July)	
29 September 2020	- Covid Recovery Programme **Young People's Participation Groups and Precipitation and Engagement Strategy** **Autism Strategy** - Child Protection; an update on progress made in child protection - Youth Justice Annual Report 2019/2020	Young People to attend in relation to participation groups.
17 November 2020	- Covid Recovery Programme - Early Help, One Year On - Youth Service Offer	
23 February 2021	- Covid Recovery Programme - Evaluation of Keeping Families Together	

Outstanding
Schools Budget Deficits
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 – <mark>agreed to circulate virtually</mark>
Review of the Care Leaver Project and Housing Project;
Annual Report; Corporate Parenting
MASH; an overview 2019/2020

Agenda Item 8

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