

Democratic Services

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Date: 14th November 2014
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To: All Members of the Early Years, Children and Youth Policy Development and Scrutiny Panel

Councillors: Sally Davis, Sarah Bevan, Liz Hardman, David Veale, Loraine Morgan-Brinkhurst MBE, Michael Evans and Nicholas Coombes

Co-opted Voting Members: David Williams

Co-opted Non-Voting Members: Chris Batten and Edward Joseph

Cabinet Member for Early Years, Children & Youth: Councillor Dine Romero

Chief Executive and other appropriate officers
Press and Public

Dear Member

Early Years, Children and Youth Policy Development and Scrutiny Panel: Monday, 24th November, 2014

You are invited to attend a meeting of the **Early Years, Children and Youth Policy Development and Scrutiny Panel**, to be held on **Monday, 24th November, 2014 at 4.30 pm** in the **Council Chamber - Guildhall, Bath**.

The agenda is set out overleaf.

Yours sincerely



Mark Durnford
for Chief Executive

If you need to access this agenda or any of the supporting reports in an alternative accessible format please contact Democratic Services or the relevant report author whose details are listed at the end of each report.

This Agenda and all accompanying reports are printed on recycled paper

NOTES:

- 1. Inspection of Papers:** Any person wishing to inspect minutes, reports, or a list of the background papers relating to any item on this Agenda should contact Mark Durnford who is available by telephoning Bath 01225 394458 or by calling in at the Guildhall, Bath (during normal office hours).
- 2. Public Speaking at Meetings:** The Council has a scheme to encourage the public to make their views known at meetings. They may make a statement relevant to what the meeting has power to do. They may also present a petition or a deputation on behalf of a group. Advance notice is required not less than two full working days before the meeting (this means that for meetings held on Wednesdays notice must be received in Democratic Services by 4.30pm the previous Friday)

The public may also ask a question to which a written answer will be given. Questions must be submitted in writing to Democratic Services at least two full working days in advance of the meeting (this means that for meetings held on Wednesdays, notice must be received in Democratic Services by 4.30pm the previous Friday). If an answer cannot be prepared in time for the meeting it will be sent out within five days afterwards. Further details of the scheme can be obtained by contacting Mark Durnford as above.

- 3. Details of Decisions taken at this meeting** can be found in the minutes which will be published as soon as possible after the meeting, and also circulated with the agenda for the next meeting. In the meantime details can be obtained by contacting Mark Durnford as above.

Appendices to reports are available for inspection as follows:-

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For Councillors and Officers papers may be inspected via Political Group Research Assistants and Group Rooms/Members' Rooms.

- 4. Recording at Meetings:-**

The Openness of Local Government Bodies Regulations 2014 now allows filming and recording by anyone attending a meeting. This is not within the Council's control.

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- 5. Attendance Register:** Members should sign the Register which will be circulated at the meeting.

6. THE APPENDED SUPPORTING DOCUMENTS ARE IDENTIFIED BY AGENDA ITEM NUMBER.

7. Emergency Evacuation Procedure

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Arrangements are in place for the safe evacuation of disabled people.

**Early Years, Children and Youth Policy Development and Scrutiny Panel - Monday, 24th
November, 2014**

at 4.30 pm in the Council Chamber - Guildhall, Bath

A G E N D A

1. WELCOME AND INTRODUCTIONS

2. EMERGENCY EVACUATION PROCEDURE

The Chair will draw attention to the emergency evacuation procedure as set out under Note 6.

3. APOLOGIES FOR ABSENCE AND SUBSTITUTIONS

4. DECLARATIONS OF INTEREST

At this point in the meeting declarations of interest are received from Members in any of the agenda items under consideration at the meeting. Members are asked to indicate:

(a) The agenda item number in which they have an interest to declare.

(b) The nature of their interest.

(c) Whether their interest is a **disclosable pecuniary interest** or an **other interest**,
(as defined in Part 2, A and B of the Code of Conduct and Rules for Registration of Interests)

Any Member who needs to clarify any matters relating to the declaration of interests is recommended to seek advice from the Council's Monitoring Officer or a member of his staff before the meeting to expedite dealing with the item during the meeting.

5. TO ANNOUNCE ANY URGENT BUSINESS AGREED BY THE CHAIRMAN

6. ITEMS FROM THE PUBLIC OR COUNCILLORS - TO RECEIVE DEPUTATIONS, STATEMENTS, PETITIONS OR QUESTIONS RELATING TO THE BUSINESS OF THIS MEETING

At the time of publication no notifications had been received.

7. MINUTES - 29TH SEPTEMBER 2014 (Pages 9 - 20)

8. SCHOOL PERFORMANCE DATA (Pages 21 - 36)

This report sets out the headlines of pupil performance in 2014 at ages 5, 7, 11, 16 and 18.

9. RE-CONSTITUTION OF GOVERNING BODIES (Pages 37 - 38)

The Department for Education (DfE) has issued guidance for the reconstitution of governing bodies in all maintained schools including governing bodies of Federations. All governing bodies of maintained schools are required to constitute under the School Governance (Constitution) (England) Regulations 2012 or the School Governance (Federations) (England) Regulations 2012, by 1 September 2015.

10. SPECIAL EDUCATIONAL NEEDS & DISABILITY REFORM UPDATE (Pages 39 - 54)

This report provides an update on implementation of the SEND reform in Bath and North East Somerset.

11. SERVICE PERFORMANCE REPORTING & INSPECTION FRAMEWORK (Pages 55 - 72)

This paper seeks to update the Panel on the progress of the Service Improvement Board and Service Development Board.

12. LOOKED AFTER CHILDREN (Pages 73 - 76)

The purpose of this paper is to update the Early Years, Children and Youth Panel on the progress and developments for "Looked After" young people in Bath and North-East Somerset.

13. CHILD SEXUAL EXPLOITATION (Pages 77 - 80)

This report updates the Panel on the Council's response to tackling Child Sexual Exploitation.

14. MEDIUM TERM PLAN AND 2015/16 BUDGET UPDATE (Pages 81 - 92)

The draft Children's Services Medium Term Service & Resource Plan (MTSRP) update is presented for consideration by the Panel to ensure all members of the Panel are aware of the context and enabled to comment.

15. CABINET MEMBER UPDATE

The Cabinet Member will update the Panel on any relevant issues. Panel members may ask questions.

16. PEOPLE AND COMMUNITIES STRATEGIC DIRECTOR'S BRIEFING

The Panel will receive a verbal update on this item from the People and Communities Strategic Director.

17. PANEL WORKPLAN (Pages 93 - 96)

This report presents the latest workplan for the Panel.

The Committee Administrator for this meeting is Mark Durnford who can be contacted on 01225 394458.

BATH AND NORTH EAST SOMERSET COUNCIL

EARLY YEARS, CHILDREN AND YOUTH POLICY DEVELOPMENT AND SCRUTINY PANEL

Monday, 29th September, 2014

Present:- Councillors: Sally Davis (Chair), Sarah Bevan (Vice-Chair), Liz Hardman, David Veale, Loraine Morgan-Brinkhurst MBE, Colin Barrett (In place of Michael Evans) and Ian Gilchrist (In place of Nicholas Coombes)

Co-opted Voting Members:- David Williams

Co-opted Non-voting Members:- Chris Batten

Also in attendance: Ashley Ayre (Strategic Director, People and Communities), Mike Bowden (Deputy Director, Children & Young People, Strategy and Commissioning), Kevin Amos (Parent Support Services Manager) and Michael Gorman (Headteacher, B&NES Virtual School for Children in Care), Margaret Simmons-Bird (Head of Education Improvement) and Lin Bartlett (Senior Secondary Adviser)

Cabinet Member for Early Years, Children & Youth: Councillor Dine Romero

38 WELCOME AND INTRODUCTIONS

The Chair welcomed everyone to the meeting.

39 EMERGENCY EVACUATION PROCEDURE

The Chair drew attention to the emergency evacuation procedure.

40 APOLOGIES FOR ABSENCE AND SUBSTITUTIONS

Councillor Michael Evans and Councillor Nicholas Coombes had both sent their apologies to the Panel. Councillor Colin Barrett and Councillor Ian Gilchrist were their respective substitutes for the duration of the meeting.

Edward Joseph, Member of Youth Parliament had also sent his apologies to the Panel.

Councillor Sarah Bevan announced that Councillor Loraine Morgan-Brinkhurst would be a little late to the meeting.

41 DECLARATIONS OF INTEREST

There were none.

42 TO ANNOUNCE ANY URGENT BUSINESS AGREED BY THE CHAIRMAN

There was none.

43 ITEMS FROM THE PUBLIC OR COUNCILLORS - TO RECEIVE DEPUTATIONS, STATEMENTS, PETITIONS OR QUESTIONS RELATING TO THE BUSINESS OF THIS MEETING

There were none.

44 MINUTES - 8TH SEPTEMBER 2014

The Panel confirmed the minutes of the previous meeting as a true record and they were duly signed by the Chair.

45 THE ROLE OF THE LOCAL AUTHORITY ALONGSIDE ACADEMIES AND FREE SCHOOLS

The Deputy Director for Children & Young People, Strategy and Commissioning introduced this item to the Panel. He explained that 10 out of 13 secondary schools were now academies and that the majority converted as good or outstanding schools in their own right, or as part of an existing federation; 2 are sponsored by wider academy groups. He added that some of the secondary schools have been established as 'Multi-Academy Trusts (MATs) meaning that they are approved to sponsor further schools to join them as academies under a combined Academy Trust.

He said that all three of our special schools were now academies, with the Fosse Way MAT also expanding with an existing Somerset primary and new Free Special School being established in Somerset. He added that four local Primary schools are now academies– 3 on their own (Chew Stoke Primary, St. John's Midsomer Norton and Trinity in Radstock) and High Littleton in a MAT.

He explained that Free Schools are new schools set up by groups of parents or other organisations (including existing schools and academies) who perceive a need for an additional school to fill a gap in capacity or in the range of education on offer in a particular locality. There is a national approval process through which they must evidence the need/demand for the new school and demonstrate how they would operate it. He added that Free Schools are established as academies and can take several forms, including Studio Schools (one has just opened locally and 2 more have been approved), more traditional Primary or Secondary schools, Special Schools, or alternative provision. In addition to the Special and Studio Schools mentioned above, there is a proposal from the Bath Education Trust to establish a new Primary Free School in Bath and this is currently being examined by DfE. He stated that the Authority has a formal policy on Free Schools and Academies, which takes a neutral stance on schools converting to academies; and a cautious stance on the creation of Free Schools, unless there is good evidence of demand and suitability.

He said that one of the key statutory duties the Authority retains is to ensure a sufficient supply of school places to meet local demand. In the new context, with

academies able to choose independently whether to expand or contract and the opportunity for Free Schools to open regardless of LA place planning strategy, this is potentially an area of increasing challenge for us. Our Schools Organisation Plan sets out our current projections of need for pupil places in both primary and secondary sectors and in each locality within the authority, with specific proposals for expansion of relevant schools as required to meet demand over the next few years.

He added that as academies choose to expand or contract and as Free Schools open, we will have to adjust our plans accordingly and that partnership between all the organisations involved is obviously one of the keys to our being able to undertake this duty effectively.

He stated that the Local Authority continues to deliver a range of school-related services, either because it has a statutory duty to ensure these functions are delivered across all schools; or because there is demand for these services from maintained and/or academy schools. There is the potential for further changes in the realm of service provision over future years, either because the LA chooses to commission or provide services differently to achieve efficiencies; or because the level of 'buy in' from schools and academies increases or reduces. There are no specific plans for significant change at this time.

He said relationships between schools and between the LA and schools have historically been generally strong – although this varies between individual schools. With the advent of academy conversion as a route to greater autonomy and in some localities a greater sense of competition between schools, we saw a more stark contrast in this range. As the system matures and in the wake of significant work to further clarify the new roles and relationships within this system, we are now seeing positive signs of a more mature partnership emerging. Secondary head teachers have recently met with the LA and given positive support for a more regular strategic forum to come together as partners in the system. We have also been working closely with the Teaching School, Diocese of Bath & Wells, and local primary heads to develop proposals for an Education Excellence Board, comprising all primary schools, to promote the concept of the self-improving system as a collaborative venture between all schools and the key strategic partners.

He explained that in the new education landscape, the local authority retains a set of duties in respect of (a) all maintained schools (not including academies); and (b) all children irrespective of which type of school they attend and that from April 2012 the Government had changed the manner in which it funds local authorities for those retained duties. This funding was removed from the Rate Support Grant, the grant for academies was then given directly from the Government to each academy and the remaining funds were returned to local authorities and re-named Education Support Grant.

He said that despite the change in title it remains a form of Rate Support Grant. From next April this grant will be reduced by a further 20% equating to a cut of £507k for Bath and North East Somerset Council. This Council's spend on education related services covers Home to School Transport (HTST), Legacy Pensions and Redundancy costs in schools, service-supported borrowing undertaken in the past to enhance capital works to our schools and the provision of services such as Children

Missing Education, Educational Psychology, Admissions, Place Planning and School Improvement.

He informed the Panel that over the course of the current MTSRP, spending in these areas will reduce by £500,000. This is in addition to a reduction of just under £5m caused by loss of specific government grants since June 2010.

He stated that the biggest “blocks” of spend are HTST, Pensions and Redundancy and Service-supported borrowing - these total £5m and offer little, if any, scope for savings. Therefore to find further reductions from the remaining areas of expenditure will be very difficult given the reality that these services have been pared back already and are all delivering statutory duties which directly impact upon children, families and schools.

Councillor Sarah Bevan asked how much influence the Council has in creating new schools due to population growth.

The Deputy Director for Children & Young People, Strategy and Commissioning replied that where new housing developments are planned the Council has an influence through Section 106 agreements currently and subsequently will do through income of the Community Infrastructure Levy.

Councillor Liz Hardman asked how people wishing to open a Free School show that the school will meet a specific need.

The Deputy Director for Children & Young People, Strategy and Commissioning replied that groups or organisations such as Bath Education Trust (BET) will need to put a case together to the DfE to prove that one should be established.

The Strategic Director for People and Communities added that their case can have more weight if it is fitted around the current School Organisation Plan.

Councillor Liz Hardman asked how savings to services would be made following the planned reduction to the Education Support Grant.

The Deputy Director for Children & Young People, Strategy and Commissioning replied that that would need to be considered as part of future budget setting processes and can be debated at a future meeting of the Panel.

Councillor Liz Hardman commented that she thought that the establishment of an Education Excellence Board with Primary Schools was a good idea and asked if one was planned for Secondary Schools.

The Deputy Director for Children & Young People, Strategy and Commissioning replied that he was open to the possibility of one, but that no plans were in the pipeline.

The Panel **RESOLVED** to note the evolving role of the Local Authority in education and to receive subsequent briefings as further developments occur.

46 SCHOOL ADMISSIONS 2014 / 15

The Parent Support Services Manager introduced this item to the Panel. He explained a total of 1722 children were offered their 1st preference Primary School [92.83%]. The number of children refused their 1st preference school was 133 [7.17%]. He said that in September 2013 these figures were 93.4 % and 6.6% respectively. A total of 98.44% of children were offered one of their overall preferences and only 29 children [1.56%] did not get a place at one of their preferred schools.

On the matter of Secondary Schools he stated that a total of 1998 children were offered their 1st preference school [93.62%]. The number of children refused their 1st preference school was 159 [6.38%]. He added that in September 2013 these figures were 94.9% and 5.1%. A total of 98.9% of children were offered one of their overall preferences and only 22 children [1.1%] did not get a place at one of their preferred schools.

He said that the two main reasons for not being able to obtain a preferred place were parents not using all three preferences and not meeting the faith criteria set down by religious schools.

The Strategic Director for People and Communities added that the Council has a good track record for allocating places to preferences, but said that the 'catchment' for schools is shrinking. He said that he couldn't stress highly enough the need for parents to use all three preferences.

Councillor Liz Hardman asked how the Council can enable schools to become the first choice within their community.

The Strategic Director for People and Communities replied that the Council does support schools on their improvement journey and does look to partner them with strong schools to assist in that improvement. He added that schools are encouraged to think laterally about their reputation in the community.

Councillor Liz Hardman asked how surplus places are funded.

The Strategic Director for People and Communities replied that funding was provided through the Dedicated Schools Grant. He added that a count of places takes place every January and is validated in September. He said that the formula was due to be simplified / nationalised and would likely see some elements of Small School Funding removed, but that Rural Schools would remain protected.

Councillor Liz Hardman asked how soon these changes would occur.

The Strategic Director for People and Communities replied that he felt that they would take place in either 2016/17 or 2017/18.

Councillor Loraine Morgan-Brinkhurst asked how the Council could help schools prior to this potential pressure point.

The Strategic Director for People and Communities replied that the finance team within the service works closely with all schools.

The Deputy Director for Children & Young People, Strategy and Commissioning added that a minimum funding guarantee was in place which has the effect of limiting the amount by which a school budget can reduce year on year.

The Panel **RESOLVED** to note the pattern of admissions to Primary and Secondary Schools in September 2014.

47 PUPIL PREMIUM

The Headteacher of BANES Virtual School for Children in Care introduced this item to the Panel. He explained that the Department for Education has allocated local authorities total grants based on £1,900 per Looked After Child in from Reception to Year 11. He added that the grant allocation for Looked After Children is managed by the Virtual School Head in the authority that looks after those children and is to be used for the benefit of the looked after child's educational needs as described in their Personal Education Plan (PEP).

He informed them that the Virtual School pays £1500 Pupil Premium Plus to all schools for each Bath and North East Somerset looked after child on roll where a good Personal Education Plan (PEP) is in place.

He stated that the funding that remains with the Virtual School is used for a variety of purposes, including: top-up funding to schools above £1500 where the designated teacher makes a good case for additional support; transition support for children and young people moving to new schools in line with long-term care plans or foster placement changes; work experience and transition support and for Year 11s moving to colleges; 1:1 tuition for GCSE retakes at college; support for children in care not in education and in need of additional support to return to full time education; training for designated teachers and other staff who work in schools.

He said that one to one tuition is one of the most effective ways of raising standards for many Looked After Children and this was the most common use of the grant by schools. Other uses include: mentoring; extra teaching assistant support; revision materials; art, drama or music therapy; additional SEN equipment.

He announced that – provisionally - 22% of pupils had achieved five A* - C GCSE grades and that that was in line with their current targets. He added that currently all Looked After Children were in education and that 80% of them were attending Good or Outstanding schools.

Councillor Liz Hardman requested that subsequent reports on this matter contain a value added context. She asked if any school was in receipt of the full £1,900 or higher for a pupil.

The Headteacher of BANES Virtual School for Children in Care replied that several schools had received funding above £1900 - one school for example had received

around £2,500 for a pupil to provide 1:1 tuition, exam attendance assistance and mentoring over the summer prior to attending college.

The Panel **RESOLVED** to note the report.

48 NARROWING THE GAP

The Deputy Director for Children & Young People, Strategy and Commissioning introduced this item to the Panel. He informed them that despite B&NES being a relatively healthy, wealthy, high performing area, we know there are some stark inequalities within our population and that some groups of children and young people have poorer outcomes than others.

He added that this includes educational attainment for children and young people on Free School Meals (FSM), those with SEN and children in care. He said that specifically we know that in the 2013 GCSE results there was a 35.9% gap between the proportion of FSM and non-FSM children gaining 5 A*-C including English and Maths and although our performance for non-FSM is above the average for England and the South West, our FSM performance is below average, so the gap put us in the bottom three authorities in the South West.

He explained that Ofsted has also seen the FSM gap as a key priority in the South West and has written to secondary schools asking how they are addressing this. School plans, implementation of these and the outcomes achieved for FSM pupils will be a key feature of all Ofsted inspections over the next two to three years and schools which lack credible plans, those that have failed to implement and evaluate effectively and those not showing a significant improvement for these children will find themselves with a lowered Ofsted judgement.

The Head of Education Improvement said that attainment and progress had improved and the gaps for vulnerable groups locally were narrowing in primary and secondary schools and colleges.

She informed the Panel of the following provisional data.

EYFS

- The percentage of FSM children who achieved a good level of development improved but the gap between FSM and Non-FSM widened from 26.52% to 33.6% but this is because of the increase in the overall performance of Non-FSM. However the rate of improvement for FSM pupils is faster than for non-FSM pupils
- BME improvement slower than that of non-BME
- A higher proportion of girls achieved a good level of development compared to boys; however the gap between boys and girls narrowed and the rate of improvement for boys higher than for that of girls

KS1

- Overall attainment improved for all pupils in reading and maths compared to 2013 with a small dip in writing but remains above national in all core subjects at L2+, L2b+ and L3+. The performance of pupils in reading and maths is improving at a faster rate than national.
- The gap between FSM and non-FSM pupils at all levels narrowed in all core subjects and at all levels. The attainment of FSM pupils improved in all subjects despite the small dip for non –FSM pupils in reading and writing.
- The attainment of FSM pupils is improving at a faster pace in 2014 than that of non-FSM in all subjects. However closing the gap between FSM and all pupils remains a priority for the LA
- Slight increase in the gap between BME and Non-BME pupils particularly in writing
- The girls outperformed the boys in all core subjects at L2+, L2b+ and in Reading and writing at L3+. The boys performed better than the girls in maths at L3+.

KS2

- Overall attainment and progress has improved on last year's and are above the 2013 benchmarks in all subjects. The percentage of pupils achieving reading, writing and mathematics combined is up on last year at L4+ and L5+.
- The gap between FSM and non-FSM narrowed in all core subjects with the biggest improvement in Reading and writing at L4+. The gap is narrowing because the rate of improvement by FSM pupils is faster than that of non-FSM. The proportion of FSM pupils making expected progress improved significantly in reading and maths compared to 2013.
- Girls outperformed boys in all core subject at L4+ and in reading and writing at L5+; boys performed better than girls in maths at L5+ by a small margin. The proportion of boys and girls making expected progress improved in all core subjects and is higher for girls.
- The attainment gaps between BME and non-BME remains low and the proportions who made expected progress in writing and maths is better than that of non BME pupils

The Senior Secondary Adviser then gave the Panel a first indication of the GCSE and A Level results for this year.

GCSE Results

- % A*-C including English and Maths 65.9% which is a 2.3% increase on 2013. This year there is a slight improvement and there is a 3 year trend of improvement with three schools showing very good improvements in their results.

Pupil Premium – Disadvantaged Pupils (FSM, Looked After Children and Children of Service Personnel)

- 2 schools have widened their gap – but still less than 30%, one has remained the same.

A Level Results

- Average Points per Entry - This shows the average grade for each subject taken. 6 out of 10 schools are showing improvements on last year with 5 of the schools showing this as a trend for 3 years and 2 showing significant improvements
- Average Points Per Student - This shows the average number of exams taken and the grades awarded. The higher the number, the better the grade. 5 out of 10 schools show an improvement this year with 2 showing significant improvements and 5 schools showing a 3 year trend of improvements.

Councillor Liz Hardman asked if any reason could be given why we were in the bottom three authorities in the South West for FSM performance.

The Senior Secondary Adviser replied that schools were attaining higher and this was having an impact on the gap figures.

Councillor Liz Hardman asked if Academies were being co-operative on this matter.

The Senior Secondary Adviser replied that positive meetings had been held and that all Headteachers would be aware of the need to act having received a letter from Ofsted.

The Panel **RESOLVED** to note the work underway and receive further updates in due course.

49 CABINET MEMBER UPDATE

Councillor Dine Romero, the Cabinet Member for Early Years, Children & Youth addressed the Panel. She said that as part of her role as a member of the Health & Wellbeing Board she had received a lot of information about the Care Bill and wanted to bring it to the attention of the Panel.

She explained that the Care Bill says that if a child, young carer or an adult caring for a child (a 'child's carer') is likely to have needs when they, or the child they care for, turns 18, the local authority must assess them if it considers there is 'significant benefit' to the individual in doing so. This is regardless of whether the child or individual currently receives any services or requests an assessment.

She added that services at transition should be aimed at moving a person into work/adult life in such a way as to promote their independence and so reduce their long term needs for care and support.

She said that she was pleased to say that the subject of Children's Mental Health was becoming a mainstream topic of conversation and was hopeful that this would continue to lessen the stigma.

She informed them that she had attended meetings on the matters of 'Healthy Weight', 'Active Play' and 'Risks in Play' that included a viewing of a film entitled Wild Things.

She said that she wanted to promote the Book Bugs project which was due to commence very soon. She explained that the project would link male volunteers with early years settings to raise boys' engagement with books and support their early reading skills.

Finally, she wished to encourage all who were present to attend or promote the Children's Literature Festival which had just begun.

50 PEOPLE AND COMMUNITIES STRATEGIC DIRECTOR'S BRIEFING

The Strategic Director for People and Communities addressed the Panel, a summary of his briefing is set out below.

Child Sexual Exploitation

He informed the Panel that the Local Safeguarding Children's Board (LSCB) for B&NES had recently agreed a draft Child Sexual Exploitation (CSE) Strategy which had engaged with Police, Health, Local Authority services and the Voluntary and Community Sector. He added that a review of the report by Alexis Jay OBE into CSE in Rotherham would be presented to the LSCB at its December meeting.

Ofsted Inspection Preparation

He explained that Ofsted have announced the dates when Local Authorities will be contacted to start the Single Inspection Framework inspection. He informed them that Michelle Mohamed had been appointed to lead on our preparation for inspection. He said that Michelle would bring together and refresh all of the information required by Ofsted for when they first arrive.

Early Help Strategy

He stated that a key element of our work was prevention / early help where we seek to help children, young people and families without the need for the more formal vehicles of Child Protection or Care arrangements. He said that Richard Baldwin had been working with colleagues on a new Early Help Strategy which brings together the range of services so that families and professionals know what services are available and how they can be accessed.

National Audit Office Visit – 30th September 2014

The National Audit Office have asked to visit the Council to discuss the quality of care and stability of placements as part of a national survey. He added that he has

suggested to the Chair of the Panel that it would be useful to bring a report on our care systems and costs to a future meeting.

Councillor Liz Hardman suggested that the Panel's report on Child Sexual Exploitation should contain information on how practices have changed since the details of what took place in Rotherham had been made public.

The Chair thanked the Strategic Director for People and Communities for his briefing on behalf of the Panel.

51 PANEL WORKPLAN

The Chair introduced this item to the Panel. She said that she agreed to the suggestion made by the Strategic Director for People and Communities to receive a report on Placement Stability.

She said that she had also been approached by Councillors Romero and Hall to discuss the Child and Adolescent Mental Health Services (CAMHS) at a future meeting.

Councillor Sarah Bevan suggested the Panel receives a report in January on the upcoming Peer Challenge with Bournemouth on the matter of Child Sexual Exploitation.

Councillor Liz Hardman requested an update on the Staff Mutual and Children's Centres for the January meeting of the Panel. She also asked if the Council tracked 17 year olds who should be in Education, Training or Employment with Training.

The Strategic Director for People and Communities replied that the Council was required by law to track the most vulnerable.

Councillor Liz Hardman suggested that following on from Councillor Romero's earlier comments that the Panel should look at the implications of the Care Bill for Children.

Councillor Loraine Morgan-Brinkhurst commented that the NSPCC had recently announced a pledge to visit all Primary Schools. She wondered if the Panel would like a representative from the NSPCC to attend a future meeting and give them a presentation of their work.

The Panel **RESOLVED** to agree with all of the proposals above.

The meeting ended at 6.30 pm

Chair(person)

Date Confirmed and Signed

Prepared by Democratic Services

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Bath & North East Somerset Council	
MEETING	Early Years, Youth and Policy Development & Scrutiny Panel
MEETING DATE:	24th November 2014
TITLE:	School Performance Data Report
WARD:	All
AN OPEN PUBLIC ITEM	
List of attachments to this report:	
<ul style="list-style-type: none"> ▪ Appendix 1 Early Years Foundation Stage ▪ Appendix 2 Provisional Performance in 2014 at Key Stage 1 and 2 	

1 THE ISSUE

1.1 This report sets out the headlines of pupil performance in 2014 at ages 5, 7, 11, 16 and 18. The data outlined in this report is unvalidated and subject to further changes. The performance of all key stages is provided in the attachments to this report. A glossary setting out the national expectations for each key stage is also attached.

2 RECOMMENDATION

The Policy Development & Scrutiny panel is asked to agree that:

- 2.1 Note the significant improvements in the Early Years and Foundation Stage compared to national
- 2.2 Note that pupils in Key Stage 1, 2, and 4 continue to attain well and make good progress compared to other local authorities and national expectations on all measures
- 2.3 Note the improvements in narrowing the gaps for pupils eligible for pupil premium funding
- 2.4 Commend schools and the Local Authority staff for their continuing effectiveness in achieving high standards
- 2.5 Agree that raising the achievement of particular underperforming groups of pupils and improving pupil progress remains a priority for the Local Authority in commissioning support and challenging schools and settings.

3 RESOURCE IMPLICATIONS (FINANCE, PROPERTY, PEOPLE)

3.1 There are no financial implications arising directly as a result of this report

4 THE REPORT

4.1 Early Years Foundation Stage (EYFS) 2014

In 2013 the new EYFS measure for a Good Level of Development (GLD) was introduced making it difficult to compare previous years performance of children in the early years. This year it is possible to make a fair comparison using this new measure. Using this new measure for a good level of development in the EYFS there has been a significant improvement in the proportion of children who achieve and exceed national expectations. The percentage of children who achieve a Good Level of Development improved significantly from 51% to 63% and this is above the national average of 60%. The rate of improvement has been more rapid in B&NES compared to national, 10%. The average points score of 33 is also above the national average of 34 and an improvement on 2013.

Overall attainment of groups and gaps

Children in B&NES attain more highly than national in all the ELGs and by gender. Children at the greatest risk of underachieving in the Foundation Stage are those with Special Education Needs or FSM. The gap between FSM and non-FSM has narrowed and remains higher than national.

- Girls continue to perform better than boys, 69% compared to 56% (national average 69/52). The proportion of girls who achieved a good level of development is in line with national; however boys performance is 4% above national. The gap between boys and girls has narrowed from 18% to 13% and this is below the national gap of 16%.
- The proportion of FSM children who achieved a good level of development improved from 28% to 33%. The gap between FSM and non-FSM has widened from 27% to 34% but the rate of improvement for FSM pupils is faster than for non-FSM children.
- The outcomes for BME children improved and the gap has widened, but this must be treated with caution because of the small number of children.
- The achievement of children living in the most deprived areas (SOAS) has improved on last year and the gap has narrowed. However their achievement remains lower than that of children living in similar areas nationally.
- The gaps for any children with a statement of SEN are the biggest.
- Summer born children irrespective of gender perform less well but the gap has narrowed this year and is consistent with this is in line with the national trend.

Priorities

- Ensure that assessment practice is sufficiently robust and to raise expectations of children's ability to achieve and exceed the national expectations for a good level of development at the end of the Foundation Stage.
- Continue to target resources in areas of greatest need in order to narrow the gap for vulnerable children particularly those eligible for FSM and boys in early years settings.

- Continue to embed work on improving communication and language development; quality teaching of mathematics and engagement with home learning environment.
- Maintain high quality provision in the EYFA in schools and in early years settings.
- Ensure that the introduction of the EY pupil premium and increased funding for 2 year olds is used to benefit vulnerable groups at risk of underachieving.

4.2 Key Stage 1

Summary Overview

Year 1 Phonics

The proportion of children who achieved the national threshold standard for the Y1 phonics test improved for the third year and is the same as the national average of 74%.

- Girls continue to outperform boys (78%/70%) and the gap has narrowed to 8% and this is the same as national.
- 54% of FSM pupil met the threshold and this is 7% lower than the national average of 61%. This is an improvement and the gap has narrowed to 22%, but is higher than the national gap of 13%.
- 84% of BME children met the threshold and is higher than for all children.

Children who do not meet the national threshold in Y1 must be screened in Y2. 68% of children in B&NES met the threshold compared with 88% at national.

Key Stage 1

Level 2b+

Overall pupils' attainment at KS1 at the more secure L2b+ improved in reading by 1% and mathematics by 2% in line with the national average. Attainment in writing dipped by 3% and this goes against the national trend of a 1% increase. Attainment in reading and mathematics is above national and our statistical neighbours. Writing is the same as national and 1% below statistical neighbours.

- Girls' attainment improved by 3% in both reading and mathematics and stayed the same for writing and they outperformed the boys in all subjects. Boys' attainment improved in reading but dipped in writing and mathematics, which goes against the national trend of an increase of one or two points percentage in all subjects. The gaps between the attainment of girls and boys have increased in all subjects with the biggest gap in writing of 19% compared to 9% at national.
- The performance of pupils eligible for FSM improved in all subject with the biggest improvement of 9% in reading. The gaps narrowed in all subjects but remain high when compared to the national average with the biggest gap (23%) in writing.
- BME attainment dipped in reading and writing and the gaps increased compared to the previous year in all subjects with the biggest gap in mathematics (6%). Caution is needed as numbers are small.

Level 3+

Attainment at L3+ remains above the national but the outcomes for B&NES dipped slightly in all subjects against the national increase of 1% in writing and mathematics and 2% in reading.

- Girls' attainment improved in reading and mathematics and dipped in writing. Boys' attainment dipped in all subjects widening the gap with girls in reading but narrowed the gap in writing. Boys outperformed girls in mathematics despite the girls improving their performance on the previous year. In 2013 boys' performance in mathematics was 9% above that of girls this was reduced to 1% in 2014. Boys overall attainment is inconsistent across key stage 1 in all subjects.
- The attainment of FSM increased in reading, writing and mathematics. The gap in writing attainment closed the result of a 2% dip in writing for non FSM pupils. The gaps for FSM pupils have narrowed in all core subjects.
- BME pupils' attainment improved in all subjects and the gaps narrowed in reading and mathematics and increased in writing.

Priorities for KS1

- To improve performance of underachieving groups, particularly boys' writing
- To improve more able girls attainment in mathematics at L3+
- To improve outcomes for pupils with SEN in all subjects
- Continue to narrow the gaps for vulnerable pupils particularly those eligible for FSM.

4.3 Key Stage 2

Summary Overview

The Department for Education (DfE) increased the floor standard for the proportion of pupils expected to achieve L4+ in reading, writing and mathematics combined from 60% to 65% in 2014. Early indicators show two primary schools have not met all the standards.

Key indicators at the end of KS2 are the percentage attaining L4+ in:

- Reading, writing and mathematics combined
- Percentage making 2 levels progress from KS1 to KS2 in reading
- Percentage making 2 levels progress from KS1 to KS2 in writing
- Percentage making 2 levels progress from KS1 to KS2 in mathematics

Attainment at L4+ key points

Attainment at L4+ improved in reading, writing and mathematics and for combined reading, writing and mathematics. Attainment in reading improved by 4% compared to 3% at national; writing by 2%, the same as national; mathematics by 2% compared to 1% at national. The proportion of pupils who achieved L4+ in reading, writing and mathematics combined improved by 4% higher than national (2%). Overall attainment for combined L4+ in reading, writing and mathematics remains above the national average (80% compared to 79%) for the third consecutive year.

Pupil attainment in the Spelling, Punctuation and Grammar (SPAG) test at L4+ improved from 77% to 80% above the national average of 79%.

- Girls' outperformed boys in all core subjects at L4+ and the gaps narrowed for reading and mathematics and increased in writing. The gap in reading is now lower than national; the same in writing and is much lower in mathematics. The proportion of girls and boys who achieve L4+ in reading, writing and mathematics combined improved, the

gaps narrowed, their performance is above the national average and the increase is bigger than the national average. The girls also outperformed the boys in the SPAG tests. Boys' attainment increased by a greater proportion than that of girls and the gap has narrowed from 12% to 9%. Overall the performance of girls and boys is above national and the gap is also narrower than national.

- FSM attainment improved in all core subjects by at least 10%. The biggest improvement was in reading (71% to 82%). The gaps narrowed in all subjects with the biggest gap, 20%, in writing. However the gaps are broadly in line with national.
- The gaps for pupils with a statement of SEN are the biggest across all subjects and similar to the previous year. However the numbers are small and this needs further investigation in order to assess why the gaps are so high.
- The attainment of BME pupils improved in all subject at L4+ and the gaps narrowed. A higher proportion of BME pupils achieved L4+ in reading, writing and mathematics combined than non-BME pupils 82%/79%.
- The attainment of all groups in the SPAG test improved and the gaps have narrowed for all groups with the exception of SEN pupils.

Level 5+

Attainment at the higher L5+ improved and is above the national average in all subjects and for all groups with the exception of reading for pupils with SEN. Higher attaining (L5+) pupils achieved 58% in reading, 36% in writing and 46% in mathematics. 26% achieved L5+ in combined reading, writing and mathematics and 57% achieved L5+ in the SPAG test. Overall performances at the higher level 5+ has improved and are at least in line with or above the national average.

- Girls' attainment improved in reading, writing and mathematics. Boys' attainment improved in reading and mathematics with a slight dip in writing. The boys outperformed the girls in mathematics by 2% and the girls outperformed the boys in reading and writing. The gap for reading increased from 8% to 11% and for writing from 15% to 20%. There was a 5% improvement in the proportion of girls and boys who achieved L5+ in the SPAG test and this is above the national average of 3%. Girls' performance in the SPAG tests is considerably higher than that of boys (65%/50%).
- The attainment of FSM pupils improved in all core subjects and the gaps narrowed in all subjects and in the SPAG test.
- The attainment of BME pupils improved in all core subjects and the gaps have almost closed in reading (0.9) and mathematics (0.3%) narrowed in writing (1.9%).

Progress across Key Stage 1 to Key Stage 2

Pupils making Expected Progress is identified as those pupils who made 2 level progress across KS2.

- The proportion of pupils making expected progress improved on the previous year by 3% in reading, 1% in writing and 1% in mathematics. The percentage increases are exactly the same as national.
- Two levels progress in reading: LA 91% / National 91%
- Two levels progress in writing: LA 92% / National 93%
- Two levels progress in mathematics: LA 90% / National 89%

Pupils Exceed Expectations are identified as those pupils who made 3 levels progress across KS2

- Three levels progress reading: LA 30% / National 35%
- Three levels progress writing: LA 29% / National 33%
- Three levels progress mathematics: LA 31% / National 35%

- The proportion of pupils exceeding expectations improved in writing and mathematics and dipped in reading. Overall performance is below the national average in all core subjects.
- Boys' outperformed the girls in mathematics and reading and the girls performed better in writing.
- The proportion of pupils achieving 3 levels of progress improved in writing and mathematics but dipped in reading.

Priorities for Key Stage 2

- Increase the percentage of pupils making 3 levels progress in all core subjects
- To improve girls attainment and progress in mathematics
- Continue to narrow the gaps for vulnerable groups, particularly those eligible for FSM
- To challenge and monitor the progress, attainment and expectations of pupils with any special education needs or disability to ensure they meet their full potential.

4.4 Key Stage 4

The Data below is provisional and taken from the statistical first release and is the only data currently available. All data for KS4 is not available until late January 2015.

Summary Overview

Two major reforms implemented this year effect the calculation of Key Stage 4 (KS4) performance measures data.

1. Professor Alison Wolf's Review of Vocational Education recommendations which;

- restrict the qualifications counted in the performance measures - around 3,000 unique qualifications have been removed since 2012
- prevent any qualification from counting as larger than one GCSE
- cap the number of non-GCSEs included in performance measures at two per pupil.

2. An early entry policy to only count a pupil's first attempt at a qualification. In the past, school performance measures have been calculated using the best result that a pupil achieved in a subject, regardless of the number of times they may have been entered for it.

In September 2013, to address the significant increase in early entries, the department announced that only the first result a pupil achieved would count in performance measures from 2013/14. This new rule came into effect immediately with regard to English Baccalaureate subjects and will be expanded to apply to all subjects in 2014/15. This new rule only affects a school's performance measure calculations; pupils will still be accredited with every grade achieved, regardless of the number of entries.

Data this year is being shown as 2013 methodology (the same calculation as in previous years) and 2014 methodology (calculated as above with changes to statistics). All subsequent data for performance tables and RAISEonline will be shown in the 2014 methodology and therefore it is difficult to compare with previous years. Only data for England is available in the 2013 methodology but it does give an indication of the difference in performance between the previous years and current for England.

Overall the Local Authority has performed better than the national average on all indicators for GCSE. This is an improvement on previous years despite the changes outlined above.

GCSE 5A+ -C including English and Mathematics

	07/08	08/09	09/10	10/11	11/12	12/13	2013 methodology	2014 methodology
LA	50.6	57.2	61	64.2	56.8	63.6	N/A	60.9
SW	49.3	51.8	55.4	57.9	56.9	N/A	N/A	56.0
Nat	48.4	50.9	55.3	58.4	58.4	60.3	59.6	56.1 (state-funded)

GCSE A*-C including English and Maths – Bath & North East Somerset are placed 1st of 15 Local Authorities in the South West (excluding the Isles of Scilly who have 22 students).

5 A*-C incl. English and Mathematics: gender

2014 methodology	LA	National (state-funded)
BOYS	57.2	51.0
GIRLS	64.4	61.3

Girls still out perform boys for this indicator at both LA Level and England in all state schools. The gap for the LA is 7.2% compared to 10.3% national.

A*-G including English and Mathematics: all students

2014 methodology	B	G	Total
LA	91.1	94.2	92.7
SW	90.0	93.2	91.6
National (state-funded)	89.5	92.6	91.0

Bath & North East Somerset is 4th of 15 Local Authorities in the South West (excluding the Isles of Scilly) outcomes for the proportion of students achieving A* to G including English and mathematics. Girls out perform boys at every level.

Expected levels of Progress: Provisional data

English

	2010	2011	2012	2013	2014 methodology
LA	76.7	79.5	66.9	70.2	71.8
SW	71.6	73.5	67.7	N/A	70.9
National	71	73.1	68.9	70.1	71.0

2014 data is for state-funded schools only

Bath & North East Somerset lies 5th of 15 Local Authorities in the South West (excluding the Isles of Scilly) for progress in English at KS4

Mathematics

	2010	2011	2012	2013	2014 methodology
LA	67.2	69.7	68.9	71.8	67.5
SW	63.9	65.6	68.5	N/A	65.5
National	63.4	65.9	69.6	70.7	65.4

2014 data is for state-funded schools only

Bath & North East Somerset lies 3rd of 15 Local Authorities in the South West (excluding the Isles of Scilly) for making progress in Mathematics at KS4.

English Baccalaureate

This measure of performance identifies English, mathematics, science, a modern or classical language, and either history or geography as qualifying subjects.

	2014 methodology	
	% entered	% achieved
LA	47.7	30.1
SW	37.9	23.5
National (state-funded)	38.2	24.0

Bath & North East Somerset outperforms both the South West and national for this indicator. Bath & North East Somerset is 1st of 15 Local Authorities for achievement in English Baccalaureate (excluding the Isles of Scilly).

Priorities for Key Stage 4

- Raising still further the proportion of young people achieving 5 or more GCSEs at A*-C with English and mathematics
- Improving rates of progress for all students
- To continue to narrow the gap for vulnerable groups
- Narrow the achievement gap between boys and girls

4.6 Post 16

The Data below is provisional and taken from the statistical first release and is the only data currently available. All data for KS5 is not available until late January 2015.

Attainment: Provisional Data

The average point score per student provides a measure of the average number of A level equivalent studied and the grades achieved. The more qualifications undertaken by a student and the higher the grades achieved, the higher the average point score per student. However, the average point score per examination gives an indication of the average A level grade achieved by students at an institution. The higher the grade, the higher the points score per examination entry. Neither performance indicator should be considered in isolation.

QCDA tariff: the following table should be used in conjunction with the table above. It can be seen that the average Level 3 point score is equivalent to grade C. This average attainment is the same nationally.

Grade	Size	Points
general/applied A level		
A	1	270
B	1	240
C	1	210
D	1	180
E	1	150

Post 16 Level 3 QCDA points scores are as follows over the last 4 years

Indicator	2011		2012		2013		2014	
	LA	Nat	LA	Nat	LA	Nat	LA	Nat
Points per learner	746.8	728.3	694.6	714.5	765.3	782.4	778.6	788.1
Points per exam entry	219.3	213.1	211	209.3	214.7	211.3	214.7	213.4

The points per learner has improved this year by 13.3 points. This is the third successive year of improvement. The points per exam entry has remained the same as in 2013. The average grade achieved by A level students for all Post 16 settings in the local authority area in 2013 is a C grade. This is against an average grade of C+ for all schools and colleges for England.

There has been an increase in the average points per learner this year and the average points per exam entry has remained the same as in 2013.

The following table shows the performance of boys and girls:

Breakdown Boys/Girls Attainment 2014 Results									
	BOYS			GIRLS			ALL		
	LA	SW	Nat	LA	SW	Nat	LA	SW	Nat
Points per Learner	775.5	737	788.1	781.3	770	717.2	778.6	755	788.1
Points per Exam	216.2	210.6	209.2	222.3	218.3	217.2	219.6	214.2	213.4

Points per Learner

Boys underperform against national (all state schools) boys by 12.6 points. The girls outperform by 64.1 points. Overall at national students on average gain 9.5 more points per learner than in the Local Authority. The boys points per learner has improved on last year.

- Boys rank 4 of 15 LAs in the SW
 - Girls rank 6 of 15 LAs in the SW
- Total rank 4 of 5LAs in SW

Points per Exam entry

Both boys and girls have improved the points per exam entry this year and the LA points exceed those for England. Girls outperform boys in the LA as they do for England.

- Boys rank 5 of 15 LAs in the SW
 - Girls rank 4 of 15 LAs in the SW
- Total rank 5 of 15 LAs in SW

Percentage of students achieving 3 or more A* and A 2014

LA	SW	National
9.8	9.6	9.1

Percentage of students achieving 3 or more A* and A 2013

LA	SW	National
9.0	10.7	10.7

Priorities for Post 16:

- Securing provision for 100% of the cohort from 16-18 in line with the raising of the participation age
- Raising achievement, expressed in students' progress made from 16 to 18
- Developing the mix and balance of provision across the area and meeting the economic and employability demands of the local, regional and national communities by ensuring young people have the skills and attributes to succeed and be productive
- Improving the quality and consistency of teaching and learning.
- Closing the attainment gap at levels 2 and 3
- Meeting the needs of all vulnerable young people
- Achieving low NEET numbers.

Contact persons	<i>Margaret Simmons-Bird, Head of Education Improvement and Lin Bartlett Senior Adviser School Improvement & Achievement Service 01225 395108</i>
Please contact the report author if you need to access this report in an alternative format	

Appendix 1

Early Years and Foundation Stage

The performance of different groups of children with a Good Level of Development in the Early Learning Goals (ELG) in 2103 and 2014

EYFS Groups	2013	2014
ALL	51	63
GIRLS	60	70
BOYS	42	56
FSM	28	33
BME	48	56
SEN (Statements)	0	3

Narrowing the gaps for vulnerable groups comparisons for 2013 and 2014

EYFS	2013	2014
FSM	28	33
NON-FSM	54	67
Gap	27	34
SEN (Statements)	0	3
NON-SEN	51	64
Gap	51	61
BME	48	56
NON-BME	52	65
Gap	4	9
GIRLS	60	70
BOYS	42	56
Gap	18	13
ALL	51	63
National	67	60
Statistical N	56	n/a

Appendix 2

Key Stage 1 Attainment by Groups with Gaps

Attainment at Level 2+

2013 Key Stage 1 Results				2014 Key Stage 1 Results		
L2+	Reading	Writing	Math	Reading	Writing	Maths
FSM	76	67	81	79	70	84
NON-FSM	93	90	95%	89	89	95
Gap	18	24	15	14	18	11
SEN	31	20	20	32	22	33
NON-SEN	93	89	95	93	89	96
Gap	61	69	75	62	66	62
BME	90	86	93	88	81	90
NON BME	92	88	94	92	88	94
Gap	2	3	0.7	4	7	4
GIRLS	94	91	94	95	92	96
BOYS	89	85	93	88	81	92
Gap	4	6.	0.1	7	12	4
ALL	91	88	94	91	86	94

Attainment at Level 2b+

2013 Key Stage L2b+				2014 Key Stage L2b+		
L2b+	R	W	M	R	W	M
FSM	59	46	60	68	50	66
NON-FSM	86	77	86	86	73	86
Gap	28	31	26	18	23	19
SEN	20	9	20	24	13	20
NON-SEN	84	75	84	86	72	86
Gap	64	66	64	62	59	65
BME	83	72	78	80	67	78
NON-BME	83	74	84	85	71	85
Gap	0.6	3	6	5	4	6
GIRLS	87	80	83	89	80	87
BOYS	79	67	82	80	61	81
Gap	8	13	0.9	9	20	6
ALL PUPILS	83	73	83	84	70	84
National	79	67	78	81	70	80
Statistical N	81	69	80	82	71	81

Attainment of at the higher Level 3+

2013 Key Stage 1 L3+				2014 Key Stage 1 L3+		
L3+	R	W	M	R	W	M
FSM	15	8	11	18	8	12
NON-FSM	39	23	31	39	21	30
Gap	24	15	21	21	12	18
SEN	6	0	6	11	0	6
NON-SEN	37	22	30	37	20	29
Gap	32	22	24	26	20	23
BME	34	22	25	37	24	26
NON-BME	37	22	30	36	19	29
Gap	4	0.6	5	0.9	5	2
GIRLS	41	30	25	43	27	28
BOYS	32	13	33	30	12	29
Gap	9	17	9	14	15	1
ALL	37	21	29	36	19	28

Key Stage 2 attainment by groups with Gaps

Attainment at L4+

2014 Key Stage 2 Test Results and TA								
	2013				2014			
L4+	R	W	M	R, W&M	R	W	M	R, W&M
FSM	71	60	7	50	82	70	77	62
NON-FSM	91	88	89	82	93	90	90	85
Gap	20	28	22	32	11	20	13	23
SEN	22	11	22	11	21	9	14%	5
NON-SEN	91	87	89	81	95	91	92	85
Gap	69	77	67	69	74	82	78	80
BME	86	81	83	72	90	86	86	82
NON-BME	89	85	87	79	92	88	89	79
Gap	3	5	4	8	3	2	3	2
GIRLS	92	91	88	82	94	93	89	87
BOYS	85	78	85	74	91	83	88	79
Gap	6	14	3	8	3	10	1	8
ALL	88	84	86	78	92	88	89	83
National	86	84	85	76	89%	85	86	79
Statistical N	86	83	84	75	n/a	n/a	n/a	n/a

Attainment at L5+

L5+	2013				2014			
	R	W	M	R, W&M	R	W	M	R, W&M
FSM	25	13	16	8	34	22	26	14
NON-FSM	56	38	45	28	61	38	48	27
Gap	31	25	29	19	27	16	22	13
SEN	7	4	2	0	4	9	4	0
NON-SEN	54	36	43	26	60	38	47	27
Gap	31	33	41	24	57	29	44	27
BME	53	34	37	22	58	35	46	27
NON-BME	52	36	43	26	59	37	46	26
Gap	1	2	5	4	0.9	2	0.3	0.9
GIRLS	56	43	41	29	64	47	45	30
BOYS	48	27	43	22	53	27	47	22
Gap	8	16	2	6	11	20	2%	8
ALL	52	35	42	26	53	36	46	26
National	44	30	41	21	50	33	42	24

Spelling, Punctuation and Grammar 2013/2014

SPAG	2013 Level 4+ and L5+		2014 Level 4+ and L5+	
	L4+	L5+	L4+	L5+
FSM	50	27	59	36
NON-FSM	81	55	82	59
Gap	31	29	23	23
SEN	11	7	9	2
NON-SEN	80	54	82	59
Gap	69	46	73	57
BME	77	54	79	60
NON-BME	78	52	83	56
Gap	0.6	2	4	4
GIRLS	83	59	84	65
BOYS	71	45	75	50
Gap	14	14	9	15
ALL	77	52	80	57
National	76	52	79	57

Expected Progress 2013				Expected Progress 2014		
KS2	Reading	Writing	Mathematics	Reading	Writing	Mathematics
FSM	74	81	74	84	85	85
NON-FSM	89	93	88	92	93	93
Gap	15	12	15	8	9	9
SEN	28	50	29	30	44	24
NON-SEN	89	92	88	93	93	92
Gap	61	42	60	63	63	67
BME	88	90	86	90	95	92
NON-BME	87	92	87	91	92	89
Gap	0.3	2	1	2	3	2
GIRLS	89	94	88	92	95	89
BOYS	86	90	85	91	91	90
Gap	4	4	2	1	4	0.7
ALL	87	92	87	92	92	90
National	88	92	88	91	93	89
Statistical N	87	90	86	n/a	n/a	n/a

Bath & North East Somerset Council		
MEETING	Early Years, Children & Youth Policy Development & Scrutiny Panel	
MEETING	24th November 2014	EXECUTIVE FORWARD PLAN REFERENCE:
TITLE:	The Reconstitution of Governing Bodies in Maintained Schools	
WARD:	All	
AN OPEN PUBLIC ITEM		
List of attachments to this report: none		

1 THE ISSUE

- 1.1 The Department for Education (DfE) has issued guidance for the reconstitution of governing bodies in all maintained schools including governing bodies of Federations. All governing bodies of maintained schools are required to constitute under the School Governance (Constitution) (England) Regulations 2012 or the School Governance (Federations) (England) Regulations 2012, by 1 September 2015.
- 1.2 The Regulations will result in a reduction in the number of Local Authority governor representatives on maintained and federated school governing bodies and changes in the way in which they are appointed.
- 1.3 The reconstitution of governing bodies may result in a surplus in the number of Local Authority governors on governing bodies. The guidance sets out a process for the removal of surplus governors once governing bodies have reconstituted.

2 RECOMMENDATION

- 2.1 Note the changes in the appointment and the reduction in the number of local authority governors on the governing body of maintained and federated schools.
- 2.2 The local authority makes every effort to understand the requirements of governing bodies before nominating suitable candidates as local authority governors. However, governing bodies now have the ability to appoint LA governors if they feel they possess the relevant skills for the role. The guidance insists the LA governor role is “to govern the school in the best interest of pupils, not to represent the interests of the constituency from which they were elected or appointed”.

2.3 All local authority governors who lose their place on a governing body through reconstitution receive a letter to thank them for their work as a governor in supporting schools from the Leader of the Council.

3 RESOURCE IMPLICATIONS (FINANCE, PROPERTY, PEOPLE)

3.1 There are no financial implications arising directly as a result of this report.

4 THE REPORT

4.1 The Regulations set out the eligibility criteria and means of appointment for each of the prescribed categories of governors. Governing bodies are encouraged to carry out a skills audit and use this to identify the skills, knowledge and experiences and use this to determine whether prospective governors have the skills to contribute to effective governance and the success of the school.

4.2 Regulation 13 sets out the size of governing bodies, which must not be smaller than seven members and must include one and only one local authority governor. This will result in a surplus of local authority governors on a significant number of governing bodies. Where there is a surplus in any category of governor and there are insufficient resignations to fit the reconstituted governing body, governors are advised to resolve this through a vote on each of the categories. Governors who lose their LA positions can be appointed as co-opted or associate governors if the governing body thinks fit & they have the relevant skills.

4.3 Governors have been given greater flexibility for drawing up additional eligibility criteria for the appointment of governors linked to the skills, knowledge and experiences they seek on their governing body. They also have the flexibility to reconstitute at anytime up to the 1 September 2015.

4.4 Under Regulation 8, the local authority can nominate any eligible person as a local authority governor but it is the governing body's decision whether the nominee has the skills to contribute to the effective governance and success of the school and meet any other eligibility criteria they have set. It is therefore important for governing bodies to identify any skill gaps before reconstitution.

4.5 The local authority retains responsibility for the removal from office of a local authority governor. The local authority must give written notice of the removal to the clerk to the governing body and the governor concerned.

Contact person	<i>Margaret Simmons-Bird Head of Education Improvement and Rob Sidaway, Senior Adviser School Improvement & Achievement Service 01225 395108</i>
Background papers	<i>The constitution of governing bodies of maintained schools – Statutory guidance for governing bodies of maintained schools and local authorities. May 2104 The DfE Reconstitution Guidance – May 2104</i>
Please contact the report author if you need to access this report in an alternative format	

Bath & North East Somerset Council		
MEETING/ DECISION MAKER:	Early Years, Children and Youth Policy Development & Scrutiny Panel	
MEETING/ DECISION DATE:	24th Nov 2014	EXECUTIVE FORWARD PLAN REFERENCE:
TITLE:	SEND reform update	
WARD:	All	
AN OPEN PUBLIC ITEM		
List of attachments to this report:		
SEND reform year 2 implementation plan		

1 THE ISSUE

1.1 An update on implementation of SEND reform in Bath and North East Somerset.

2 RECOMMENDATION

Members are invited to

2.1 Note the progress to date

2.2 Comment on the year 2 implementation plan,

3 RESOURCE IMPLICATIONS (FINANCE, PROPERTY, PEOPLE)

3.1 Government have provided one-off grants to support the implementation work and 'new burdens' funding to March 2016.

3.2 There are significant capacity implications to the new way of working for the transitional period to March 2018 and beyond. This paper does not contain proposals to address this funding 'gap'.

4 STATUTORY CONSIDERATIONS AND BASIS FOR PROPOSAL

4.1 The Children and Families Act 2014 sets out new statutory duties for local authorities, clinical commissioning groups, education settings and other partners in respect of disabled children and young people and those with special educational needs aged 0-25.

4.2 The SEND code of practice 2014 approved by parliament in August 2014 is statutory guidance detailing the application of these new duties. The Equality Act 2010 sets out

existing duties to disabled children and young people which are embedded in the code of practice. Sitting alongside the code of practice is new statutory guidance for schools on their duties to children and young people with medical conditions.

- 4.3 This new legal framework for children and young people with SEND came into force from 1st September 2014 with the exception of new duties to young people with SEN in youth custody, which come into force in April 2015.
- 4.4 The Care Act 2014 introduces new requirements in respect of young people with SEND preparing for adulthood which dovetail with the SEND reform and come into force from April 2015.
- 4.5 SEND reform aims to improve life outcomes for young people with SEND. This is consistent with the overall vision of the B&NES Children & Young People's Plan that 'we want all children and young people to enjoy childhood and to be well prepared for adult life', and supports the plan's focus on health and equal life chance outcomes.

5 THE REPORT

- 5.1 Preparation for SEND reform in Bath & North East Somerset has been underway since summer 2013. A project steering group was established led by Mike Bowden, Deputy Director Children's Strategy and Commissioning and preparatory work was set out in a project plan organised into 5 workstreams.
- 5.2 PDS panel were briefed on the implications of SEND reform in November 2013 and had an update presentation in July 2014.
- 5.3 Key achievements of the work to date include:
 - Extensive engagement of parent carers through conferences, membership of working groups, briefings in schools and early years settings and participation in training alongside practitioners
 - Design and pilot of a process and format for education, health and care planning to replace statements of SEN
 - Publication of an initial area-wide local offer following public consultation and development of the Rainbow Resource database to provide a comprehensive, searchable 0-25 SEND local offer
 - Development and publication of an initial working draft SEND personal budgets policy
 - Workforce development and engagement through a stakeholder event, early years conferences, briefings for services and schools, introduction to SEND reform workshops and person centred thinking training.
- 5.4 The SEND reform requires a significant culture change across services and schools. We have developed a set of principles for supporting children and young people with SEND in B&NES which underpin this change. These are set out in the year 2 implementation plan (attached).
- 5.5 Significant further work is required to achieve the objectives of the reform in improving life outcomes for young people with SEND in B&NES. The implementation project will continue for a further year to summer 2015 and this work is organised into 11 workstreams set out in the attached project plan.
- 5.6 18-20% of children and young people have some level of SEN, disability and/or medical condition. In B&NES this means 8-9,000 children and young people aged 0-25. There has been significant work on developing early support pathways to ensure needs are identified early and the right level of support is

provided, and this work will continue. Most children and young people with SEND will be supported by universal or early help services without the need for specialist support. The duties on early years, schools and further education settings and our support and challenge to them including through will be critical in achieving this and several of the project workstreams aim to develop early and SEN support at different stages.

- 5.7 750-800 children and young people at school age at any one time require specialist SEN support through statements of SEN. These will be replaced by education, health and care (EHC) plans through an ambitious transfer plan (published on the B&NES SEND reform web page). We anticipate completing 80-100 EHC needs assessments and up to 300 transfer reviews between Sept 2014 and July 2015. The number of EHC plans is likely to increase as children and young people aged 0-25 who require specialist SEN support are now eligible. The project plan includes not only the transfer plan but also work to establish effective cross-service work to deliver effective EHC planning and links with SEN support in education settings.
- 5.8 The scale of this task, combined with the requirement to embed person centred approaches, thinking and planning in our EHC planning has required a significant increase in capacity in the SEN team. This will need to be kept under review as we complete transfers of statements to EHC plans by April 2018, and develop the ability of schools and other services to work with EHC plans in a person centred way.
- 5.9 However, increased numbers of EHC plans and the need to ensure more proactive person centred review of EHC plans to keep them on track to achieve ambitious life outcomes in adulthood mean that the capacity requirement into the future to underpin specialist SEN support is likely to be greater than it was in the past. 'New burdens' funding for SEND reform already announced helps with this until March 2016, but there is a funding shortfall and work is underway on proposals to address this.
- 5.10 Parents of children with EHC plans and young people aged 16 and over with a plan are now entitled to request a personal budget. This will bring together any SEN, health or care funding linked to the plan into one 'pot' and give parents and young people more choice and control over how support is provided. We have published an initial working draft SEND personal budgets policy. Any requests this year will be treated as pilots and we will be working with support from In Control, a national organisation with expertise in personal budgets in adult care, who have established a network of local authorities implementing SEND personal budgets.
- 5.11 In order to continue the work of SEND reform into the future we will need to establish a strategic commissioning partnership to meet our duties in respect of joint commissioning, engagement of young people and parent carers in keeping our local offer under review and using information from EHC planning to inform commissioning. Any partnership arrangements we establish must be accountable to the Health and Wellbeing Board.
- 5.12 The Family Information Service will maintain and develop the published local offer including the rainbow Resource database. Alongside this the Parent Partnership Service (PPS) has been successful in attracting government funding to develop independent support with SEND for both parents and young people.

PPS will work in partnership with other organisations to ensure a comprehensive information, advice and support offer for children and young people with SEND and their families. These include KIDS (a national organisation working with disabled young people) who have won a regional government funded contract to deliver independent support and Off the Record (who provide advocacy in B&NES for disabled children and young people).

5.13 A training programme will continue into 2015 to introduce the SEND reform and support the development of EHC planning in practice. Training in person centred thinking will continue and this will be embedded in the children's workforce training strategy when the SEND reform implementation project is complete. SEND reform training will continue to include parents as both trainers and participants.

6 RATIONALE

6.1 To update members on SEND reform implementation in B&NES.

7 OTHER OPTIONS CONSIDERED

7.1 None.

8 CONSULTATION

8.1 This paper has been shared with Richard Morgan as nominated report clearance officer.

9 RISK MANAGEMENT

9.1 A risk assessment related to the issue and recommendations has been undertaken, in compliance with the Council's decision making risk management guidance.

Contact person	<p><i>Charlie Moat, Service Improvement Manager</i></p> <p>charlie_moat@bathnes.gov.uk, 01225 477663</p>
Background papers	<p><i>Briefing to PDS panel on implications of SEND reform November 2013</i></p> <p>http://democracy.bathnes.gov.uk/ieListDocuments.aspx?CId=461&MId=3676&Ver=4</p> <p><i>Presentation to PDS panel update on SEND reform July 2014</i></p> <p>http://democracy.bathnes.gov.uk/ieListDocuments.aspx?CId=461&MId=3680&Ver=4</p> <p><i>Bath & North East Somerset SEND local offer</i></p> <p>www.bathnes.gov.uk/localoffer</p> <p><i>B&NES SEND reform page</i> www.bathnes.gov.uk/SENDreform</p> <p><i>B&NES SEND reform facebook page</i></p> <p>www.facebook.com/SENDreform</p>
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SEND reform year 2 implementation project Sept 2014-Aug 2015 – outline project plan

The overall aim of the SEND reform year 2 implementation project is to complete the initial implementation of SEND reform by August 2015. By this date it is envisaged that sustainable arrangements will be in place for the reform to be mainstreamed and the implementation project itself to be wound up.

The project as a whole and each workstream will work to the principles for SEND reform in B&NES, which are appended to this plan – the project manager and workstream leads will take responsibility for ensuring these principles are followed.

Project governance, management , support & resourcing

The SEND reform steering group chaired by Mike Bowden will continue to oversee the project. SEND reform steering group dates are appended to this plan.

Charlie Moat will continue:

- to lead, manage & coordinate the implementation project overall
- to lead on several of the workstreams
- to report on the project externally as required.

Individual workstream leads will be responsible for :

- planning, leading and managing their workstreams
- coordinating with other workstream leads as necessary both directly and through the SEND virtual operational leadership team
- reporting to the steering group.

Project administration will continue to August 2015:

- support will be available to all workstream leads with arrangements for meetings/workshops and communications/reporting about the project work.
- priority additional support will also be available to the EHC planning, information, advice & support (development of the local offer) and workforce workstreams
- other requests for additional support will be considered by the project manager.

Implementation project funding is available to March 2015, following which date available SEND reform funding to March 2016 is committed to advocacy and SEND lead practitioner capacity.

- requests for resourcing for workstreams to March 2015 will be considered by the project manager.
- long term (from April 2015) resource implications arising from any workstream will need to be reported to and considered by the steering group.

1. SEND virtual operational leadership team

Outcomes and tasks

To establish a SEND virtual operational team.

Short term to coordinate delivery of year 2 implementation project workstreams.

Long term to become the mechanism to secure effective & integrated operational delivery of EHC Planning, early and SEND support 0-25 and preparation for adulthood.

Lead

Charlie Moat initially, then service manager

Sustainability

The SEND virtual operational leadership team should continue following the conclusion of the implementation project. It will bring together the key operational managers across services with responsibility for delivering EHC planning, specialist and high level preventive SEND support services and will be led by the service manager with overall accountability for SEND outcomes.

2. Early support

Outcomes and tasks

To develop the early years pathways for SEND and ensure effective early support. To pilot & develop SEND single support plans in the early years context.

Lead

Hugo Stearn

Sustainability

The lead on effectiveness and integration of early support should continue beyond the project through identification of the accountable manager for early support outcomes in the longer term and their membership of the virtual operational leadership team.

3. SEND support – school age

Outcomes and tasks

To develop SEND support arrangements with schools, services and other partners.

To pilot & develop the single SEND support plan with schools, health & social care services.

Lead

Charlie Moat, then service manager

Sustainability

It should be possible to test and develop a SEND support planning model by August 2015. Continued work will be needed over a longer period of time to develop a whole system and promote a whole school approach to SEND support.

4. FE sector

Outcomes and tasks

To work with the FE sector to develop & establish EHC assessment, planning and review arrangements and link in with FE settings' arrangements for SEND support. To pilot SEND single support plans in the FE context.

Lead

Charlie Moat then service manager

Sustainability

These arrangements with and within the FE sector should be established by August 2015. The SEND virtual operational leadership team should continue to oversee and develop this beyond that date.

5. EHC planning & transitional arrangements

Outcomes and tasks

To develop and manage the transitional arrangements for transferring statements of SEN to EHC Plans.

To develop practice and delivery of EHC assessment, planning & review.

To review the recording, information management and sharing systems around the implementation of EHC plans, develop & implement short term solutions & set out longer term requirements.

Lead

Charlie Moat initially, then service manager – overall lead

Chris Jones – lead for SEN Team delivery and processes development

Sustainability

Transfer review arrangements should be tested, established and well progressed by August 2015. These will need to continue until April 2018, overseen by the virtual operational leadership team.

The basis for good EHC assessment, planning and review practice should be established by August 2015, however a learning culture should be encouraged and continued practice learning and improvement continue beyond that date.

It should be possible to identify solutions by August 2015 to streamline the processes around EHC Plans and to reduce the time and paper used, making records increasingly electronic and supporting collaborative and partnership working. Longer term requirements should be specified to inform future recommissioning of relevant information systems.

Additional capacity has been made available to the SEN team to support new ways of working in EHC planning and the transitional arrangements. Funding is currently available to March 2016. Longer term requirements will need to be identified and resources identified or secured. Capacity pressures on other teams and services will need to be identified and resource implications addressed.

6. Quality assurance and performance management

Outcomes and tasks

To establish quality assurance standards and arrangements for EHC assessment planning & review and SEND support

To establish performance measures and reporting for EHC plans and SEND support.

Lead

Charlie Moat

Sustainability

Arrangements should be tested and established by August 2015.

7. Preparation for adulthood

Outcomes and tasks

To develop the preparing for adulthood pathways and ensure they are embedded in EHC planning and SEND support. To develop & improve the existing arrangements for effective and integrated transitions to adult services.

Lead

Mike MacCallam

Sustainability

It should be possible to ensure the PFA pathways and outcomes are embedded in EHC Planning by August 2015 and to review existing transition arrangements in the context of SEND reform and the mechanisms for decision-making & resourcing about EHCPs. The

SEND virtual operational leadership team will need to continue to oversee and coordinate preparation for adulthood long term.

8. Information, advice and support

Outcomes and tasks

Establish arrangements to maintain, support and develop the published local offer.

Develop arrangements for keeping the local offer under review with the strategic commissioning partnership (workstream 11).

Develop and establish independent support, parent partnership and advocacy.

Lead

Jackie Fielder.

Sustainability

The local offer will be supported by Family Information Service. The sustainability of this within existing resource will need to be evaluated.

Additional advocacy for young people is funded to March 2016 and there is some additional national funding for independent support in the short term. Long term arrangements will need to be developed with parents & young people and any resource implications identified and addressed.

9. Workforce

Outcomes and tasks

To deliver training and events to support SEND reform including introduction to SEND reform, person centred thinking, stakeholder event January 2015 and EHC planning practice workshops. To identify and address other training needs specific to SEND reform that may arise during the year – likely to include EHC Planning once processes & practice are clearer.

Lead

Charlie Moat

Sustainability

SEND reform specific training can be funded from the implementation project to March 2015. Charlie to work with Simon Ratcliff on mainstreaming the identification and meeting of training needs arising from SEND reform following completion of the project. This will include ongoing training on person centred thinking.

10. Personal budgets & commissioning

Outcomes and tasks

Test and develop the initial personal budget offer.

Establish a shared & agreed vision and longer term plan to achieve more integrated and comprehensive personal budget offer linked to EHC Plans.

Develop the arrangements for integrated decision-making and resource allocation linked to EHC Plans.

Ensure SEND is incorporated into the JSNA.

Develop SEND commissioning planning based on data from the JSNA, individual EHC Plans and informed by the review of the local offer through the strategic commissioning partnership (workstream 11).

Lead

Ian Tomlinson

Sustainability

We should aim to test and refine the panel/joint decision-making arrangements to support EHC Planning within the year. It should be possible to gain significant experience with personal budgets during the year and to establish a clear longer term plan for developing this. It is possible to purchase external expert (In Control) support with this work for one year from the implementation project budget.

11. Partnership & strategy

Outcomes and tasks

Establish strategic commissioning partnership arrangements to keep the local offer under review with parents, young people & other partners (review of local offer links with workstreams 8 & 10).

Develop engagement of parents & young people in SEND reform.

Develop longer term SEND strategy to take the reform forward beyond 2015.

Lead

Mary Kearney Knowles – overall & children's service lead

Mike MacCallam – adult service lead

Dee Chaddha – lead on engagement with parents & young people

Sustainability

Arrangements should be established by August 2015.

Appendix 1 – SEND reform principles

SEND reform requires a culture change across all of our education settings and services for disabled young people and those with SEN. This is best described through the following set of principles.

We are committed to promoting a whole system approach to support and inclusion of children and young people with SEND. This means:

- **SEND is everyone's business** – all services and education settings will be supporting some of the 20% of young people with SEND, most of whom will not need specialist support or services, and we all have statutory duties towards them.
- **We should all seek to work to the SEND reform principles** - this is likely to be beneficial to all children, young people and families, not just those with SEND, and will take services and education settings a long way towards effectively meeting their duties to provide SEND support.

Principles for supporting disabled children and young people and those with special educational needs

ASPIRATION

for all of our young people regardless of disability or needs

- having high expectations
- supporting young people to achieve their full potential
- enabling young people to grow up to live meaningful and fulfilled lives

CO-PRODUCTION

full involvement of parent carers and young people

- at every stage of assessment, planning and review of the support they need to achieve their aspirations
- in design and improvement of the way we provide support and services
- in reviewing and developing our local offer

PERSON-CENTRED

putting children, young people and their families at the centre of everything we do

- using practices, skills and tools that focus on young people, their strengths, gifts and skills, what is important to them and the best way to support them
- listening to young people and their families and their desired outcomes now and for the future

OUTCOME FOCUSED

planning focused on outcomes – what difference will it make?

- agreeing long and short term outcomes with young people, their families and the whole of their support team
- support plans to be clearly based on SMART outcomes

HOLISTIC TEAM WORK

support based on a holistic understanding of the young person and all of their needs

- a single support plan for the young person to which everyone subscribes
- team work and coordination to ensure an integrated approach.

Appendix 2 – steering group dates

Workstream leads should ensure progress reports are available to be circulated to the steering group 5 working days before each meeting.

9th Sept 2014 – to consider and sign off year 2 project plan – individual workstream progress reports not required

4th Nov 2014

15th Dec 2014

2nd Feb 2015

30th March 2015

21st May 2015

13th July 2015 – final planned steering group

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Bath & North East Somerset Council		
MEETING/ DECISION MAKER:	Early Years, Children and Youth Panel.	
MEETING/ DECISION DATE:	24TH November 2014	EXECUTIVE FORWARD PLAN REFERENCE:
TITLE:	Update on the Progress of the Specialist Services Improvement Plan following the March 2013 Ofsted Inspection and impact on Performance.	
WARD:	All	
AN OPEN PUBLIC ITEM		
List of attachments to this report: Improvement plan final April 2014		

1 THE ISSUE

1.1 The Safeguarding arrangements of Childrens Social Care were inspected by Ofsted in March 2013. The inspection judged that the safeguarding arrangements for young people were “Adequate”. Our response to this was to form a Service Improvement Board with the remit to oversee the drawing-up and implementation of a service improvement plan that sought to address the key performance issues raised by Ofsted. The Board first met in May 2013 and concluded the programme set out in the plan in April 2014. Good progress against all areas had been made, but there a number of areas that the Board recognised where a consistent vigilance, sense of development and position of healthy challenge must be maintained. Therefore it was agreed that from July 2014 we would form a more long-standing “Service Development Board” based on similar principles of the “Improvement” board. This board has now met on three occasions with a remit of maintaining service developments.

1.2 This paper seeks to update the board on the progress of both of these boards.

2 RECOMMENDATION

2.1 There are no specific recommendations attached to this paper, it is tabled for the purposes of up-date and discussion.

3 RESOURCE IMPLICATIONS (FINANCE, PROPERTY, PEOPLE)

3.1 There are no direct resource implications set out in this paper. However the paper does need to acknowledge the context and potential implications of poor Ofsted inspections. Ofsted openly acknowledges that it’s new inspection

framework has “raised the bar” in terms of its expectations of what is deemed as “good” practice from Local Authorities in relation to Children’s Social Care. Of the 40 plus inspections undertaken so far under the new framework, only 9 LA’s have received the overall judgement of “Good”, no LA has been judged “Outstanding” under the new criteria. Only one Unitary Authority has received a ‘Good’ judgement.

3.2 Those LA’s that have received ‘Inadequate’ judgements have faced considerable financial pressures in relation to addressing concerns. These financial pressures are mostly associated with a subsequent large turn-over and loss of staff and in improving and significant and rapid investment in “turning around” services.

4 STATUTORY CONSIDERATIONS AND BASIS FOR PROPOSAL

4.1 The local authority has a range of statutory duties to children in need of help (including early help), protection and care, set out primarily in the Children Act 1989. The Children Act has been amended and added to by later legislation, notably the Children (leaving care) Act 2000, Children Act 2004 and Children & Families Act 2014.

4.2 Services commissioned and provided by local authorities and their partners to meet these duties are subject to inspection by OFSTED. The previous inspection of B&NES Children’s Services was carried out within the Safeguarding & Looked After Children inspection framework, which has been replaced since summer 2013 by the Single Inspection Framework (SIF). The SIF has broadened the scope of inspection including early help services, has a sharper and more intensive focus on the child and family’s journey, experience and outcomes, and has raised the bar in respect of standards. The SIF includes an inspection of the work of the Local Safeguarding Children’s Board (LSCB) alongside the work of Children’s Services.

4.3 B&NES Children’s Services play a central and essential role in delivering the vision set out in the B&NES Children and Young People’s Plan, that ‘we want all children and young people to enjoy childhood and to be well prepared for adult life’ and in meeting the priority outcomes set out in the plan that all children should be safe, healthy and enjoy equal life chances.

5 THE REPORT

5.1 The Ofsted report following the completion of the inspection identified the following key areas that the Local Authority should consider as areas for improvement; a) The quality and consistency of its Assessments on families and the quality of its Plans for intervention with families. (b) The gathering and use of “Service-user” feed-back. (c) Use of Advocacy for young people in meetings (d) Ensuring that all staff and partners had a clear understanding of thresholds. (e) The way in which Social Workers address and include issues of “culture” within our assessments and recording.

5.2 The formation of the Improvement Board in April 2013 was developed to take forward the ideas and initiatives that could begin to address these issues. We sought Board members from all parts of Childrens Services and from all levels, to ensure that all points of view were represented and that potential solutions were heard from front-line staff and were given appropriate consideration.

5.3 The Improvement Board made good progress on all of these issues as well as a number of other subsidiary issues that were also included in the Ofsted report. The improvement Board was able to oversee a number of innovations in terms of how assessments and Plans are undertaken and written up that would sharpen the focus of

practitioners as well as make it easier for them to spend more time with young people rather than spend time on administrative tasks. The Board was also able to identify areas where practitioners felt they needed more training to improve practice and was also able to produce a series of good practice guides in terms of improving practice and the level of analysis in work with families.

- 5.4 In addition to this the Board also oversaw the development and implementation of new policies in relation to the way that work is Audited and Quality Assured and the ways in which the level of caseloads of individual staff are regularly reviewed to ensure that staff have “do-able” workloads and receive appropriate support.
- 5.5 In the spring of this year the Board recognised that it had made good progress on many of the specific recommendations set out in the Ofsted report. However it also recognised that some of the issues it was working on (such as the consistency and quality of written reports/assessments and Plans are areas that will require continued development and as such are areas where we can also strive to develop further. In order to embody this desire for continued development and learning we took the decision to re-launch the Board as a “Service Development” Board, which would have many of the same drivers, but that the emphasis would very much be on continuing to develop services because it is right and desirable to do so, rather than as a specific response to a particular report or inspection. The new Service Development Board has now met on three occasions and retains the same ethos of involving a range of staff from across the whole spectrum of teams, skills and positions with Children’s Services. This ensures that the voices of all staff are represented and make a significant impact on developing the ways that services are delivered.

6 RATIONALE

- 6.1 As outlined above the rationale for continuing the work of these Boards is to ensure that we do not see Improvement as a “one-off” event and is recognised as something that all staff need to be involved with and that will need to be responsive to new ideas and approaches to how help to vulnerable families is delivered.
- 6.2 It will also be important to acknowledge the impact that these changes have had on the performance of the Division. The new Commissioner/Provider arrangements that were implemented just after the Ofsted inspection (April 2013) have also influenced how we have approached the monitoring of performance and the impact of the changes that have been undertaken. The new arrangements mean that at the end of each quarter, commissioners hold the provider (Specialist Childrens Division) to account for its performance.
- 6.3 Whilst there are a considerable number of performance measures that are reviewed at these meetings, some of the headline performance trends/patterns are as follows; a) Numbers of young people subject to Child Protection Plans have remained stable for the past 18 months. These remain between 120-130 and are below the national average and slightly below the average for our comparator group of Local Authorities. In a similar fashion, we have maintained a steady number of young people who are “Looked After” by BaNES. For the past 18 months this has consistently remained between 135-145 young people. Again this is slightly below the average for our comparator LA’s, and what is pleasing about both of these, is that they have remained consistent and not liable to wild variation which is indicative of a good and consistent understanding of thresholds and level of risk.

6.4 In addition to these key performance areas, we have also managed to improve the timeliness of our Assessments of families which currently stands at 91.7% of all assessments completed within the 45 day figure. This ensures that families receive a prompt decision on what the Local Authority feel should happen and what services/plan they can provide following a referral. Our performance in relation to reducing cases that “bounce-back” following closure has also improved. Currently only 21.5% of referrals were open to the LA 12 months ago. The target figure is to keep this below 22% and last year’s performance was 24%. In a similar fashion the percentage of Child Protection cases that require a further CP intervention within two years of the previous involvement has consistently been under 5% (currently 4.1%) with the national guidance suggesting that any figure of under 10% is good performance. Both of these performance measures are indicative of a good quality of intervention which has been successful in reducing risk and reducing the need for families to back into the remit of Children’s services.

6.5 There are also some areas where we are still needing to work hard at improving performance. Current statistics suggest that we have seen a drop in contacts from schools. This might be because some schools are now providing increased pastoral support to young people themselves via the Direct Schools Grant. However this does need further investigation to ensure it is not in relation to any perceived change in thresholds. Although 91.7% of Assessments are completed on time, a significant amount of these Assessments appear to take a long time to complete in comparison the relative complexity of the presenting problem. We need to undertake further work to ensure that more Assessments are completed within 10 and 20 days which would be more proportionate to the presenting issue.

7 OTHER OPTIONS CONSIDERED

7.1 Not applicable

8 CONSULTATION

In preparing this report I have consulted with our Commissioning team.

Contact person	<i>Richard Baldwin; 01225 396289</i>
Background papers	<i>Quarterly Performance Data Specialist Services Service Development Plan</i>
Please contact the report author if you need to access this report in an alternative format	

Bath and North East Somerset Improvement Plan

Recommendation	Milestone/What needs to change	Date due	Lead	Update	Evidence of impact	RAG status	
Actions specific to Ofsted Inspection							
1. Quality of Assessments is too variable. A) All Assessments will need to demonstrate more clearly, analysis, and lead to a clear, easy to read Plan. B) All Assessments must address risk; (Neglect/Physical abuse/ sexual exploitation, self-harm and missing from home/care). C) All Assessments must be allocated to a qualified Social Worker without delay and the progress of the assessment must be regularly monitored to ensure a prompt and proportionate response.	Front line managers to have increased skills/confidence to develop further, the level and consistency of what analysis within assessments constitutes.	Workshop June 2013 (and a follow-up Audit in November/ December 2013). Oct – Nov 2013 Oct 2013	Trina Shane/Pete Campbell/Clive Diaz/Richard Baldwin. Clive Diaz, Richard Baldwin, Bertie Goffe & Sarah Hogan Clive Diaz	Analysis training now underway both in-house and with family Nurse Partnership. CFAIT team days held focused on assessment. Further session on analysis (2 days) – led by Richard Swann – Feb 2014.	Positive initial feedback from front-line managers about improving quality of assessments. Audit of single assessments Aug – Oct 2013 confirmed improvement with good or outstanding analysis in most assessments audited. QA framework audits confirm majority of assessments contain appropriate analysis.	Green	
	New combined “Assessment” recording format to be developed.	July 2013	Liz Jones and “short-life” working group	Single Assessment format, accompanying protocol and practice guidance went live on 8 th July. Achieved. Two formal reviews of SA framework carried out to date and revisions made.	Audit of single assessments Aug – Oct 2013 found 15 out of 21 assessments overall good or outstanding. Voice of the child and analysis show significant improvement with most good or outstanding. Culture, family history and planning areas for further improvement.	Green	
	Agreement on time-scales and work-flow for new assessments.			RB/TS/Performance Group Members.	45 days agreed as maximum in single assessment protocol – most will be much shorter. Liz Jones has issued guidance on standalone single assessments.	Year end performance for SA timeliness is 90% and has been consistently at this level or higher.	Green
	All assessments to be signed off by Team Manager on CareFirst.		Themed audit was undertaken in September.	RB/TS.	On-going – to be reviewed by CD in Nov/Dec audit. Process agreed with Performance Data Manager (JD) to ensure systems are place to monitor sign-off by managers.	Audit of Single assessments in November 2013 confirmed that managers are signing off assessments appropriately. Further audit to be undertaken in June 2014 to verify this.	Green

Recommendation	Milestone/What needs to change	Date due	Lead	Update	Evidence of impact	RAG status
	All Assessments to clearly demonstrate 'Voice of Child' and include evidence of the child(ren) being seen alone.		Clive Diaz/Team Managers/Deputy Team Managers/SW's "short-life" reference group.	<p>Observation/child development training planned from JT consultants for CP/court team Nov 2013</p> <p>Children Society have trained the children in care team</p> <p>Observation module in PQ – 7 staff participating currently – 7 more from Sept 2014.</p> <p>Feedback from research into young people's views of CP conferences, social workers and care reviews – workshop Sept 2013</p>	<p>Audit of single assessments Aug – Oct 2013 found significant improvement in voice of child – good or outstanding in most assessments audited.</p> <p>QA framework audits find majority of assessments evidence voice of child appropriately.</p>	Green
	Easy to access Guidance and practice tips to be produced for staff on how to capture the "voice of the child" within written assessments/case-recording. This will be followed up/evidenced in supervision/case discussions by front-line managers.		Clive Diaz and SW's short-life working group.	Guidance has been drawn up with social work staff spring 2014.	<p>Audit of Single Assessments undertaken in November 2013 confirmed that the representation of views/feelings of young people is being taken into account in a greater number of assessments. QA framework audits find majority of assessments evidence voice of child appropriately. Staff survey confirms most staff feel supervision addresses the lived experience of young people.</p>	Green
	All assessments to identify and use relevant historical information and include good quality chronologies – new chronology format and practice guidance to be developed.	By June 2013.	Liz Jones, Trina Shane, Julie Downey. CD to update on progress.	<p>New chronology format and practice guidance went live on 12th June 2013. Working group took place in Sept to finalise format and guidance. LJ to arrange chronology workshops.</p>	Liz Jones brief audit of chronologies Nov found some improvement. Areas for development addressed in workshops. QA framework audits show improved practice however this is an area for continued scrutiny.	Amber
	Introduction of new quality assurance framework to ensure regular systematic audit by all social care managers with practitioners	Sept 2013	Clive Diaz CM & Caroline Dowson	<p>QA framework launched Sept 2013 at whole service event.</p> <p>Consistency of social care and early help QA frameworks reviewed and confirmed.</p>	<p>Over 50 audits completed to date (April) since QA framework introduced.</p> <p>Practice observations carried out in February 2014. Further rounds of observation planned as regular part of QA framework.</p>	Green

Recommendation	Milestone/What needs to change	Date due	Lead	Update	Evidence of impact	RAG status
	Development of new reporting criteria that will assist Supervisors in reviewing the caseloads for each Social Worker/Un-allocated cases.	By May 2013.	Richard Baldwin/Joe Duncan.	Joe Duncan has developed caseload monitoring spreadsheet to TM's regularly. Caseload guidance to be issued May 2014.	New format for monitoring caseloads is now regularly distributed to all managers, who are using this in supervision to ensure caseloads remain within appropriate levels. Caseload challenge sessions also scrutinise caseloads across "Specialist" division.	Green
	Introduction of "Caseload Challenge" agenda with Team Managers to review allocation of caseloads/ workloads and the movement of cases through the Division.	By May 2013.	All Specialist Division Managers.	Caseload challenge in May 2013 and again in Nov. Initial session identified pinch points and amended deployment of staff to address them. Next session due May 2014.	Caseload challenge Nov 2013 shows significant improvement in caseload distribution within and between teams since May.	Green
	Address issues arising from IMR on DA – <ul style="list-style-type: none"> Review strategy discussions to review content of previous strategy Risk indicators from CP conferences to be audited against risk indicators in reports to conference Risk indicators to be linked to individual actions points from CP conferences 		Jackie Deas/Trina Shane/Professional Practice Group	Managers and CP chairs were advised of these recommendations following completion of the IMR in Feb 2013. New CP plan format introduced following CP conferences strengthens links from risk indicators to actions.	Audit of strategy meetings in March 2014 showed actions from previous strategy discussions were considered in review strategies. Ian Tomlinson (IMR author) attended senior management team Oct 2013 to go through IMR findings and recommendations. Staff workshop on IMR findings delivered Feb 2014 by Ian Tomlinson. SCR workshop delivered to social care staff and other stakeholders Dec 2013.	Amber
2. Quality of plans needs to be clearer. A) All Plans will need to have a clear focus on the child and how to improve/address wellbeing. Plans must have clear achievable outcomes, and clarify who is responsible for tasks/goals.	Ensure that the development of CIN Plans follow the same safeguards and checks as CP Plans. Development of a "generic" Plan format for CIN/CP and CiC cases. Audit of Core Group Plans in supervision and via QA.	March 2014	Charlie Moat/Clive Diaz/Liz Jones/Carefirst working group	Development of new combined CIN/CP Plan format links with recommendation 2 (below). 'Generic' plan format already in place. Group of young people consulted on CIN/CP/CiC plan format. Work completed on improved plan format by early March 2014.	QA audits show improvement in quality of CIN plans. Analysis and review of effectiveness of existing arrangements and quality of CIN interventions has led to plans to establish dedicated capacity for CIN work separate from duty/assessment by Sept 2014.	Amber

Recommendation	Milestone/What needs to change	Date due	Lead	Update	Evidence of impact	RAG status
<p>B) Plans must evidence involvement Partners and Service Users.</p> <p>C) Evidence that plans are being regularly reviewed and updated.</p>	<p>Front line Managers and Social Workers to further develop skills/confidence to know key elements of a 'good' plan:-</p> <ul style="list-style-type: none"> • Concise • 'Fridge-style' plan • Clear goals and who will take forward key tasks • Focussed on outcomes • Specific contingency plans 	<p>Workshop by June 2013.</p> <p>Workshops on analysis and outcome focused plans Oct-Nov 2013</p> <p>Audit of CIN plans by June 2014</p>	<p>Trina Shane.</p> <p>Clive Diaz, Richard Baldwin, Sarah Hogan</p> <p>Liz Jones/Charlie Moat</p>	<p>Duty/Assessment Team have had a development day where they addressed SMART planning especially for CIN. Discussions are taking place to address CIN work and the levels of intervention required, involving the newly titled Specialist Intervention Team. Workshops on analysis and plans run in Oct/Nov. Meeting to consider options for improving CIN work held early January following discussion at Improvement Board in Oct. Options discussed at staff event April 2014.</p>	<p>Audit of single assessments Aug-Oct 2013 found significant improvements in assessments overall, quality of planning still requires further improvement although good or outstanding in the majority of cases.</p> <p>We will need to audit CIN plans following work to improve CIN work and planning.</p> <p>Changes to be made to team structure to improve quality of CIN work.</p>	Amber
	<p>CP plans to clearly link assessed risks with actions, timescales and tangible outcomes for the child/young person.</p> <p>CP Chairs to develop the format and process of the Conference so that a multi-agency child protection plan is formulated which;</p> <ul style="list-style-type: none"> • Is child centred • Actively involves parents/carers and young person where appropriate • Links risks-actions-outcomes • Identifies who is responsible for taking forward each action • Has a contingency plan specific to the child/young person's circumstances 	March 2014	Liz Jones/Jackie Deas	<p>New Plan format for CIN/CP/CIC launched early March 2014.</p> <p>Work continues on review of conference processes, CP planning and review.</p>	Review impact of these changes in June 2014 (Liz Jones)	Amber

Recommendation	Milestone/What needs to change	Date due	Lead	Update	Evidence of impact	RAG status
	Workshop on writing plans to agree a "best practice" standard.	July 2013.	Liz Jones, Trina Shane, Clive Diaz and SW Reference Group and with Service Users (YP panel).	The CareFirst working group is specifically addressing process, practice and recording of Plans. Carefirst working group Nov reviewed plan format. SEND reform introducing single EHC plan for children with SEN will support improvement of planning for CIN with SEN. Quality standards and practice guidance produced for all plans. 3 workshops delivered on plan and review process with good attendance and engagement.	New plan format positively received by panel of Young people currently working with the Youth service (January 2014), comments received and informed final version. Initial feedback from IROs and CP chairs has been positive. To be judged against audit in June 2014.	Green
	All plans to be reviewed at Core Group meetings. All CIN Plans to be reviewed 3 monthly and at point of case closure and signed off by TM/DTM at closure. Core group working is key both for CP and CIN plans. Audit of Core Group Plans in supervision and via QA. Child in need plans to be SMART and regularly and robustly reviewed.		Liz Jones RB & CM to look at how to make CIN plans, interventions and reviews more robust. MM to look at timeline for CIN work on duty.	Work completed on 'what does good look like?' in child protection processes resulting in quality standards and practice guidance on all key areas of the child protection process including core groups and core group plans. The development work on child protection plans, from S47 enquiries, through to CP Conference Plans is being led by Liz Jones and Chairs of CPC's. Liz Jones - audit of core groups for CP and CIN plans.	'What Does Good Look Like' workshops continue to take place, delivered by Liz Jones. These have been well attended by staff, with positive feedback. New CP/CIN Plan launched in March 2014.	Green

Recommendation	Milestone/What needs to change	Date due	Lead	Update	Evidence of impact	RAG status
<p>3. Advocacy for Young People subject to a CP Plan/'Voice of the Child'.</p> <ul style="list-style-type: none"> • Use of advocacy needs to be expanded and to become the norm where appropriate • Advocacy is provided by all colleagues who work with children and young people. <p>Independent Advocacy is commissioned by the local authority and is provided by Off the Record, a voluntary organisation in B&NES</p>	<p>All children eligible for independent advocacy , aged 11 and above to be offered the service</p> <p>For children under 11, social care to request an advocate in consultation with the service provider</p> <p>To increase the use of advocacy (where appropriate) by 50%. This should routinely include:-</p> <p>Audit of young people's attendance/consultation.</p>	<p>On going</p> <p>By September 2013.</p>	Rosie Dill	<p>December 2012</p> <p>All children 11 years or over are automatically offered an independent advocate.</p> <p>Off The Record, who provide the advocacy service have published a leaflet outlining the role of advocacy in the children protection process.</p> <p>Off the Record now input into the social care induction programme on the role of advocacy and the services available in B&NES</p> <p>A Protocol for Advocacy in child protection has been agreed between Social Care, Child Protection Chairing service and Off The Record.</p> <p>The advocacy steering group informally reviewed the use of the protocol in November 2013, no issues were identified.</p> <p>Mary Kearney Knowles to update RB on progress of commissioning process with "Off the Record"</p>	<p>There has been an increase in the uptake of the service (detailed figures below)</p> <p>There has been an increase in the request for and provision of advocacy for under 8's, at the request of Social Care</p> <p>There is greater knowledge of the service and improved communication with social care.</p> <p>Formal review of the protocol completed in April 2014 (Imelda Murphy, Rosie Dill)CP chairs and Jackie Deas working as part of what does good look like workshops on CP conferences to improve child-friendliness of CP conferences – first workshop has been held (May 2014). This work is being informed by young people's feedback through Shout Out and work of a social work student.</p>	Green

Recommendation	Milestone/What needs to change	Date due	Lead	Update	Evidence of impact	RAG status
	Quarterly meetings with 'Off the Record' to review advocacy arrangements looking at:- <ul style="list-style-type: none"> • Quality of service. • Level of take-up/referrals • Quality of Social Worker's preparation/after conference support from Social Worker. 		Rosie Dill, Advocacy Steering Group, Shout Out/Off the Record	Off the Record are working closely with social care and the contract manager to increase the uptake of advocacy across the 4 service areas. OTR now contact all children and young people before all care reviews to offer a service. SW'D, IRO's and CP chairs have been requested to actively consider the provision of advocacy for under 8's Shout Out meeting current targets for advocacy. Social workers promoting advocacy with parents before invites, social workers and advocates liaising directly. Young people who attend requesting feedback about conference outcomes on the day.	Q4 monitoring data to March 2013 36 YP offered CP advocacy 7 attended with advocate 8 represented at conference by advocate Q4 monitoring data to march 2014 42 YP offered CP advocacy 10 attended with advocate 14 represented by advocate (at least 2 YP attended without advocate also) There has been an increase in the no. of YP offered CP advocacy, attending conference with advocacy support and represented at conference by an advocate.	Amber
4. Improving the analysis/consideration of cultural needs for all young people and the impact this has for: A) Achieving 'good' outcomes B) Delivering 'effective' help/assistance	Assessments must routinely address the impact of culture on young people through a review of guidance on completing assessments and case-recording.		Clive Diaz, SARI	Links to review of Assessment and Plan formats. SARI consultation sessions starting open to all staff. SARI to report 6 monthly on this work. SARI terminology workshops. SARI have been to DCT team meeting. What does good look like workshop planned with SARI and staff 1 st May 2014. Culture prompts/crib sheet designed by senior practitioners issued to staff. Culture day planned with SARI and Bath University.	Audit of single assessments Aug-Oct 2013 found significant improvement in assessments overall however reflection of culture within assessments remains an area requiring improvement in most assessments audited. Individual sessions offered to staff by SARI.	Amber

Recommendation	Milestone/What needs to change	Date due	Lead	Update	Evidence of impact	RAG status
	All staff to have a level of understanding on culture that ensures that this a multi-dimensional issue that includes race (both white and black cultures) gender and disability and social context.	Addressed within Service and/or Team meetings – May/June 2013.	Team Managers.	<p>A series of reflective practice workshops have taken place to support understanding of these issues.</p> <p>CFAIT team day has focused on this.</p> <p>More in depth service wide workshop needed. JT consultants to provide half day mandatory workshops on culture/identity</p> <p>Commissioning of SARI to offer consultation on cultural issues /recording of work with staff.</p> <p>Update single assessment format to explicitly require analysis of needs arising from culture and identify.</p> <p>Mark Baldwin (Bath Uni) workshop planned June 2014 to address class and culture including focus on white working class families and their needs.</p> <p>SARI update sessions for staff April and June 2014.</p>	<p>Priority of this work confirmed by recommissioning SARI to continue to assist delivery.</p> <p>Audit of single assessments June 2014 to include focus on BME young people.</p>	Amber
	<p>Supervision to record/acknowledge discussion of cultural issues.</p> <p>Case recording/ reports/ assessments to reflect cultural issues.</p> <p>Review of existing Equal Opportunities Impact Assessments.</p>	<p>Sample Audits/Supervision (on-going) and thematic audit (September 2013).</p> <p>September 2013.</p>	<p>All TMs and DTMs. Clive Diaz/Trina Shane to audit</p> <p>Clive Diaz/Trina Shane to audit</p> <p>R.Baldwin.</p>	<p>Team managers to update on progress.</p> <p>Commissioning process underway to put framework contract in place for provision of translation and interpretation services by Sept 2014.</p>	<p>New supervision template prompts include consideration of culture.</p> <p>Evidenced by audits undertaken by Team Managers and Deputy Team Managers.</p> <p>Children's service equalities group relaunched March 2014 chaired by divisional director.</p>	Amber

Recommendation	Milestone/What needs to change	Date due	Lead	Update	Evidence of impact	RAG status
5. Improving service user feedback and feedback from partner agencies: 'Change Through Listening'	Changing/developing service delivery so that it reflects feedback from service users and addresses gaps/ deficiencies within the service as identified by them.		Charlie Moat/Richard Baldwin/Clive Diaz	The presentation of the research carried out by a student who interviewed Children in Care, foster carers and parents provided rich material to reinforce good practice and appreciation of what is wanted from social workers for each client group. On-going research with parents and children in CP plans. 20 children and 21 parents interviewed so far. Interim findings to Improvement Board march 2014. Feedback pilot underway in duty team – information officer phoning sample of parents on case closure and SW student developing feedback process with social workers for young people. Participation in research with Stirling University/Action for Children on how to engage with young people.	Work with two groups of young people with social care experience through youth service to look at new CIN plan and proposed EHC plan format. SHEU survey undertaken June 2013. CIN survey undertaken in 2013, learning disseminated. To be repeated. Key findings – Most young people reported receiving good care at home, that their social worker helped a lot, they felt understood and that their opinions made a difference. 5 knew what their plan was but 3 did not. Agreement to undertake survey of users of early help.	Amber
	Establishing a culture where the 'voice of the child' is regularly recorded and Social Workers evidence actions taken to respond to this and evidence ambition for young people.		Team Managers/Clive Diaz/Rosie Dill	Practice guidance on capturing the voice of the child issued. Links to review of Advocacy Project (Off the Record) and Quarterly meetings. Need to redesign and re-launch feedback forms (duty, CP conference, others?) with young people.	Launch of 'this is how we do it' document setting out service culture including capturing the voice young people.	Amber

Recommendation	Milestone/What needs to change	Date due	Lead	Update	Evidence of impact	RAG status
	Establishment of a young people's panel for young people with experience of child in need and child protection services to ensure their voice is heard and acted on in service improvement.	September 2013.	R Baldwin/Charlie Moat.	Work through writing to young people, phoning families and student SW projects to recruit young people for a young people's panel.	Groups of young people met through youth service. Work to recruit young people following case closure unsuccessful, learning from this that following case closure for CIN/CP may be too late, current SW student project underway to recruit young people while cases still open through duty feedback pilot work.	Amber
	Develop and pilot feedback form for parents and young people	Pilot from Sept 2013	Charlie Moat with social workers	Feedback form ready for piloting	Feedback form now being piloted by all duty pods. This now needs to be reviewed. Feedback form and process to be introduced for whole service from June 2014.	Amber
	Service user survey for CIN.	First survey of YP with CIN plan closing date 21/13. Feedback Jan, report for March.	Charlie Moat/Geraldine Kinsella	Model developed by JD and TS First survey completed. Further survey planned summer/autumn 2014.	CIN survey obtained feedback from 8 current children in need (key findings above) Further survey autumn 2014.	Green
	Establishing QA/Audit format that includes feedback from partners and service users.	January 2014	Clive Diaz/Jackie Deas	CP conference QA format amended January 2014 to include capturing feedback from professionals and family members. CD reviewing QA framework audits to include phone feedback from parents.	Parents asked for feedback with form following CP conference. QA framework audits to include phone feedback from parents from June 2014.	Amber
Overarching thematic issues						
6. How the Local Authority identifies, manages and reduces risk to young people. In particular those risks which are associated with: <ul style="list-style-type: none"> Child Exploitation Missing from home/care/school 	Review current system of tracking, recording and responding to notifications of children reported as 'missing'.	September 2013.	Trina Shane/Pete Campbell.	Risk Management Panel now regularly reviewing missing young people reports. Review and report on current processes and recommendations for change. Daily missing children reports (or nil return) provided to duty by police and responded to according to need. Pete Campbell and Julie Downey reviewing missing young people protocol.	Reason for referral amended on carefirst to capture missing notifications. Letter out to schools from DCS reminding them of need to prioritise non-attendance.	Green

Recommendation	Milestone/What needs to change	Date due	Lead	Update	Evidence of impact	RAG status
	Establishment of a Multi-Agency Risk Management Panel/Process – that will co-ordinate and manage support to young people whose own actions/behaviour place them “at risk.	Panel established, first meeting Oct 2013	R. Baldwin/Charlie Moat	Interface panels now considering concerns about CSE to determine appropriate level of response. Risk management panel has now met twice, good multi-agency attendance, dates set for 12 months. Risk assessment tool and guidance drafted and to be issued by early Dec for use by specialist and targeted services.	RMP now established, with very good multi-agency representation. Flow-chart now drawn up for dissemination, detailing key points at which decision to consider RMP should be taken.	Green
	Awareness training on child sexual exploitation for key services and scoping of prevalence of child sexual exploitation in B&NES and quality of response to inform improvement.	Awareness training delivered 2013 LSCB training early 2014	Claire James (Children’s Society) with local multi-agency working group, reporting to LSCB. Head of safeguarding	Working group nearing the end of its work. Reported to LSCB and divisional management group. LSCB training on CSE arranged. Licensing, E-safety and CSE working group involved in organising this.	Decision taken at LSCB to form both a CSE sub-group and an e-safety sub-group. Training being delivered to Licensing staff within Environmental services. Roll out of CSE risk assessment tool, supported by Rachel Allen-Ringham.	Green
	Recommendation from IMR on DA - ensure that the Service Training Programme includes provision for training on understanding and recognising suicide risks; strategies for working with children and young people, particularly those who may be difficult to engage; identifying disguised compliance; working with fathers.		Sam Shrubsole/Simon Ratcliff	Self harm and suicide training has been provided by CAMHS as part of children’s workforce training programme. Self harm training offer from CAMHS to all schools.	Suicide Pathway guidance re-issued to staff. LSCB have delivered multi-agency training from recent SCR.	Green

Recommendation	Milestone/What needs to change	Date due	Lead	Update	Evidence of impact	RAG status
7. Improve knowledge and understanding of thresholds by all BANES staff and key stakeholders. In particular this will need to include access to our early help services.	Review of current Threshold Document. Report to CLT to advise on its continued appropriateness and/or advise on any amendments.	September 2013.	Mike Bowden/R. Baldwin/	Threshold document reviewed, sound and clear, updated to address sexual exploitation, Working Together 2013 and reinforce early help offer. Threshold document relaunched. LSCB threshold training delivered Dec 2013.	Threshold document launched and disseminated to all agencies. Copies also now available on Council website, and LSCB website. Multi-agency awareness raising training undertaken. Training will now be included in all induction training schedules and in Schools Forum training schedule.	Green
	Re-launch of document (including any revisions) with BANES staff and stakeholders (including Early Years/Schools) with early help offer as preface	September 2013.	R. Baldwin/Head of Safeguarding/Caroline Dowson/Mel Argles/Michele Mohamed	LSCB threshold training to be further rolled out bi-monthly throughout 2014.	As above	Green
	Presentation of document to key stakeholder meetings.	October/November 2013.	R. Baldwin.	Presentation to heads and directors briefing to staff completed.	As above.	Green
	Undertake an evaluation of the impact of the Early Help offer, and critically review the referral pathways between Early Help services and Child In Need services to ensure that cases can move easily between these two areas of service.	Jan 2014	R Baldwin/Preventive service managers	This is more developed for 0-11years and this is reflected in the number of TAC/F meetings that are being held and decisions from interface panels. Integrated Working Team now at full-capacity to coach and mentor workforce. help offer and distance travelled tool Sept/Oct 2013 to be followed up in Director's staff briefings Oct 2013	Early Offer document now completed and distributed to all agencies. Details of the early offer included within the multi-agency presentations on the new Threshold document. Establishment of dedicated post (Niki Smith) within the duty team.	Green
	Develop and implement system to measure the impact of individual early help interventions.	Implement from 1/1/14	Caroline Dowson	Distance travelled tool requested on all reviews of CAF (early help) from 1/1/14	Report on number of distance travelled tools returned to integrated working team. Report on those evidencing impact of early help.	Amber

Recommendation	Milestone/What needs to change	Date due	Lead	Update	Evidence of impact	RAG status
	Improve quality of CAFs through quality assurance.	June 2013 and on-going.	Charlie Moat, Caroline Dowson and CAF QA group.	Group now re-instated with Charlie Moat as Independent Chair (June 2013). Feedback offered to assessors of all audited CAFs. Telephone feedback sought from families / young people who have undertaken CAF process to inform work of team. Small workforce survey underway to continually improve the support offered by the Integrated Working Team.	CAF QA group finding some evidence that CAFs are being completed earlier and are being used as an effective tool for early intervention, although the quality of CAFs remains variable. Less than 10% of CAFs develop into social care referral. 25% more CAFs completed by schools.	Amber
8. Staff development to underpin improvement, including – Good quality induction Reflective and challenging supervision, regular and recorded Effective performance/skill sets review informing training and develop Staff survey and focus groups	Staff focus groups & staff survey	By Jan 2014	Clive Diaz/Charlie Moat	Staff survey completed February 2014. Staff focus groups May and June 2014. Quarterly meeting with staff and Divisional Director.	Staff survey completed, good return rate across all roles in service, positive feedback about supervision from many although area of improvement for some, good feedback about training and B&NES seen as a good place to work. Learning from the survey being acted upon. Staff survey to be repeated annually.	Amber
	7 social workers to undertake MSc in childcare social work	Sept 2013 and on-going	Clive Diaz	MSc programme underway – 7 SWs currently, 7 more in Sept 2014.	These staff are making good progress. Induction programme is in place and being reviewed to provide further support to NQSW's. Good feed-back from NQSW's on the quality of support during first year.	Green
	Establish more senior practitioner posts	Nov 2013	Richard Baldwin and management group	Six senior practitioner posts established and recruitment complete.	Senior practitioners in place.	Green
	Reflective supervision workshops for all frontline supervisors	By early 2014 Supervision audit Dec 2013	Clive Diaz/Liz Jones Liz Jones	2 day supervision training for managers. Improve supervision format. Introduce observation of supervision – <ul style="list-style-type: none"> • By PSW – underway • By line managers – to be introduced. 	Audits show good evidence of supervision improving. Supervision audit to look in more depth. Staff survey confirms many staff have good experience of supervision but not all and remains an area for development. Draft supervision policy now out for consultation.	Amber

Bath & North East Somerset Council		
MEETING/ DECISION MAKER:	Early Years, Children and Youth Panel.	
MEETING/ DECISION DATE:	24 th November 2014	EXECUTIVE FORWARD PLAN REFERENCE:
TITLE:	Update on Issues relating to Services for “Looked After” Children	
WARD:	All	
AN OPEN PUBLIC ITEM		
List of attachments to this report: None		

1. THE ISSUE

The purpose of this paper is to update the Early Years, Children and Youth Panel on the progress and developments for "Looked After" young people in Bath and North-East Somerset. This update allows the Panel to ensure that the Council's duties as Corporate Parents continues to be fulfilled to the highest possible standard.

2. RECOMMENDATION

There are no specific recommendations attached to this paper, it is tabled for the purposes of up-date and discussion.

3. RESOURCE IMPLICATIONS (FINANCE, PROPERTY, PEOPLE)

There are no specific requests for additional resources or funding included within this report. It is for information and discussion only.

4. STATUTORY CONSIDERATIONS AND BASIS FOR PROPOSAL

The Council continues to undertake its statutory duties in relation to all looked after young people and care-leavers. These duties are covered within the Children Act 1989 and the Children Act 2004.

5. THE REPORT

At the end of Quarter two there were 141 young people in the care of Bath and North-East Somerset. This is a reduction of 14 young people who were in care at the end of the previous quarter and again broadly in line with the numbers of young people that have been in our care over the past two years. For the majority of this period we have had a steady number of young people in our care which typically remains within the region of between 140 and 150. This figure puts us significantly below the national average figure and also slightly below the figure for our comparator cohort of Local Authorities. These figures are calculated by a "per 10,000" calculation, which show that BaNES is currently at 41.4 children in care per 10,000 of the population, compared to the national figure of 60 and the statistical neighbor comparator figure of 42.6 per 10,000 of population.

We have also made good progress in ensuring that when young people have to come into care we are able to provide a good level of stability for them. As the panel will know, when children have experienced trauma in their everyday lives there is a need to ensure that where possible the Local Authority provides stability and consistency, particularly at the early stages of foster care whilst longer-term plans are being formulated. Currently only 6.4% require three or more moves in the first 12 months, which is significantly lower than the maximum target figure of 10%

We have continued to develop the 'In Care Council' following the re-tendering of the contracts to deliver these. The contract is currently undertaken by "Off The Record" who work with both the "Junior In Care Council" (7-11yrs) and the Senior group (11-18yrs). Both of these groups have increased the membership and offer a range of activities and opportunities for the young people that attend. The focus of both groups is to promote confidence and provide opportunities to understand that many other young people might be experiencing the same anxieties and pressures that are sometimes felt by those young people that live away from their families. Recently the Senior group attended the Corporate Parenting panel and spoke to members about the role of the In Care Council. More recently some of the group also played a significant role in presenting the awards at the LAC Awards Ceremony.

In line with the Government's move to extend the upper age limit that young people can remain in foster-care we have continued to develop the scope of our "Staying Put" programme for young people that wish to remain with their foster-carers up until the age of 21 years. BaNES had established this scheme a year ahead of the government's announcement that it was extending this provision. Over the past two years we have had about 5 young people each year wishing to remain with carers for a further period. This has meant that for young people just starting their careers, or wanting to return home from college/university at Christmas, Easter or through the summer there is continuity and a re-assurance that people are around to support them should these first steps into independence prove difficult.

Our work with care leavers continues to be of a high standard and with good and positive outcomes for the vast majority of our young people. At the end of the 13/14 period all 28 (100%) of our 18-19 yr old care leavers were in suitable accommodation. This compares to an average figure of 90.4 for our statistical neighbours and the national figure of 80%. One of the other key measures of the quality of work and support to care Leavers is the measure of former Care Leavers who are in employment, education and training (EET). At the end of 13/14 we had a figure of 78% former care-leavers in EET, compared with our statistical neighbours average of 59.6%, and the national figure of 58%.

The service has also continued to provide respite activities over the summer period via our R2K project, which takes groups of “Looked After” young people on activity weeks and involves them in a series of challenging activities that emphasise the importance of team-work, collaboration and some of the everyday skills in relation to establishing and maintaining friendships. Some of these activities were featured in our recent very successful Awards ceremony.

6. RATIONALE

Not applicable

7. OTHER OPTIONS CONSIDERED

Not applicable

8. CONSULTATION

In preparing this report I have consulted with the manager of the Looked After Service, Pete Campbell.

Contact person	<i>Richard Baldwin; 01225 396289</i>
Background papers	<i>21014-15 Service Plan</i>
Please contact the report author if you need to access this report in an alternative format	

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Bath & North East Somerset Council		
MEETING/ DECISION MAKER:	Early Years, Children and Youth Panel.	
MEETING/ DECISION DATE:	24th November 2014.	EXECUTIVE FORWARD PLAN REFERENCE:
TITLE:	Update on the Council's response to tackling Child Sexual Exploitation.	
WARD:	All	
AN OPEN PUBLIC ITEM		
List of attachments to this report:		
None		

1 THE ISSUE

- 1.1 Over the past three years the profile of Child Sexual Exploitation (CSE) has increased considerably. High-profile investigations into large-scale exploitation of young people in Rochdale, Rotherham and Oxford have all served to heighten the awareness of CSE in the media and for the public in general.
- 1.2 The learning that professionals have been able to take from the reports which have followed these concerns is that two different types and patterns of exploitation appear to be emerging. Firstly, there is considerable concern in regard to the organised exploitation of very vulnerable young people by sophisticated gangs, often linked to criminal behaviour and involved the illegal supply of and distribution of drugs, alcohol and prostitution. The investigations in Rochdale, Rotherham and Oxford were characterised by clear links to these types of criminal activity.
- 1.3 The Second type of concern is linked much more to peer-to peer exploitation and is often (although not exclusively) characterised by issues of e-safety, bullying and peer pressure and levels of intimidation for (mostly, but not exclusively) young women to engage in sexual acts by young men or groups of young men.
- 1.4 There are a number of concerning features that characterise both types of CSE. These are a mis-use of power and influence over younger, more vulnerable young people, and clear links between CSE and young people that go missing from home and from care.
- 1.5 A helpful definition of CSE is as follows;..... "CSE is a form of Child Abuse. Any child or young person may be a risk of sexual exploitation, regardless of their background or circumstance. Sexual Exploitation can take many forms, from the seemingly

“consensual” relationship where sex is exchanged for attention, affection, accommodation or gifts, to serious organised crime and child trafficking”

2 RECOMMENDATION

- 2.1 There are no specific recommendations attached to this paper, it is tabled for the purposes of up-date and discussion.

3 RESOURCE IMPLICATIONS (FINANCE, PROPERTY, PEOPLE)

- 3.1 There are no specific resource or financial implications outlined or addressed in this paper as it's remit is one of broad update. The initiatives and response we have already undertaken are currently undertaken within existing resources and staffing numbers. However it is important to highlight that should the concerns or profile of Child Sexual Exploitation continue to rise or be identified in ever increasing numbers this could require review in the future.

4 STATUTORY CONSIDERATIONS AND BASIS FOR PROPOSAL

- 4.1 There are no specific statutory considerations to be addressed in this report. The Council will continue to address any identified issues of Child Sexual Exploitation under its powers under the Children Act 1989 and 2004.

5 THE REPORT

- 5.1 Since the emergence and recognition of CSE as an issue of considerable concern both the Council and its partners on the Local Safeguarding Children Board (LSCB) have commissioned a series of training and awareness raising workshops for all staff within LSCB agencies that have contact with young people across BaNES. This initial round of training was undertaken by the Children's Society and concluded in April of this year.
- 5.2 In addition to this training the LSCB recognised that a more detailed and sophisticated response was also required by our-selves and our partner agencies. In order to develop these response's we have commissioned a local expert in CSE to deliver more targeted training to staff and to develop a comprehensive Strategy document as well as supporting documents that set out to all staff what needs to happen when CSE concerns are identified.
- 5.3 Alongside this initiative, Children's Services set-up the multi-agency Risk Management Panel in October 2013 to ensure that there a process for evaluating risk and formulating shared plans for responding to and reducing risks to young people where concerns of risk-taking behaviour had been identified. The types of risk-taking behaviours that were appropriate for the panel would be concern of young people going missing, excessive use of drugs and Child Sexual Exploitation. In the past year the panel has identified 27 young people as at risk of a range of Sexual Exploitation, and of that cohort it has identified three young people where the concerns were felt to be serious and could be linked to organised, criminal activity. All three young people have been offered specialist support and intervention through the Barnardo's BASE project.
- 5.4 The BaNES LSCB Child Sexual Exploitation Strategy was agreed in September 2014. This strategy was launched earlier this month with an awareness raising event and was well attended by a large number of agencies. As well as raising the awareness of the strategy with partners the event was utilised to recruit volunteers for the "Virtual" CSE team. The creation of a virtual team of specially trained staff from a variety of

professions was a key element of how we wish to reduce the risks to young people and is a key element of the strategy document. We now have 15 volunteers from a variety of professions who have volunteered to work alongside young people where risks of CSE have been identified. These volunteers will not be the “lead professional”, rather their role will be to attempt to establish a relationship with the young person. This will enable them to develop a trust and dialogue so that over time the young person might be able to discuss the concerns and make informed choices about the exploitative relationships they are experiencing. We have targeted the creation of the virtual team at professionals such youth workers, school nurses and workers from voluntary organisations such as Mentoring Plus and Project 28 as we feel these staff groups have the proven skills in engaging with difficult to reach young people and have proven skills in maintaining relationships with them.

5.5 The training for the virtual team starts in January, with a start date for late February. The managers of all staff involved in the virtual team will also receive training so that they can appropriately support their staff in these tasks. All CSE cases where there is a need to allocate a virtual team member will come to the Risk Management Panel so that the case can be matched with a virtual team member.

5.6 Other training will also be continued to be delivered through the LSCB to all partners in terms of raising awareness across all professions and settings, as well as with the council Licencing Team who monitor taxi cab firms and fast food outlets. Both of these types of business where central to the recruitment of, and movement of vulnerable young women in the Rochdale, Oxford and Rotherham investigations.

6 RATIONALE

6.1 The need to heighten the awareness and understanding of Child Sexual exploitation is clear. It is important that CSE is not seen as a “stand alone” issue. It is form of child Protection and the prevalence of utilising issues power and vulnerability in relationships is line with many features of child abuse.

7 OTHER OPTIONS CONSIDERED

7.1 Not applicable

8 CONSULTATION

In preparing this report I have consulted with the LSCB.

Contact person	<i>Richard Baldwin; 01225 396289</i>
Background papers	<i>LSCB CSE Strategy.</i>
Please contact the report author if you need to access this report in an alternative format	

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Bath & North East Somerset Council		
MEETING/ DECISION MAKER:	Early Years, Children & Youth Policy Development & Scrutiny Panel	
MEETING/ DECISION DATE:	24 November 2014	EXECUTIVE FORWARD PLAN REFERENCE:
TITLE:	Children’s Services – Medium Term Plan Update	
WARD:	All	
AN OPEN PUBLIC ITEM		
List of attachments to this report:		
Draft Medium Term Plan update and attachments		

1 THE ISSUE

1.1 The draft Children’s Services Medium Term Service & Resource Plan (MTSRP) update is presented for consideration by the Panel to ensure all members of the Panel are aware of the context and enabled to comment.

2 RECOMMENDATION

The Panel is asked to:

- (1) Comment on the update to the 3 year medium term plan update for Children’s Services, focusing on matters affecting 2015/16, and note that this will be the third year of the plan.
- (2) Identify any issues requiring further consideration and highlighting as part of the budget process for 2015/16.
- (3) Identify any issues arising from the draft plan it wishes to refer to the relevant portfolio holder for further consideration.

3 STATUTORY CONSIDERATIONS AND BASIS FOR PROPOSAL

3.1 This medium term plan update forms the basis for the budget process for 2015/16 and all relevant statutory matters are either referred to in this update or the original plan approved in 2013 (PDS November 2012).

4 THE REPORT

4.1 This report forms part of the 2015/16 service and resource planning process. As set out in the enclosed medium term plan update), the next steps include:

- (1) Panel comments considered by Portfolio Holders.
- (2) PDS Resources meeting in February to take an overview of comments from Panels and progress on budget setting.
- (3) February Cabinet budget recommendations to Council.
- (4) February Council approval of budget and Council Tax setting.

5 RATIONALE

5.1 Where the Panel wishes to either increase expenditure or reduce savings targets alternatives should be proposed.

5.2 The Panel should concentrate only on the parts of the plan relevant to its own remit as the PDS Resources meeting in February will be taking an overview.

6 OTHER OPTIONS CONSIDERED

6.1 This is a package of options as set out in the report and reflects the Council's corporate plan, its vision and values, the medium term plan agreed in 2013, public feedback, changes in legislation and the Cabinet's priorities.

6.2 The department has taken the opportunity for considerable remodelling of services, particularly in the area of Early Years and Children's Centre Services and the panel has had extensive involvement in discussing options and proposals for this remodelling.

7 CONSULTATION

7.1 The corporate implications of this report have been considered by Strategic Management Team (SMT) including the *Section 151 Finance Officer; Chief Executive & Monitoring Officer*

7.2 Further consultation took place as part of developing the revised Corporate Plan and recent Budget fairs, as well as on specific service changes where applicable.

7.3 Cabinet has been closely involved in the preparation of this update and in particular the relevant portfolio holder(s)

8 RISK MANAGEMENT

8.1 A risk assessment will be completed as part of the final budget papers and inform the Council’s reserves strategy. The main risks relate in the next financial year to:

- (1) The robustness of the savings estimates.
- (2) The potential for some service levels to deteriorate as a result of the savings.
- (3) The implications for staff arising from savings, albeit that the costs of severance will be budgeted for corporately and unions are being consulted together with the affected staff.
- (4) The need to maintain a planned and phased approach to savings at a time when pressures are starting to require substantial and immediate cuts.
- (5) Equalities impacts of the savings.

Contact person	<i>Ashley Ayre, Strategic Director – People & Communities</i> <i>Tel: 01225 474200</i>
Background papers	<i>Corporate Plan and 2013/14 budget papers plus medium term plans</i>
Please contact the report author if you need to access this report in an alternative format	

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MEDIUM TERM SERVICE & RESOURCE PLAN UPDATE

CHILDREN'S SERVICES

2015-16

Introduction

This is the third year of the period covered by the 2013-14 to 2015-16 medium term plans. The medium term plans were reflected in the budgets approved by Council in both February 2013 & 2014. The original plans can be found on the Council's web site with the agenda papers for the November 2012 PDS panels.

This 2015-16 update is a summary of key changes affecting the plan and does not restate the information contained in the original plan. This update provides important background information to the 2015-16 budget process, which will culminate in a report to the February 2015 meeting of Council. The 2015 February budget report will incorporate assumptions made as part of the three year planning process, together with new planned variations to reflect current circumstances, and approval for those variations. It will also set both the budget and the consequent level of Council Tax for 2015/16.

This document contains the following updates:

- Strategic Context – financial, legal, service and policy headlines
- Structural Changes – summary of the new management arrangements
- Progress Achieved – how the delivery of the 3 year plan is progressing
- Variations to the plan – proposed changes concentrating on 2015-16
- Capital Programme – proposed alterations to the capital programme
- Risks & Opportunities – key risks to delivery of the plan but also opportunities
- Equalities – summary of approach

Strategic Context

The Corporate Plan and refreshed Council Vision remains the main policy context. These documents can be found at <http://www.bathnes.gov.uk/services/your-council-and-democracy/vision-and-values>

The three year financial challenge was summarised in 2013/14 and this has been updated to take account of subsequent Government funding announcements and policy changes. Over the three-year period of the Medium Term Service and Resource Plan from 2013/2014 to 2015/2016 we estimate at least £30M of savings or additional income will need to have been delivered.

As part of the Budget considerations for 2015/2016, there have been a number of key Government announcements which have an impact on the original plan three-year plan. The most significant of these was the Local Government Finance Settlement announced in Jan 2014 which set out the following provisional figures for 2015/16:

- A 13.5% reduction in the Council's funding assessments - this actually equates to reduction of 27% in Revenue Support Grant.

- A reduction of 20% in the Education Support Grant.
- Council Tax Freeze Grant equivalent to 1% of council tax for councils who freeze their council tax for the year.

The Government's changes to Health and Social Care funding arrangements in the form of the Better Care Fund also present challenges for the Budget. The plan supporting the local arrangements for this fund was originally approved in March 2014 but required revisiting following changes announced by the Government in May 2014. A revised plan which reduces the original level of funding allocated to support community health and social care costs was approved in September 2014 for consideration by the Department of Health.

In June 2014, the Care Act passed into law with major changes impacting on the provisions for Social Care. These changes are phased between 1 April 2015 and 1 April 2016 and cover a range of new requirements for Local Authorities from support to carers through to the capping of care costs met by self-funders. The financial implications are considerable and the Council will need to make appropriate provision for any costs not being met by the Government.

These changes, together with the existing savings to be identified and other variations, mean a further funding requirement of £9m for the Council is required to balance the 2015/16 Budget.

For 2015/16 the focus will be on the variations that are needed to the approved medium term plan to deliver a balanced Budget proposal for the Council in February 2015. The Variations section of this update (below) provides further details of the projected Budget Gap for 2015/16 together with proposals to address this.

The Cabinet's aim remains once again to achieve the original three year medium term plan (final year of) with minimal alterations, but at the same time to reflect public feedback together with local and national policy changes. The Council has a good level of reserves and can use these to smooth the effects of policy changes and additional financial challenges. The indication from Treasury figures is that an equally tough set of financial targets will need to be repeated in the next 4 year plan which starts in 2016, and of course at that time the difficulty in meeting the challenge will have increased as efficiency opportunities will be less.

In the case of Children's Services, some of the key policy context changes are

- Ongoing implementation of the Children & Families Act 2014 and the Care Act 2014, setting out wide-ranging changes including for social care and in respect of children with special educational needs and disability;
- Ongoing changes in the education landscape with a limited increase in the number of schools becoming academies and the creation of new entities such as Teaching Schools and Studio Schools;
- Publication of the Council's Health & Wellbeing Strategy and also the Joint Strategic Needs Assessment that supports it;
- Population changes creating localised pressures on primary school places;
- Changing statutory inspection frameworks

Progress Achieved

The 2014/15 Children's Services budget, is currently overspending as a result of a range of pressures in children's social care services.

Delivery of the savings set out in the MTSRP for 2014/15 are on track, other than where variations to the delivery plan have already been agreed. These savings have included management and administrative staff cost reductions, changes to commissioned services, a reduction in our School Improvement and Achievement Service and the termination of our contract with Learning Partnership West for the Connexions Service – this service has been remodelled and now forms part of our internal Youth Connect Service.

Variations to the Plan

The remaining year of the Approved medium term plan (2015/16) is attached at Appendix 1. This includes a more detailed commentary on progress towards delivery of the approved savings and additional income streams for the final year of the plan.

Risks & Opportunities

The pressures being experienced in children's social care services, including placement costs, legal costs, staffing pressures and the impact of legislative change and judicial interpretation of recent policy changes present a real and ongoing financial challenge.

The main focus of delivery for savings targets in the plan is through a significant remodelling of early years and children's centre services both internally and through commissioned providers.

Management capacity was reduced by the restructure and is now stretched, so presents a risk to delivery of the plan. Good controls remain in place to ensure correct decision making and protection of assets.

Equalities

Equalities impacts of key changes are considered as service plans are set and as part of any key management change. The main equalities impacts were assessed when the 3 year plan was set and as part of the consultation and decision-making process on remodelling of Early Years and Children's Centre Services.

Appendices

1. Savings details – MTSRP final year progress summary 2015/16

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MEDIUM TERM SERVICE & RESOURCE PLAN – SAVING DETAILS (2015/16 ONLY)

CHILDRENS' SERVICES

2015-16 Saving £000	How saving to be achieved	Previously Reported Impact on Service Delivery	Strategic Directors Update on Saving Proposal for November 2014 PDS Panel
4	Savings identified from the customer services workstream which looks at redesigning the customer pathway making better use of IT systems and implementing streamlined processes (including family information)	Yet to be determined. Service will transfer work to the Customer Service equivalent to this reduction. Savings will need to be made available to the School Forum as partly DSG funded.	Savings identified through reduced postage charges
4	Sub Total - Change Programme Savings		
2015-16 Saving £000	How saving to be achieved	Impact to Service Delivery	Strategic Directors Update on Saving Proposal for November 2014 PDS Panel
100	Management restructure largely completed in April 2013, further changes already in progress	Leaves four Divisional Directors to lead the re-structured People & Communities Department. Merges a number of management posts across these services.	Complications in relation to the management structure of the Special Educational Needs (SEN) Division means that only £50k of this savings is achievable. This change has been reflected in the overall budget targets
100	Sub Total - Other Cashable Efficiency Savings		
2015-16 Saving £000	How saving to be achieved	Impact to Service Delivery	Strategic Directors Update on Saving Proposal for November 2014 PDS Panel
	Growth in sales of childcare vouchers	None	
0	Sub Total - Additional Income		

2015-16 Saving £000	How saving to be achieved	Previously Reported Impact on Service Delivery	Strategic Directors Update on Saving Proposal for November 2014 PDS Panel
1536	<p>Whole service re-organisation of Children's Centre and Early Years Services to achieve complete re-structure and consideration of different models of service delivery to be fully implemented by April 2015.</p> <p>In 2014-15 and 2015-16 a number of service areas and commissioned services will be reduced or stopped. These will be in addition to the reductions in commissioned services highlighted above.</p>	<p>Complete re-structuring of services to move to a wholly targeted model. Children's Centres will cease all Council-funded 'universal' access services with services targeted upon the most vulnerable/deprived children and families. Lack of good universal services will mean that children may not be identified in a timely way and therefore could put increasing pressure on Children's Social Care. Parental mental health will not be identified early and add pressure to Adult Services or Health. Early Years Service contributions to specialist services e.g. breastfeeding, speech and language, infant mental health and post-natal parent/child attachment will cease. The Children's Centres also provide an increasing community focus and access point and a move to targeted service and partial opening will affect this aspect of work. Children's Centre budgets will be reduced by around 40%.</p> <p>Teaching advice and support to Private and Voluntary providers will be reduced to respond only to adverse Ofsted Inspections, this will affect sector quality. Early identification of children with Special Educational Needs will not be as likely with less or no staff going into the Private, Voluntary nurseries, causing more stress on statutory SEN services.</p> <p>Play, support and family support activities will be reduced (these are provided by voluntary organisations).</p>	<p>The level of saving has been mitigated by some additional funding allocated in last year's budget, both on a recurring basis and for transitional support. Plans for remodelling the services were extensively consulted on and this has informed the final proposals. Further work is ongoing to explore the viability of a 'staff mutual' which could provide further opportunities to mitigate the service reductions, eg by generating additional income. The service is currently formally consulting staff on the proposals as they affect their jobs. Changes to commissioned services being implemented in line with relevant contractual notice periods.</p>
25	<p>Management restructure in children's services will merge responsibilities at tier 3 and reduce management costs.</p>	<p>Council funding for YOS is only £261,000 out of a total budget of £700,000 with Youth Justice Board grant and other partners contributing two thirds of funding. Therefore reductions risk partnership arrangements.</p>	<p>Staff restructure has been implemented and savings delivery on track</p>

2015-16 Saving £000	How saving to be achieved	Previously Reported Impact on Service Delivery	Strategic Directors Update on Saving Proposal for November 2014 PDS Panel
50	Music service	Net cost to Council has been reduced to minimal level £50K after Government Grant. This funding leverages in national grant of £750k per annum for Bath NES to be a regional music hub. Removal of Council funding therefore risks loss of grant. Costs to parents would increase impacting adversely on those least able to pay.	Net cost to Council has been reduced to minimal level £50K after Government Grant. This funding leverages in national grant of £750k per annum for Bath NES to be a regional music hub. This saving has been deleted which protects access to national grant, this change is reflected in the overall budget targets.
37	Safeguarding, Social Care and Family Support Services Review 117 Service and redesign overall provision of Family Support Services with reducing staffing capacity.	This would significantly reduce the Service's capacity to provide targeted services to prevent family breakdown (in accordance with its statutory duties under section 17 Children Act 1989). This would impact upon the Service's ability to divert children and young people age 11-16 years from care, and would inevitably lead to an increased demand for care placements and budgets----on average care placements cost £20k- £40k per annum.	These savings have now been made via staff re-organisation at 117.
35	Family Support.	This would significantly reduce the Service's capacity to provide targeted services to prevent family breakdown (in accordance with its statutory duties under section 17 Children Act 1989). This would impact upon the Service's ability to divert children aged 5-11 years from care, and would inevitably lead to an increased demand for care placements and budgets----on average care placements cost £20k- £40k per annum.	These savings have now been made via staff re-organisation at 117.
1683	Sub Total - Reduced Service Levels		
2015-16 Saving £000	How saving to be achieved	Impact to Service Delivery	Impact to Service Delivery
0	Sub Total - Discontinued Service		
1787	TOTAL SAVINGS		

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EARLY YEARS, CHILDREN AND YOUTH PDS FORWARD PLAN

This Forward Plan lists all the items coming to the Panel over the next few months.

Inevitably, some of the published information may change; Government guidance recognises that the plan is a best assessment, at the time of publication, of anticipated decision making. The online Forward Plan is updated regularly and can be seen on the Council's website at:

<http://democracy.bathnes.gov.uk/mgPlansHome.aspx?bcr=1>

Page 91

The Forward Plan demonstrates the Council's commitment to openness and participation in decision making. It assists the Panel in planning their input to policy formulation and development, and in reviewing the work of the Cabinet.

Should you wish to make representations, please contact the report author or Mark Dumford, Democratic Services (01225 394458). A formal agenda will be issued 5 clear working days before the meeting.

Agenda papers can be inspected on the Council's website and at the Guildhall (Bath), Hollies (Midsomer Norton), Riverside (Keynsham) and at Bath Central, Keynsham and Midsomer Norton public libraries.

Early Years, Children and Youth PDS Forward Plan

Bath & North East Somerset Council

Anticipated business at future Panel meetings

Ref Date	Decision Maker/s	Title	Report Author Contact	Strategic Director Lead
EARLY YEARS, CHILDREN & YOUTH POLICY DEVELOPMENT AND SCRUTINY PANEL - 24TH NOVEMBER 2014				
24 Nov 2014	EYCY PDS	School Performance Data	Lin Bartlett, Margaret Simmons- Bird Tel: 01225 394430, Tel: 01225 394240	Ashley Ayre
24 Nov 2014	EYCY PDS	Re-constitution of Governing bodies	Margaret Simmons- Bird Tel: 01225 394240	Ashley Ayre
24 Nov 2014	EYCY PDS	Special Educational Needs & Disability Reform Update	Charlie Moat Tel: 01225 477914	Ashley Ayre
24 Nov 2014	EYCY PDS	Service Performance Reporting & Inspection Framework	Mike Bowden Tel: 01225 395610	Ashley Ayre
24 Nov 2014	EYCY PDS	Looked After Children	Pete Campbell Tel: 01225 477914	Ashley Ayre
24 Nov 2014	EYCY PDS	Child Sexual Exploitation	Richard Baldwin Tel: 01225 396289	Ashley Ayre

Ref Date	Decision Maker/s	Title	Report Author Contact	Strategic Director Lead
24 Nov 2014	EYCY PDS	Medium Term Plan and 2015/16 Budget Update	Ashley Ayre Tel: 01225 394200	Ashley Ayre
EARLY YEARS, CHILDREN & YOUTH POLICY DEVELOPMENT AND SCRUTINY PANEL - 26TH JANUARY 2015				
26 Jan 2015	EYCY PDS	Child and Adolescent Mental Health Services (CAMHS)	Mary Kearney-Knowles Tel: 01225 394412	Ashley Ayre
26 Jan 2015	EYCY PDS	Children Safeguarding and Schools		Ashley Ayre
26 Jan 2015	EYCY PDS	Children's Centre / Staff Mutual Update	Deborah Forward Tel: 01225 395305	Ashley Ayre
26 Jan 2015	EYCY PDS	Peer Challenge	Richard Baldwin Tel: 01225 396289	Ashley Ayre
EARLY YEARS, CHILDREN & YOUTH POLICY DEVELOPMENT AND SCRUTINY PANEL - 23RD MARCH 2015				
23 Mar 2015	EYCY PDS	Youth Justice Plan Review	Sally Churchyard Tel: 01225 395442	Ashley Ayre
23 Mar 2015	EYCY PDS	Educational Results 2014	Mike Bowden Tel: 01225 395610	Ashley Ayre

Ref Date	Decision Maker/s	Title	Report Author Contact	Strategic Director Lead
23 Mar 2015	EYCY PDS	Achieving Excellence within School		Ashley Ayre
23 Mar 2015	EYCY PDS	Care Bill - Implications for Children		Ashley Ayre
FUTURE ITEMS				
	EYCY PDS	NSPCC Presentation		
Page 94				
The Forward Plan is administered by DEMOCRATIC SERVICES : Mark Durnford 01225 394458 Democratic_Services@bathnes.gov.uk				