

Children and Young People Policy Development and Scrutiny Panel

Date: Tuesday, 20th March, 2018

Time: 10.00 am

Venue: Council Chamber - Guildhall, Bath

Councillors: Alison Millar, Matt Cochrane, Sally Davis, Liz Hardman, Michelle O'Doherty, Peter Turner and Lizzie Gladwyn

Co-opted Voting Members: David Williams and Andrew Tarrant

Co-opted Non-Voting Members: Chris Batten and Kevin Burnett

Chief Executive and other appropriate officers
Press and Public

Members of the Panel are invited to a pre-meeting at 9.30am in the Council Chamber.



Mark Durnford

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NOTES:

1. **Inspection of Papers:** Papers are available for inspection as follows:

Council's website: <https://democracy.bathnes.gov.uk/ieDocHome.aspx?bcr=1>

Paper copies are available for inspection at the **Public Access points:-** Reception: Civic Centre - Keynsham, Guildhall - Bath, The Hollies - Midsomer Norton. Bath Central and Midsomer Norton public libraries.

2. **Details of decisions taken at this meeting** can be found in the minutes which will be circulated with the agenda for the next meeting. In the meantime, details can be obtained by contacting as above.

3. **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.

Some of our meetings are webcast. At the start of the meeting, the Chair will confirm if all or part of the meeting is to be filmed. If you would prefer not to be filmed for the webcast, please make yourself known to the camera operators.

To comply with the Data Protection Act 1998, we require the consent of parents or guardians before filming children or young people. For more information, please speak to the camera operator.

The Council will broadcast the images and sound live via the internet www.bathnes.gov.uk/webcast The Council may also use the images/sound recordings on its social media site or share with other organisations, such as broadcasters.

4. **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. They may also ask a question to which a written answer will be given. **Advance notice is required not less than two full working days before the meeting. This means that for meetings held on Thursdays notice must be received in Democratic Services by 5.00pm the previous Monday.** Further details of the scheme:

<https://democracy.bathnes.gov.uk/ecCatDisplay.aspx?sch=doc&cat=12942>

5. **Emergency Evacuation Procedure**

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6. **Supplementary information for meetings**

Additional information and Protocols and procedures relating to meetings

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**Children and Young People Policy Development and Scrutiny Panel - Tuesday, 20th
March, 2018**

at 10.00 am 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: 16TH JANUARY 2018 & 30TH JANUARY 2018 (Pages 7 - 28)

8. CABINET MEMBER UPDATE

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

9. CHILDREN AND YOUNG PEOPLE'S PLAN (Pages 29 - 100)

The Panel is requested to review the draft Children and Young People's Plan (CYPP) 2018-2021, to consider how best members can support the delivery of the plan and to support and promote the outcomes and priorities service to children, young people and their families across Bath and North East Somerset.

10. PRIMARY AND SECONDARY SCHOOL ORGANISATION PLAN 2017 - 2021 (Pages 101 - 140)

The Primary and Secondary School Organisation Plan 2017 – 2021 at Appendix 1 covers in detail the current level of primary and secondary school provision in the Authority and detailed projected pupil numbers over the next four years up to admissions in September 2021 based on births and resident population data.

11. YOUTH CONNECT (Pages 141 - 146)

This report seeks to update the Panel on the work that has been undertaken to re-structure the Youth Connect Service in light of the need to reduce the overall budget for the service.

12. SEND UPDATE

The Divisional Director for the Children, Young People and Families Division will give a verbal update on this item to the Panel.

13. PEOPLE AND COMMUNITIES STRATEGIC DIRECTOR'S BRIEFING

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

14. PANEL WORKPLAN (Pages 147 - 150)

This report presents the latest workplan for the Panel. Any suggestions for further items or amendments to the current programme will be logged and scheduled in consultation with the Panel's Chair and supporting officers.

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

BATH AND NORTH EAST SOMERSET

CHILDREN AND YOUNG PEOPLE POLICY DEVELOPMENT AND SCRUTINY PANEL

Tuesday, 16th January, 2018

Present:- Councillors Alison Millar (Chair), Anthony Clarke (in place of Matt Cochrane), Michael Evans (in place of Sally Davis), Robin Moss (in place of Liz Hardman), Richard Samuel (in place of Michelle O'Doherty), Lisa O'Brien (in place of Peter Turner) and Lizzie Gladwyn (Vice-Chair)

Co-opted Non-voting Member: Chris Batten (ATL)

Also in attendance: Mike Bowden (Strategic Director - People & Communities), Maria Lucas (Head of Legal and Democratic Services) and Richard Morgan (Education Business Manager)

43 WELCOME AND INTRODUCTIONS

The Chair welcomed everyone to the meeting.

44 EMERGENCY EVACUATION PROCEDURE

The Chair drew attention to the emergency evacuation procedure.

45 APOLOGIES FOR ABSENCE AND SUBSTITUTIONS

Members of the Panel had received guidance from the Council's Monitoring Officer that no member of the Panel on this occasion could be a School Governor or employed at a school.

Councillors Matt Cochrane, Sally Davis, Peter Turner, Michelle O'Doherty and Liz Hardman had sent their apologies to the Panel.

In their place as substitutes for the duration of the meeting were Councillors Michael Evans, Anthony Clarke, Lisa O'Brien, Richard Samuel and Robin Moss.

Apologies were also received from co-opted members David Williams, Andrew Tarrant and Kevin Burnett.

46 DECLARATIONS OF INTEREST

Councillor Anthony Clarke declared an other interest as he has grandchildren that attend schools within B&NES.

47 TO ANNOUNCE ANY URGENT BUSINESS AGREED BY THE CHAIRMAN

There was none.

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

All statements were regarding the Call-In of decision E3019: School Funding Formula and therefore would be received at item 7.

49 CALL-IN OF CABINET MEMBER DECISION E3019 - SCHOOL FUNDING FORMULA

Councillor Eleanor Jackson addressed the Panel. She said that she had signed the Call-In as schools in areas of social deprivation would be affected by the decision.

She spoke in respect of St. Nicholas Primary School, where she is a governor, and therefore knew that finances at schools are so stretched and the pressures they are under.

She said that the Governments assumption of a formula that one size fits all is wrong and will be implemented with indecent haste as with Universal Credit.

She did not feel that there was enough transparency and accountability to the decision and ultimately did not believe that any teacher would want their pupils to benefit over others.

She asked that the Panel uphold the Call-In and that tapering of the funding be investigated further.

Councillor Liz Hardman addressed the Panel. A copy of the statement can be found on the Panel's Minute Book, a summary is set out below.

There are advantages to moving to the National Funding Formula now:

- All schools will benefit from an increase in their budget with a minimum of at least 0.5% extra spending per pupil.
- We have to adopt this National Funding Formula in 2020, so why not do it now?

However, although the National Funding Formula has its merits in that schools will get funding for a greater number of disadvantaged children, because the money is now spread more thinly, children living in areas of high deprivation will attract less funding than before.

The dilemma, continue with the current funding formula, where schools with our most disadvantaged pupils get more funding or adopt the new formula which will give all schools more money, but those schools in some of the most disadvantaged areas of B&NES will face a loss of up to £155,000, such as Twerton Infant and Junior Schools.

There is in fact a middle way, which is why I am supporting the "Call In". The B&NES Labour Group has suggested the following: The new National Funding Formula would be implemented immediately, but through drawing down a modest amount

from Council Reserves, there would be a buffer to lessen the impact on those schools which would lose out most. No schools would lose out in cash terms, but those schools who may have expected a larger income than would be forthcoming, would be helped to adjust. This would mean In Year one, the cost would be £467,000 and in year 2, £233,500, a total of £700,500.

This would mean in Year all schools get a best possible scenario financial settlement and this is then tapered in year 2 to help schools adjust from the real impact of the National Funding Formula 2020.

With a modest amount from Council Reserves we could be investing our money in our disadvantaged young people, in enabling schools in our most disadvantaged areas to adjust to the new formula. I hope the members of the Panel will send this decision back to the Cabinet Member to be reconsidered.

George Samios, Headteacher, Twerton Infant School addressed the Panel. A copy of the statement can be found on the Panel's Minute Book, a summary is set out below.

He explained that inequalities relating to health and education exist over short distances within B&NES. He stated that it was the most unequal of 573 constituencies in England and Wales in terms of the percentage of young people who go to university from its richest compared to its poorest areas - 12% in Twerton, 100% in Lansdown, Widcombe and Bathwick.

He said that a high degree of social mobility exists in areas such as Twerton, Whiteway and Southdown and that he was disappointed that B&NES was not included in the announcement by Government to become an opportunity area, which would see local partnerships formed with early years providers, schools, colleges, universities, businesses, charities and local authorities to ensure all children and young people have the opportunity to reach their full potential.

He stated if social mobility is truly important in B&NES, then every effort should be taken to reduce inequalities and this should directly influence decisions on school funding and decisions on when and how changes to school funding are implemented, whenever the Council has the power to do so.

He said that all schools have "core costs", regardless of their size. Schools require a Headteacher, Deputy Headteacher, Caretaker, SENCO, School Business Manager or Secretary. Whether it is a small school or a large school, these are one-off costs that come from the school's funding. In a large school, these core costs represent a smaller proportion of the overall budget. But in smaller schools, these costs are much more significant.

A much "fairer" comparison of per-pupil funding, would be to remove the "core costs" and work out the per-pupil funding from the income that was left over.

In communities where there is high deprivation, schools incur greater costs to meet the needs of children and their families. Extensive research shows that what happens for a child between 0 and 3, in the home, is hugely significant on children's

outcomes in life. National and international evidence suggests that in areas of high poverty children are more likely to start school with very low levels of Personal, Social, Emotional, Physical, Communication and Language development. Our own school's experience is that many children enter school 12-18 months behind a typical level of development.

For children living in poverty and who have experienced early adversity or early trauma, the role of the school is vital in meeting their emotional needs and overcoming barriers so they can feel safe and make accelerated progress. This almost always involves working with families to support parents in their key role.

Ultimately, the decision comes down to this question, "Should 47 primary schools receive an increase in funding of 2.6% (average), rather than 3.3% for 2018-19, so that 12 schools, including those serving the most deprived communities, can benefit from an increase of 5.4% for one year before their funding drops back down?"

Councillor Robin Moss commented that the decision made is a judgement of money -v- outcomes. He asked which was more important.

George Samios replied that both are important. He added that pupil progress at Twerton is outstanding, but that the funding available currently helps this greatly and gives pupils the best chance.

Councillor Richard Samuel asked if he was aware if an assessment of equalities impact had been carried prior to the decision.

George Samios replied that he was not aware and said that further work on equalities would be welcomed.

The Education Business Manager said that the NFF has a fully disclosed equalities impact assessment, but that a local one has not been carried out.

Councillor Richard Samuel stated that he would expect the Council to apply their own local assessment in the decision making process, including in papers to the Schools Forum and Cabinet Member.

The Head of Legal & Democratic Services advised that all officers and Councillors have a duty to promote equality and in her view this duty had been complied with.

Councillor Richard Samuel said that life chances of children are affected by this decision and would have expected a school by school commentary, not just a report containing data.

Sue Adams, Headteacher, Roundhill Primary School addressed the Panel. A copy of the statement can be found on the Panel's Minute Book, a summary is set out below.

I have been at Roundhill Primary for nearly 13 years and in that time I have come to understand well both the scale and depth of the learning needs of our school community. We have a higher than local and national average of children with

special educational needs (25%) and we consistently have the highest level of social care needs within BANES Primary schools.

I'd like to tell you about 9 year old pupil – they were on a CP Plan for 2 years due to concerns about domestic violence, drug and alcohol misuse and parental separation. This affected their learning but, more worryingly, their fear that the world was not a safe place, led to triggering of very harmful behaviour, putting them and others at risk on a daily basis. Part of their support plan was drama therapy and to build a safe space that they could retreat to when anxious to avoid the harmful behaviour. They also needed a key worker to build a secure attachment with to support their learning.

This pupil was able to attend his Child Protection meeting with the drama therapist, his parents, our Family Worker and a Social Worker he had not met before. He was able to tell his mother that hearing her shout and fight with her partner made him very scared and he would feel guilty and worried about her when he left her to come to school. When asked if there was anything else he would like to say to his family he told each of them that he loved them.

His contribution had a big impact on his parents and the social worker said she had never experienced a child contribute to their child protection meeting so effectively.

At Roundhill there are 40 more similar children experiencing 4 or more of what are termed Adverse Childhood Experiences. These include domestic abuse, drug and alcohol misuse, mental health issues, prison, emotional abuse, emotional neglect, physical neglect, physical abuse, sexual abuse.

We use Pupil Premium funding to ensure that children get the most effective and high quality learning experiences and TA support and we use any additional funding to provide therapeutic support to children in such circumstances including drama therapy, school based counselling (P2B), sports mentoring and family worker support. This provision ensures that our children and families get the support that gives them the resilience to overcome the barriers they face.

This is not a cost it is an investment in the futures of our most vulnerable children and I would urge you to consider any way in which you can support funding for BANES' most vulnerable pupils.

Councillor Robin Moss read out a statement from Councillor Joe Rayment in his absence. A copy of the statement can be found on the Panel's Minute Book, a summary is set out below.

Recent analysis showed that Bath has the highest levels of inequality, when it comes to higher education entry, of any constituency in England and Wales. This arises both because we have areas of considerable wealth and advantage, and because we have areas of considerable disadvantage and poverty.

Twerton is the most disadvantaged area of BANES with only 12% of young people going on to higher education, one in three children grow up in poverty, and the life expectancy for a man in Twerton is ten years less than that in other areas of the city.

When you are living in poverty, when you are surviving month to month, when you are having to choose between heating and eating, when you are faced with the threat of eviction, when you are working multiple jobs, or when you never yourself had a love of education, it is much harder to find the time to read - to or with - your child, to help them with their homework, and to instil in them a love of learning.

It is for these reasons that I urge the Panel to call in this decision. I understand that the national funding formula will have to be implemented in two years, and Twerton's schools will have to adapt to the new funding regime.

However, in the short term this Council is presented with an opportunity. It can either go ahead with the decision as planned or it can choose to spend a relatively small amount of money to give a boost to Twerton's schools and others, while at the same time not disadvantaging other schools.

This is the option which has not been considered and which I pleaded with the cabinet member to consider before he made his decision.

So if this decision goes through, unamended, with your explicit support, you will be giving consent to a real terms cut to the education of the most disadvantaged children in our authority. Do not let that happen.

Ed Harker, Chair of the Schools Forum addressed the Panel. He said that historically the Forum has sought to be equitable and minimise turbulence for schools in terms of funding.

He explained that schools were consulted on whether to implement the NFF in 2018 or continue with a modified Local formula, and officers from the Local Authority were asked to provide the Forum with the results. He added that a third option or 'halfway house' would be difficult to model.

He stated that a long discussion on the matter did take place prior to the Forum making their recommendation.

Councillor Michael Evans asked if the Forum was divided on its decision.

Ed Harker replied that there were some differences of opinion and that it was a vote carried by 6-4. He stated that George Samios had addressed the Forum and that Headteachers from Multi Academy Trusts were present.

He explained that members of the Forum are represented by geographical areas of the Council.

Councillor Lisa O'Brien asked why a third or other option was difficult to model.

Ed Harker replied that this was because the formula has 9 factors to take into account, adding that it previously had had 14. He said that any individual changes to try to make it more equitable are complicated.

He added that he would be surprised if any school had budgeted in respect of receipt of funding as it is seen mainly as an opportunity to use when given.

Councillor Robin Moss asked if the Forum could have decided upon an option C if they could not agree on either option A or B.

Ed Harker replied that the inclusion of the 0.5% increase per pupil was part of the recommendation made by the Forum. He added that should the Cabinet Member decision not stand or the response to the DfE be delayed, schools would not have the information they need to form a budget for the coming year.

Councillor Robin Moss commented that he felt that the Forum would have benefited from local Equalities Impact Assessments had they been undertaken.

Councillor Tim Ball, Lead Call-In Member addressed the Panel. He urged the Panel to consider all four points raised within the Call-in, not just the one deemed valid by the Chief Executive.

He said that parents had not had an opportunity to input into the process.

He spoke of how one child with additional needs can affect the resources of a school greatly. He added that children can struggle with the education system if not assisted at an early stage.

He stated that a decision to taper the funding would have been more welcome as one size does not fit all.

Councillor Paul May, Cabinet Member for Children & Young People addressed the Panel. He said that he has high degree of respect for both George Samios and Sue Adams and the work that they do for their respective schools.

He said that in his view the process taken in reaching his decision was sound and that to be in receipt of the third highest settlement in the country should be welcomed.

He explained that he attended and observed the Schools Forum that debated this matter and that he had met George and Sue prior to making his decision.

He stated that he was passionate to support schools in disadvantaged areas and would look to provide it where he could.

Councillor Richard Samuel asked if he had considered straying into making a decision outside of the options given.

Councillor Paul May replied that he would have found that difficult to given the process that was carried out and the evidence presented.

Councillor Richard Samuel asked if there were plans to alleviate any negative impacts.

Councillor Paul May replied that the Local formula had historically favoured disadvantaged schools and that he had taken the decision as to how a large income can be used most effectively.

The Chair asked for officers to outline the practical implications for any decision reached by the Panel.

The Strategic Director for People & Communities replied that the Panel could;

- i) Dismiss the Call-in which would mean that the Cabinet Member decision stands.
- ii) Uphold the Call-in and give reasons for the Cabinet Member to reconsider his decision. He added that if in this scenario the Cabinet Member was minded to change his decision the most practical decision would be to switch to the Local formula. Referring to the DfE deadlines he said that a delay in the Dedicated Schools Grant could result in a cash flow problem that the Council would have to fund.

Councillor Richard Samuel asked what decisions other Local Authorities had made.

The Education Business Manager replied that he was aware that the majority of Councils in the South West and Midlands had chosen to move to the NFF from April 2018.

Councillor Michael Evans commented that the income should be celebrated and praised the courageous decision taken by the Government. He thanked officers and the Schools Forum for their work in the process.

He agreed that the NFF was not one size fits all, but that it was fair to pupils across the country.

He said that he felt that the Panel should dismiss the Call-in.

Councillor Anthony Clarke agreed and said that the Call-in should be dismissed. He said that the responses to the survey were very clear along with the recommendation of the Schools Forum. He added that the procedure carried out in reaching the decision was correct.

Councillor Robin Moss said it was his view that the decision amounted to equality -v- equity and that local Equality Impact Assessments should have been carried out. He added that transitional arrangements would have been welcome and that he would support a recommendation to uphold the Call-in and the use of Council reserves.

Councillor Richard Samuel agreed that a transitional arrangement was needed as some schools will be in a disadvantaged position.

Councillor Lisa O'Brien stated that she believed that the Schools Forum takes its role very seriously and did not think that they were led to a decision. She added that she felt the Cabinet Member had taken their recommendation and the survey results on board when making his decision.

She said that she felt that the Panel should dismiss the Call-in.

Councillor Lizzie Gladwyn said that she personally had fought hard to get to her current position and attended schools to discuss future options with pupils. She stated that most B&NES children would benefit through this decision.

The Chair said that she respected Councillor May in his role as Cabinet Member and admired George and Sue for the difficult roles they have as education is so generally underfunded. She said that she would like Councillor May to reconsider his decision and look into a third option.

Following advice from the Head of Legal & Democratic Services, Councillor Richard Samuel proposed the following motion;

The Panel agrees that the Call-in should be upheld and that the Cabinet Member should reconsider the decision having regard to;

- The absence of equality impact assessments at both consultation and decision stages and

- The absence of satisfactory consideration of transitional arrangements

In addition the Panel further recommends that the Council uses reserves to fund such transitional arrangements to provide certainty in setting schools' budgets.

Councillor Robin Moss seconded the motion.

The motion was put to the vote and it was RESOLVED by 3 votes for and 4 votes against. The motion therefore was not carried.

Councillor Michael Evans proposed a motion that the Call-in should be dismissed.

Councillor Anthony Clarke seconded the motion.

The motion was put to the vote and it was RESOLVED by 4 votes for and 3 votes against that the Call-in should be dismissed.

This means that the decision made by the Cabinet Member for Children & Young People, Councillor Paul May can take place with immediate effect.

The meeting ended at 12.50 pm

Chair(person)

Date Confirmed and Signed

Prepared by Democratic Services

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BATH AND NORTH EAST SOMERSET

CHILDREN AND YOUNG PEOPLE POLICY DEVELOPMENT AND SCRUTINY PANEL

Tuesday, 30th January, 2018

Present:- **Councillors** Sally Davis (Chair), Anthony Clarke (in place of Matt Cochrane), Liz Hardman, Michelle O'Doherty, Peter Turner and Lisa O'Brien (in place of Lizzie Gladwyn)

Co-opted Non-voting Members: Chris Batten (ATL) and Kevin Burnett (NAHT)

Officers : Richard Baldwin (Divisional Director - Safeguarding & Social Care), Margaret Simmons-Bird (Head of Education Transformation) and Tom Morrison (Senior Education Improvement Adviser)

Cabinet Member for Children & Young People: Councillor Paul May

Cabinet Member for Finance & Efficiency: Councillor Charles Gerrish

50 WELCOME AND INTRODUCTIONS

The Chair welcomed everyone to the meeting.

51 EMERGENCY EVACUATION PROCEDURE

The Chair drew attention to the emergency evacuation procedure.

52 APOLOGIES FOR ABSENCE AND SUBSTITUTIONS

Councillors Alison Millar, Matt Cochrane and Lizzie Gladwyn had sent their apologies to the Panel. Councillors Anthony Clarke and Lisa O'Brien were present for the duration of the meeting as substitutes for Councillors Cochrane and Gladwyn.

David Williams, Co-opted Panel Member had also sent his apologies.

53 DECLARATIONS OF INTEREST

Councillor Anthony Clarke declared an other interest as he has grandchildren that attend schools within B&NES.

54 TO ANNOUNCE ANY URGENT BUSINESS AGREED BY THE CHAIRMAN

There was none.

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

There were none.

56 MINUTES - 21ST NOVEMBER 2017

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

57 CABINET MEMBER UPDATE

Councillor Paul May, Cabinet Member for Children & Young People addressed the Panel. A copy of the update can be found on their Minute Book and as an online appendix to these minutes, a summary of the update is set out below.

Narrowing the Attainment Gap

I recently met with the Cllrs Millar and Hardman with key officers to discuss the challenge of narrowing the gap for disadvantaged pupils, including those from BME communities, for whom recent published data has indicated concerning performance against national figures. Officers have been asked to prepare a proposal for a scrutiny workshop to examine the issues and Cllr Millar has agreed to seek officer support to plan and organise that for the Panel.

Capital investments

I have recently made a Single Member Decision to approve the release of £0.5m capital to expand local capacity for children and young people with SEND. This decision will support an increase of 107 new school and college places (54 at Post 16 and 53 in pre 16). A further £577k is due in grants from the DfE over the coming three years and the capital programme within our February budget proposals includes provision to 'frontload' this investment so that it can be committed ahead of us receiving the grant.

I am also pleased to confirm that I have made a Single Member Decision to approve capital funding to replace a pre-fabricated building at Twerton Infants School which was beyond economic repair. This is a further demonstration of our commitment to ensuring that school buildings are fit for purpose and provide safe and secure environments for learning.

Working with other Local Authorities

I recently attended the South West regional Lead Members network, which provided a stimulating conversation with Ofsted who were quite rightly challenging us on some of the educational performance data. I will be representing the Lead Members group at a forthcoming meeting of the regional Sector Led Improvement group for Children's Services, which is linking up with the DfE, LGA and the South West Chief Executives to generate additional momentum to improve services – with a particular focus on children's social care.

WECA

I am also working with the WECA Skills Advisory Board who are looking at post 16 funding and I am keen to see how we can ensure the local area can benefit from that opportunity.

He said that he was discussing concerns raised by schools in the Keynsham and Chew Valley area over a potential new Secondary School to facilitate the housing developments within Whitchurch.

Councillor Liz Hardman commented that she pleased that plans for a scrutiny workshop on attainment were commencing.

The Chair thanked Councillor May for his update on behalf of the Panel.

58 COUNCIL OPERATIONAL PLAN

Councillor Liz Hardman commented that while understanding the pressure on budgets, there doesn't appear to be any evidence of additional funding to deliver particular services. For example, in respect of the Virtual School it says it will have increased responsibilities due to the Children and Social Care Act. Similarly, there is a proposal to set up a B&NES School Standards Board yet the Operational Plan does not indicate that additional resources will be available to support these areas. She asked how growth pressures in the Children and Young People budget are to be met.

The Divisional Director for Safeguarding & Social Care replied that two specific budget areas were due to receive an increase, namely the Looked After Children placement budget and SEND. He added that these were welcome and very positive moves to put the needs of vulnerable children first.

Councillor Paul May commented that although there will be political decisions ahead to be made he felt that the reductions planned would not cause the service significant harm.

The Head of Education Transformation said that the Virtual Head role had increased from its original role of three to four days a week and that there was scope assigned for an additional day due to increased responsibilities of the Children and Social Care Act. She added that some Local Authorities have used Pupil Premium Plus to support this function, B&NES has not as it believes these funds should be used entirely to improve provision and outcomes for looked after children.

Kevin Burnett asked if the Government were aware of the resources required of the Act and had the Council given them a response.

Councillor Charles Gerrish, Cabinet Member for Finance & Efficiency replied that they are aware and that the Council has written to the Government. He added that a reply from Government had not been received.

Kevin Burnett asked what the additional SEND budget would be used for.

The Divisional Director for Safeguarding & Social Care replied that the numbers of pupils with SEND were increasing and this money would improve resources within schools and look to lessen the number of young people that receive provision

outside of B&NES. He added that the decision will support an increase of 107 new school and college places for pupils with SEND.

Councillor Paul May added that the decision will also hopefully reduce the impact on young people and their families as well as the costs involved for provision outside of B&NES. He acknowledged that the Council has three good local providers and that at some point a business plan would be brought forward to increase this further.

Kevin Burnett stated that he felt that supportive services are not in place to prevent escalations and that cuts to Educational Psychologists and school support staff will result in a lack of cohesion.

Councillor Lisa O'Brien commented that she was aware of the excellent work of Three Ways Academy. She asked if the three current SEND Academies within B&NES were eligible to receive extra resources.

Councillor Charles Gerrish replied that they were and said that provision of a new classroom for Three Ways would be established following an agreement to use land adjacent to their current site which is owned by the Wellsway Academy Trust.

Councillor Michelle O'Doherty asked if the Review/Restructure of the Disabled Care Team (Adults and Children) would result in a better service or was it being driven by cuts in funding.

The Divisional Director for Safeguarding & Social Care replied that he believed that it would be a better service as it would see a joining of Adult and Children services to provide a through service which would aid the 'transition' stage.

Kevin Burnett asked if it were wise to cut support for the Director of Public Health Award in schools.

The Divisional Director for Safeguarding & Social Care replied that there is no intention to reduce the work that sits behind the award, it is just that the direct involvement is costly.

The Head of Education Transformation added that all schools will have access to resources and guidance previously part of the DPH Award to help them with providing good advice to children on health and wellbeing.

Councillor Lisa O'Brien asked would the statutory work of the Educational Psychology Service be affected by the current proposals.

The Divisional Director for Safeguarding & Social Care replied that statutory work would not be jeopardised and the proposal is to attempt to increase income from traded work.

Councillor Lisa O'Brien commented that as the Short Breaks for Disabled Children provide a lifeline for so many she would not want to see any reductions to this service.

The Divisional Director for Safeguarding & Social Care acknowledged the important role of this service and said that the savings were to be addressed through its recommissioning.

Councillor Liz Hardman asked how deliverable are the savings relating to Youth Connect Services and do cuts of this scale run the risk of generating further problems later on.

Councillor Paul May replied that this element was approved last year. He added that he and officers were working with staff to set up a new venture to provide services to the community.

Councillor Liz Hardman said that the Council did not have a good track record of embarking on Social Enterprises and that a drive was required for this to happen.

The Divisional Director for Safeguarding & Social Care said that he believed that a drive does exist in this case and there would be a positive benefit if successful for the service to trade and grow.

Councillor Lisa O'Brien commented that there is a need for valuable outreach work to continue.

The Chair asked how far along are the plans for Children's Services Collaboration with another Local Authority and which local authorities are we proposing to collaborate with.

The Divisional Director for Safeguarding & Social Care replied that it was about determining which aspects of service delivery can be aligned, for example Youth Offending which is a small service. He added that in terms of collaboration they would look to match with councils of a similar demographic and geography.

Councillor Michelle O'Doherty asked would the Council still have sufficient capacity to support the maintained schools that have not joined a MAT.

The Head of Education Transformation replied that it does, especially in terms of our School Improvement duty to monitor standards and intervene in schools causing concern. She added that they also signpost schools to high quality provision that they can purchase from Teaching Schools, other Traded Services and promote the benefits of school to school support.

Kevin Burnett asked does an increase to charges to parents risk reducing access to the Music Service to children from lower income families whose parents may not be eligible for support from elsewhere.

The Head of Education Transformation replied that the service to children from lower income families is a key criteria of the Arts Council grant. She added that B&NES and South Gloucestershire are collaborating on how they can work more closely to reduce costs where possible. She stated that she agreed that the ability to access music is an important part of a rounded school life.

Councillor Liz Hardman asked how cutting Education Welfare to the minimum, prosecutions only, be reconciled with the reports elsewhere on this agenda.

The Divisional Director for Safeguarding & Social Care replied that an above statutory service is provided currently and that the change would see a statutory one remain. He added that there was a role for Ofsted and the Regional Schools Commissioner to play regarding this issue.

Councillor Paul May said that he would like to thank Councillor Gerrish for his role throughout the Operational Plan / Budget process.

The Panel **RESOLVED** that at this stage, aside from comments made during debate, there were no specific areas of feedback that they would like to refer to the relevant Cabinet Member for further consideration as part of the operational planning and budget development process.

59 THE LOCAL AUTHORITIES' ROLE IN EDUCATION

The Head of Education Transformation introduced this item to the Panel. She explained that the education landscape in Bath and North East Somerset (B&NES) is changing rapidly and it had become more diverse with an increasing number of maintained schools joining Multi Academy Trusts (MATs). She stated that there are currently forty two of the eighty schools in B&NES already academies and a further ten are due to join a MAT by the 1st April 2018.

She said that these changes require the local authority to establish a new relationship with local schools, so that it is able to play an active role in securing the best possible education provision and outcomes for the children and young people of B&NES.

She informed the Panel that officers have consulted with CEOs of MATs, Headteachers of SATs, all local schools and the dioceses on establishing a partnership board and it was agreed that this would provide a positive and constructive way forward. She added that the Regional Schools Commissioner (RSC) also supports the establishment of a school standards board as an effective vehicle for determining the overall school improvement strategy and is promoting this with schools.

She stated that the B&NES School Standards Board will replace the Primary Education Excellence Board and they agreed the structure and terms of reference at their final meeting on 10th January 2018.

She explained that the purpose of the B&NES School Standards Board is to coordinate a collective responsibility for improving education outcomes for all children and young people within a diverse education system. She added that it is committed to education excellence and ensuring all children and young people have an equal chance to achieve their full potential.

She said that the priorities that the RSC had identified for the South West region are: for the Board had been currently identified as:

- Narrowing the gap for FSM pupils
- KS2 Maths
- Phonics and oracy
- Leadership

Councillor Liz Hardman commented it was good to see the Council taking the initiative and setting up a B&NES School Standards Board. She asked had it been done elsewhere.

The Head of Education Transformation replied that Boards have been established in Poole and Torbay following a recommendation by the RSC to the South West region.

Councillor Hardman asked will the RSC be providing any resources to support the initiative.

The Head of Education Transformation replied that a small amount of funding is available from the previous Primary Education Board and that the RSC has a School Improvement Fund which the Board will bid for.

Councillor Hardman suggested the Panel also receives a copy of the Annual Report, referred to in the final bullet point under Working Arrangements.

Councillor Peter Turner asked what role Teaching Schools could play in this process.

The Head of Education Transformation replied that it has been acknowledged that B&NES needs more Teaching Schools as it only has one currently at Fosse Way. She added that the MATs of Wellsway and Midsomer Norton have just announced bids to become a Teaching School.

Kevin Burnett asked who is represented on the Performance & Commissioning Forum which sits under the Board.

The Head of Education Transformation replied that this would comprise representatives from the previous Primary Board, the Teaching School, the Diocese and Bath Spa University.

Councillor Paul May, Cabinet Member for Children & Young People commented that the Local Authority must retain its involvement with schools especially with regard to School Improvement and supported the suggestion that the Panel should receive the Annual Report of the Board.

The Panel **RESOLVED** to approve that:

- The Local Authority Officers work with key partners – CEOs of all local MATs, Stand Alone Trusts (SATs), the Diocese of Bath & Wells, the Diocese of Clifton, Regional Schools Commissioner (RSC), Teaching Schools, Cabinet Members, Further Education Colleges and universities to establish a B&NES School Standards Board, whose core purpose will be to meet the learning needs of all children and young people in B&NES

- ii) The Local Authority's future relationship with local schools focuses exclusively on (a) the contribution it can make to local school improvement through the School Standards Board described above and (b) its statutory duties for vulnerable children and their families, place planning, admissions and safeguarding.

60 SCHOOLS' PERFORMANCE

The Senior Education Improvement Adviser gave a presentation to the Panel on this item. A copy of the presentation can be found on the Panel's Minute Book and online as an appendix to these minutes, a summary is set out below.

Summary Performance

Early Years Foundation Stage Results - The proportion of pupils achieving a Good Level of Development (GLD) increased in 2017 and is now above national (72% compared to 71%).

Phonics Results - The proportion of children meeting the year 1 phonics threshold has stalled at 79% for the past three years and is below the national average of 81%.

Local authority officers have quickly identified three schools with a trend of low phonics outcomes to join a phonics project funded by a successful bid to the RSC Strategic School Improvement Fund.

Key Stage 2 Results - At Key Stage 2 (KS2) 63% of pupils in B&NES reached the expected standard in reading, writing and mathematics combined, this is slightly above the national average of 62%.

Progress from Key Stage 1 to Key Stage 2 improved in all three subjects from 2016 to 2017. Progress in reading is now significantly above the national average at 0.6, whilst progress in writing and maths remain significantly below the national average at -1.3 and -1.1 respectively.

Key Stage 4 (GCSE) Results - Progress of secondary pupils in B&NES has fallen slightly compared with 2016 to -0.06 compared with -0.02 in 2016 and -0.03 nationally. This data is affected by Beechen Cliff's decision to continue with the iGCSE qualification for English Language and English Literature, which is not counted in the Performance Tables and other government statistics. As a result Beechen Cliff's Progress 8 score, English Progress Scores and proportion of pupils achieving a pass grade in English are extremely low and this has an effect on the overall results for the local authority, particularly for boys. The Progress 8 score for the LA without Beechen Cliff's results would have been 0.02 and if the iGCSE results had been counted the figure would have been 0.06.

Key Stage 5 (A level) Results - The proportion of students achieving the highest grades has fallen compared with last year and is now below national. This is mainly due to a fall in the proportion of boys achieving 3 A*-A grades. Similarly there has been a fall in the percentage of students achieving strong grades in 'facilitating' subjects, due to a large fall for boys, although this figure remains slightly above national overall.

The Disadvantaged Pupils Gap at the end of reception for B&NES is generally nearly double the national gap.

Year 1 Phonics - The overall phonics score in B&NES has stalled at 79% mainly due to the fall in the proportion of disadvantaged pupils reaching the threshold. The B&NES gap has worsened considerably to its lowest level.

The Head of Education Transformation said that this was serious cause for concern as it is hard to recover if the gap is substantial at this stage. She referred to the Ofsted report 'Bold Beginnings' which proposed more of a structured approach to learning as opposed to learning through play to improve phonics outcomes and support pupils to be able to access the more demanding 2014 national curriculum.

The Senior Education Improvement Adviser commented that the disadvantaged gap was improving at nearly every key stage but remained much worse than the national gap. There were also poor outcomes at many key stages for SEN pupils and some other vulnerable groups such as Black pupils.

Councillor Liz Hardman asked if we can expect the B&NES School Standards Board identified in the previous report to achieve the improvements needed.

The Head of Education Transformation replied that they planned to have half a day in Term 5 to hold a good practice discussion with Councillors and MAT CEOs to raise awareness of the problem.

What have we done?

- Senior HMI has given key messages & concerns to Headteachers and CEOs
- Undertaken Pupil Premium Reviews in schools with significant gaps with follow up Action Plans
- Workshop on strategies to narrow the gap, for Headteachers and governors, led by the CEO of a PP Award Winning School
- Agenda item for secondary heads and opportunity to share good practice locally. Encourage senior leader champions for disadvantaged pupils
- EYFS team core visits focussed on narrowing the gap
- Training and awareness training for governors on narrowing the gap

Challenges

- The outcomes for disadvantaged pupils are improving but not fast enough
- Outcomes for pupils with SEND are also low
- Practice across schools is not sufficiently systematic due to small numbers of disadvantaged pupils in some schools
- Quality of provision is weak in schools with highest number of disadvantaged pupils
- The influence of local authority on schools as they move to become academies
- Reduction in resources to drive school improvement

The Panel **RESOLVED** to:

- i) Note the overall performance of pupils in schools in Bath and North East Somerset including improvements made and also note that the performance of vulnerable groups remains low and should be a priority.
- ii) Request officers work with the CEOs of Multi Academy Trusts, Stand Alone Trusts, Teaching Schools and dioceses to develop a strategic plan for improving outcomes for disadvantaged pupils. This plan should encompass the SEND Strategy, CiC Improvement Plan and Children and Young People's Plan so that there is a more coherent approach to narrowing the achievement gap for all vulnerable learners.
- iii) Request a review of internal council data systems to provide more holistic local intelligence of barriers to improvement, significant strengths and weaknesses in the performance of schools and groups of pupils, in order to provide the key background knowledge that will be required by the Education Standards Board and in discussions with the RSC, Ofsted, EFA, WECA, MATs, Teaching Schools, councillors and other relevant partner organisations.

61 VIRTUAL SCHOOL

Councillor Liz Hardman asked about the number of children being educated outside B&NES and queried how easy it was to hold these schools to account for the outcomes for children in care.

The Divisional Director – Safeguarding & Social Care explained that many of the out of authority providers were in fact located very close to the B&NES Authority borders. The vast majority were at a reasonable distance but this also reflected that some children had family that lived at a distance or needed a particular school outside area. He concluded by stating that the Authority had been commended for the way it works with Looked After children.

Councillor Sally Davis commented that a breakdown of the numbers would be useful.

Councillor Liz Hardman asked about the baseline figures on P.158.

The Senior Education Improvement Adviser explained that the amounts were so small that any change produced a dramatic result.

Councillor Liz Hardman asked about the NEETs and how they were getting on. She was also interested to know if the work on Fixed Term Exclusions was showing signs of success.

The Senior Education Improvement Adviser explained that exclusion figures were always delayed in coming through. They could look at this locally, but could also compare with national statistics. There are changes to how it's handled so it was tricky to get an accurate picture.

The Divisional Director – Safeguarding & Social Care responded with regard to the NEETs and explained that they could get further information but also added that there was a small cohort who decline any intervention and, post 18, that has to be respected. He mentioned the new duty in the Care Act to respond to requests for support from care leavers up to the age of 25. He informed the Panel that they had recently met the Department for Education lead on care leavers who had been able to give some interesting pointers for the Corporate Parenting Panel. He has been asked to come back again for 2 days to further assist in establishing a challenge process and a list of areas on which to focus attention.

The Cabinet Member endorsed the need to concentrate efforts in this area as 40% of children in care have special educational needs. He mentioned the Council Tax relief proposal for care leavers and Foster Carers which was going to Cabinet on 7th February as an important help.

The Panel **RESOLVED** to:

- i) Note how the Virtual School are responding to the current challenge, including recommendations from the Children's Services OFSTED Inspection.
- ii) Request that the Headteacher of the Virtual School brings another report to the Panel outlining the increased burdens arising from the Children and Social Care Act 2017 once the statutory guidance is published at the end of March 2018.

62 PEOPLE AND COMMUNITIES STRATEGIC DIRECTOR'S BRIEFING

The Chair ran through the points raised in the Strategic Director's briefing which are set out below;

New Ofsted inspection framework launched

Ofsted has just launched a new framework for Inspection of Local Authority Children's Services (ILACS). This focuses on functions which provide help, care and protection for children and young people and aims to move to a 'whole system' approach with less emphasis on an intensive inspection than was the case under the previous regime. It will include an annual self-evaluation, annual 'conversation' and three-yearly inspection proportionate to the LA's known performance (ie lasting only 1 week for 'good' authorities). However, there would be focused visits in intervening years, either to look at a particular area thought to be good practice or of local concern; or as part of a Joint Targeted Area Inspection (JTAI) on a national theme.

Bath Community Academy (BCA) update

Parents of current year 8 and 9 pupils have now received offers for school places for September 2018. Once again, the vast majority have secured a place at one of the schools they expressed a preference for and the largest number will be transferring to the Bath Studio School.

Integrated working with the NHS

Both the Cabinet and Clinical Commissioning Group (CCG) Board approved in November the proposals for us to develop plans to move towards greater integration between the two organisations, particularly in order to commission services in a more seamless manner for our residents. We anticipate that this will ensure a better experience for people using services, more opportunities to ensure that the work of the two agencies is complementary in achieving the best outcomes, and ultimately may bring some financial benefits in helping to better manage demand or in back-office efficiencies. We are working up the detail of how that might work and will share further information as it becomes available.

The Cabinet Member for Children & Young People discussed some aspects of integration with the NHS. He said that B&NES & Wiltshire going into one health area risks the Authority becoming isolated away from the Greater Bristol area and towards Wiltshire. The adult marketplace was clear, but not so much with children, and that would take further consideration to ensure that it fitted well and worked for the benefit of all.

Following a query from the Chair about the latest situation regarding the Bath Community Academy (BCA) site, the Head of Education Transformation explained that Property Services were in discussion with the current users (Bath Spa University) and understood that there will be some educational activity there until at least 2019.

The Cabinet Member informed the Panel that he would seek further clarity on this from the Strategic Director.

63 PANEL WORKPLAN

The Panel noted the items listed in the future work plan.

Councillor Liz Hardman asked if the report on the Children's Social Care Act would be coming to Panel in March.

The Cabinet Member for Children & Young People said that it would be good to get the event happening in Term 5 onto the work plan.

The meeting ended at 12.27 pm

Chair(person)

Date Confirmed and Signed

Prepared by Democratic Services

Bath & North East Somerset Council		
MEETING/ DECISION MAKER:	Children and Young People’s Policy Development & Scrutiny Panel	
MEETING/ DECISION DATE:	20th March 2018	EXECUTIVE FORWARD PLAN REFERENCE:
TITLE:	Children and Young People’s Plan 2018-2021	
WARD:	All	
AN OPEN PUBLIC ITEM		
<p>List of attachments to this report:</p> <p>Appendix 1- Draft Children and Young People’s Plan 2018-2021</p> <p>Appendix 2 - Children and Young People’s Plan (CYPP) 2014-2017 (Extended to 2018)</p> <p>http://www.bathnes.gov.uk/cypp</p>		

1 THE ISSUE

The Panel is asked to:

- 1.1 To note the process undertaken to develop the draft Children and Young People's Plan 2018-2021
- 1.2 To endorse the draft plan and its Vision, Outcomes, Priorities and Commitments for 2018-2021.

2 RECOMMENDATION

- 2.1 The Panel is requested to review the draft Children and Young People's Plan (CYPP) 2018-2021, to consider how best members can support the delivery of the plan and to support and promote the outcomes and priorities service to children, young people and their families across Bath and North East Somerset.
- 2.2 The Panel is asked to note that the final Children and Young People's Plan (which will include a year 1 delivery plan) will be signed off by both the Bath and North East Somerset Health and Wellbeing Board and the Bath and North East Somerset LSCB in June 2018.

- 2.3 The Panel is asked to note the changed approach to this CYPP, wherein we are moving towards a greater focus on Outcome Based Accountability with absolute focus on the key priority areas, rather than 'business as usual' that all agencies are asked to prioritize so as to reduce inequalities across Bath and North East Somerset

3 RESOURCE IMPLICATIONS (FINANCE, PROPERTY, PEOPLE)

- 3.1 The delivery of the draft CYPP 2018-2021 and any related delivery plans must be delivered within the current financial envelope and in the context of the overarching savings requirements of the Council and the CCG

4 STATUTORY CONSIDERATIONS AND BASIS FOR PROPOSAL

Much of the work outlined in the CYPP contributes towards meeting the statutory duties of the CCG and Council in respect of health, social care and SEND (Special needs and disabilities) needs.

5 THE REPORT

This is the report from the Children and Young People's (CYP) Sub-group of the Health and Wellbeing Board on the draft Children and Young People's Plan 2018-2021. This sub-group, replaced the previous Children Trust Board and reports directly to the Health and Wellbeing Board on delivery against the plan.

The CYP group takes the strategic lead in developing a new local Children and Young People's Plan 2018-2021 and ensuring that the priorities identified in the existing Children and Young People's Plan 2014- 2017 (now extended to cover 2017-2018) are met. The group is chaired by a member of the Health & Wellbeing Board, other representatives include:

- Chairs of the CYP strategy groups:
 - Be Healthy Outcomes groups (representative of the various elements of the be healthy outcomes groups)
 - Emotional Health and Wellbeing group
 - SEND Strategy Group
 - Early Help Board
 - Stay Safe (LSCB PPP Sub group chair)
- Head of Safeguarding and Quality Assurance
- VCS (Voluntary & Community Sector) representative
- Head of School Improvement
- CCG Safeguarding Lead

6 RATIONALE

The Children and Young People's Plan has always been closely aligned to the Health and Wellbeing Strategy: it is in effect the delivery arm of the Health and Wellbeing Strategy for children and young people.

7 OTHER OPTIONS CONSIDERED

The local area is required to have a plan that outlines what the key priorities are for children and young people and how the LA and partner agencies will deliver against these priority areas.

8 CONSULTATION

The draft Children and Young People's Plan has been sent out for consultation to the various strategy groups, the Voluntary and Community Sector, children and young people and parent carers who are users of commissioned services, the Early Help Board, the SEND Strategy Group, e-teams in schools and other young people's groups across Bath and North East Somerset.

Feedback on the draft plan has been positive, with support for the vision, outcomes and priority areas. The Think Family approach and the separate outcome around the voice of children and young people have been widely welcomed.

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. The plan will need to be delivered within the financial envelope and in the context of the overarching savings requirements of the Council and the CCG

Contact person	Mary Kearney–Knowles Mary_Kearney-Knowles@bathnes.gov.uk Sarah McCluskey Sarah_McCluskey@bathnes.gov.uk
Background papers	Children and Young People's Plan (CYPP) 2014-2017 http://www.bathnes.gov.uk/cypp B&NES Early Help Strategy http://www.bathnes.gov.uk/sites/default/files/sitedocuments/Children-and-Young-People/ChildProtection/early_help_strategy_jan_2016_final.pdf
Please contact the report author if you need to access this report in an alternative format	

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**Children and Young
People's Plan 2018-2021**

Draft Version v4 Feb 2018

Introduction

The outcomes for Children and Young People are influenced by a range of wider determinants, such as home environment education and housing. The scope of this plan will be on the services that the Local Authority and the Clinical Commissioning Group (CCG) commission to support better outcomes for children and young people.

This plan builds on previous Children and Young People's Plan's, data and performance information and the JSNA .It aims to identify the key priority areas that all partners are asked to prioritize in their service delivery and commissioning decisions.

This plan has been developed by the Children and Young People's sub group, a sub-group of the Health and Wellbeing Board (previously the Children Trust Board). It has been closely aligned to the Health & Wellbeing Strategy, to the emerging LSCB Business Plan 2018-2019 and the refreshed Workforce Strategy 2018-2021 to ensure a more coherent strategic focus on the needs of children and young people in B&NES.

How will we deliver the plan?

This plan has been developed in an ever changing economic, political and policy environment. All public sector budgets are under financial pressure; changing legislation e.g. SEND reform, Working Together 2017, academisation of schools and significant welfare reform. The plan must be delivered within the available resources and be cost neutral.

This plan aims to clearly identify how services in B&NES will increasingly be targeted to the most vulnerable and those not achieving their full potential. It highlights further areas to be developed over the period of the plan: to include a greater focus on early help, Think Family, support for complex families and those in need of increased support and safeguarding.

This plan does not detail all the ongoing work that all partners are doing to meet the needs of children and young people locally but rather to capture the key priority areas that need greater collective focus above and beyond the everyday 'business as usual'.

This plan needs to be supported by schools, academies, emerging MATS and all partner agencies as its success requires the sign up and full support across ALL agencies in B&NES.

The Children & Young People's Voluntary & Community Sector Workforce (VCS) CYPP 2018-2021

The Children & Young People's Voluntary & Community Sector Workforce (VCS) within B&NES plays a vital role within the communities they work with and has the unique ability to recognise and respond quickly to local priorities and need. The sector has actively contributed to the development of the plan.

The sector's flexibility enables the sector to adapt quickly to change as well as provide a personalised approach, offering innovative and responsive preventative services for children, young people and their families.

Through effective collaboration and partnership between organisations the sector are proactive and responsive to the changing needs of children, young people and their families. Historically, the third sector has worked holistically and with a renewed focus on 'Think family' is well placed to offer early help to those most in need.

Within the statutory services there is great support for the work of the VCS and recognition of the importance of their contribution. We will continue to maintain this strong relationship and promote the voice of the children and young people we work enabling them to contribute positively to their future

Through both Commissioned and non -Commissioned Services, the VCS in B&NES are well placed to provide:

- **Opportunities for appropriate intervention and early recognition of need**
- **Engagement with children & young people and families that find services hard to access**
- **Timely and holistic support and intervention within families and communities**
- **Collaborative partnerships between organisations which bring together strengths and expertise**

The sector will aim to build on our good practice by continuing to develop and support the priorities as set out in the 2018 – 2021 plan by providing an effective network of services.

Vision for Parents

Parents take responsibility for understanding and meeting their children's needs, enjoying their childhood with them and preparing them for adult life-On this page is a link to the Parenting Strategy 2016-2018 <http://www.bathnes.gov.uk/services/children-young-people-and-families/childcare-early-years-play/support-parents>

Our Vision
All children and young people will enjoy childhood and be well prepared for adult life.

Our 4 Outcomes

All children and young people are safe

All children and young people are healthy

All children and young people have fair life chances

All children and young people are engaged citizens within their own community

Our 11 Priorities

1. Increase the no of children and young people living in safe, supportive families and communities

2. Decrease the no of children and young people affected by unintended or accidental injury

3. Increase the no of children and young people are protected from crime and anti-social behaviour

4. Increase the no. of children and young people maintaining a healthy weight

5. Increase the no of children and young people experiencing good emotional health, wellbeing and resilience

6. Increase the no of children and young people free from the harm of substance misuse, including alcohol and tobacco.

7. Ensure children and young people are supported to have the best start in life and be ready for learning

8. Ensure children and young people are supported sufficiently to be able to achieve and that gaps in their educational outcomes are closed.*

9. Ensure children and young people are able to access and maintain appropriate local education provision

10. All children and young people are supported through key transitions, including into adulthood

11. Ensure children and young people are supported to participate, have a voice and can influence change.

Our 4 Commitments

These underpin the delivery of the plan and link to the H&WB Strategy, LSCB Strategic Plan, Children's Workforce Strategy

Think Family Approach – an increased emphasis on prevention, early intervention and empowering individuals to be more independent and resilient using a strengths based approach across childrens and adult services

Strengthen Early Help – The right help, at the right time, by the right service

Narrowing the achievement and inequalities gap - Shared leadership and stronger partnership working with schools and partners across the area.

A skilled and competent workforce -
Ensure that we have sufficient, local workforce that is skilled, appropriately trained to support deliver y of the priorities

Children and Young People's Plan 2014 – 2017

Children and Young People's Plan CYPP 2014-2017

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1. Welcome

Welcome to our third Children and Young People's Plan 2014-2017.

This plan, as with previous plans, sets out the vision and priorities that we have for children and young people in Bath and North East Somerset.

We have retained the vision from our previous plan, **“We want all children and young people to enjoy childhood and be well prepared for adult life”** as this statement still underpins our commitment to the Children and Young People of Bath and North East Somerset

Following consultation with partners, children, young people and parents and carers we have agreed 3 key outcomes that we will prioritise between 2014- 2017 they are:

- **Children and Young People are Healthy**
- **Children and Young People are Safe**
- **Children and Young People have Equal Life Chances**

This plan will be delivered in an ever changing environment, reduction in our funding from central government, schools transferring to academy status, SEND (Special Education Needs and Disability) reforms, and the changes to benefits will continue to impact on the way we will be able to deliver the best for our children and young people. The plan is closely aligned with the B&NES Health and Wellbeing Strategy.

We know that there are still children and young people in our communities who for many different reasons are not able to achieve their full potential. Increasingly, therefore our services will have to be targeted at those in greatest need to ensure their life chances are as equal as those of their peers.

Achieving our vision requires all agencies, settings and families to work together to improve the outcomes for our children and young people, we look forward to our continued partnership approach to deliver that aspiration.

Ashley Ayre

Strategic Director, People and Communities Department,
Bath & North East Somerset Council
Chair, Bath and North East Somerset Children Trust Board

Councillor Dine Romero

Cabinet Member for Early Years, Children and Youth

2. Introduction for the CYPP 2014-2017 – draft

The outcomes for Children and Young People are influenced by a range of wider determinants, such as education and housing. Whereas the scope of this plan, as detailed in the Outcomes Framework is on the services that the Local Authority and the Clinical Commissioning Group (CCG) can commission to support better outcomes for children and young people.

Definition

The Children and Young People's Plan (CYPP) 2014/17 is the commissioning and delivery plan to improve the health and wellbeing of children and young people across B&NES. It is based on evidence collected via the Joint Strategic Needs Assessment (JSNA) analyses of the impact of current services to deliver against priorities and agreed outcomes: the annual review of the CYPP 2011-2014 and comprehensive service user engagement.

Vision

The vision for children and young people in Bath and North East Somerset is that ***“All children and young people will enjoy childhood and be well prepared for adult life”***. We have retained the same vision statement as for the CYPP 2011/14 as it clearly captures our vision for our children and young people. It aims to further develop and support increased resilience in our children and young people as they move through adolescence into adulthood.

This plan has been jointly led by the Children Trust Board and the Local Authority with input from the Health and Wellbeing Board and the B&NES Clinical Commissioning Group. It has been closely aligned to the Health & Wellbeing Strategy to ensure coherent focus on children and young people needs.

It has been heavily influenced, as in previous earlier CYPP's by service users, children, young people and parents and carers. There was widespread engagement on the outcomes and a further 1 month consultation on the draft plan across a wide range of stakeholders, which included the voluntary and community sector, schools and academies and children's health providers.

This plan has been developed in an ever changing economic and political environment. Many agencies budgets are under financial pressure; changing legislation e.g. SEND reform, Working Together 2013 and significant welfare reform - it aims to clearly identify how services in B&NES will increasingly be targeted to the most vulnerable and those not achieving their full potential. It highlights further areas to be developed over the period of the plan: to include a clear focus on early help, support for complex families and those in need of increased support and safeguarding. It does not detail all the work that all partners are doing to meet the needs of children and young people locally but rather to capture the key areas that need greater focus above and beyond everyday business as usual.

3. About the plan

The Children and Young People's Plan explains what the organisations represented on Bath and North East Somerset's Children's Trust Board will do to support children, young people and their families, to lead safe, healthy and successful lives. The plan outlines the Children's Trust Board priorities for the period 2014-17. An Outcomes Framework will sit beneath this plan which will highlight how services will be increasingly commissioned to deliver against the three outcomes. The CYPP will be reviewed on an annual basis

The CYPP 2014-2017 is closely aligned to the Joint Health & Well Being Strategy 2013-2018 for Bath and North East Somerset and will sit alongside it. The Health and Wellbeing Strategy is available at: http://www.bathnes.gov.uk/sites/default/files/joint_health_wellbeing_strategy.pdf

The CYPP is structured around three key Outcomes, which were identified following consultation with children , young people, parents and carers.

Those 3 Outcomes are;-

- **Children and Young People are Safe**
- **Children and Young People are Healthy**
- **Children and Young People have Equal Life Chances**

We have worked hard to make sure that this plan truly reflects the complexity and range of work being undertaken to support the needs of children and young people in Bath and North East Somerset, as well as listening to the wishes and needs of families themselves.

4. Our values and how we work in B&NES

Bath and North East Somerset's Children's Trust Board is committed to working in the following ways to achieve the strategic outcomes/goals in this plan:

Safeguarding is everybody's responsibility

We will constantly keep the safeguarding of children first and foremost in our discussions and working practices. We have a duty of care to all our residents, especially the vulnerable, to keep them safe. Following on previous plans, we will be focusing on helping children, young people and families to promote resilience and to identify and safely manage risks.

Involving children and young people in our work

We will actively engage with children, young people and their families in order to develop and implement solutions that best meet their needs. We will ensure that their "voice" is central to service delivery. We will ensure wherever we are making changes to services that service users will be actively involved in the re-commissioning process. We have developed a Framework for Service User Engagement in the Commissioning Process that details how service users will be involved (Appendix 1). We expect that all agencies/providers who deliver services will actively engage with children, young people and their families in monitoring how services will be delivered, or re-commissioned. We expect the same standard to be applied for the de-commissioning of services.

There is also a well established Young People's Equalities Group, which has been allowed to help develop and influence aspects of the work of Childrens Services.

Working in Partnership

We will continue to work together with all relevant agencies and service providers, to make sure that resources are joined up, deliver good value for money and clearly target the children and young people who most need them.

The Children & Young Peoples Voluntary & Community Sector Workforce (VCS)

The Children & Young People's Voluntary & Community Sector Workforce (VCS) within B&NES are able to offer innovative and responsive preventative services and work across B&NES with children, young people and their families. Within the statutory services there is great support for the work of the VCs and recognition of the importance of their contribution.

The VCS in B&NES are well placed to provide:

- **Opportunities for early intervention and early recognition of need**
- **Engagement with hard to reach children & young people**
- **Support and intervention within families and communities**
- **Collaboration and Partnerships**
- **Commissioned Services**

The VCS has an important role within the communities of B&NES and has a unique ability to recognise and respond to local priorities and need. During the lifespan of this plan it is hoped we will further build on the value of the VCS within B&NES.

Improving the customer experience

We will take steps to improve the way in which professionals working on behalf of children and young people work together with parents and careers so that they fully understand and engage with all partner agencies across the Children Trust.

Delivering better services, with less money

We will seek to ensure the best value for money, within available resources so that children and young people still receive the level of support they, and their families need.

5. What we know about Children and Young People in Bath and North East Somerset

There are just over 36,000 Children and Young People aged 0-19 in Bath and North East Somerset's making up 23% of the total population of 176,000.* Males account for a slightly higher proportion of the younger population than females.

Some groups of children and young people in Bath and North East Somerset are more vulnerable than others. Recent B&NES School Health Education Unit (SHEU) survey and other schools data indicates that children eligible for free school meals (FSM) are not progressing as well as their peers.

The Department for Education estimates that nationally around 7% of children have a disability as defined by the Equalities Act 2010. In Bath and North East Somerset, we have an estimated 2,228 children 6.2% of the total population children and young people, between the ages of 0 and 19 who are disabled.

(Source: ONE, Care First, Early Years July 2013).

The Local Authority is also responsible for maintaining a list of children in the area who are at risk of continuing significant harm, and for whom there is a child protection plan. At 31 March 2014 there were 123 children subject to a child protection plan in Bath and North East Somerset. This equates to 36.1 children per 10,000 children.

The council maintains a list of pupils who are not currently accessing a full time education place for whatever reason, or who are attending alternative provision.

6. What service users told us was important-consultation on the priorities

An extensive consultation took place between June and September 2013 to find out what was important for service users across Bath and North East Somerset.

What children and young people say?

Over a hundred schools and youth groups (including minority and seldom heard young people) took part in the pupil parliaments which debated themes that young people had told us were of concern.

PRIMARY PARLIAMENT 2013 KEY POINTS

1 st	2 nd	3 rd	4 th
Who do we turn to if we are worried?	How to stay happy and healthy	Safe play	Families who have less money
<p>Children get worried for all sorts of reasons and it is not always possible to tell. Schools should all have Worry-busters – people who care about you, who you trust and can turn to: dinner ladies, buddies, teaching assistants, care-workers, teachers, head-teacher, volunteers.</p>	<p>Ways schools can help children:</p> <p>Mind - offering trained buddies/mentors to support others, introducing schemes that promote tolerance.</p> <p>Body - opportunities to exercise, helping children to maintain a healthy diet.</p> <p>Space- Everyone knowing what is available and where.</p>	<p>Children don't feel safe when they are bullied at playtime, when dinner-ladies don't hear two sides of the story; in parks where there are drunk people and dog poo.</p> <p>They feel safe when there are adults keeping an eye out for them and where there is organised play: brownies, play rangers and safe places to play in the street.</p>	<p>There is more stress in families who have less money. You feel different and left out and it is hard to be happy.</p> <p>More could be done to help families with less money by making services free or less expensive, having free clubs for children, cheaper bus fares, more activities for families that are free, and helping adults to find jobs.</p>

YOUNG PARLIAMENT 2013 KEY POINTS

1 st	2 nd	3 rd	4 th
Staying emotionally and physically well	Public transport in B&NES	Preparation for training and work	Safe places to hang out
<p><u>Healthy relationships:</u> Universal approach across all B&NES schools to promote healthy relationships through PSHE, combatting coercive relationships and peer pressure.</p> <p><u>Exam stress:</u> Growing pressure on young people to do well at exams resulting in stress: Suggestions: Mentors More free study time More understanding from teachers</p>	<p>Public transport is costly, inefficient and leaves some rural areas completely isolated. Ideally young people in full time education should travel free on buses. Failing this, bus companies should provide a youth bus pass at reduced cost.</p>	<p>Young people with disabilities face huge hurdles in trying to get a job from transport to communication issues.</p> <p>What more should we be doing to counter discrimination by raising awareness of disability issues and promoting good practice amongst potential employers?</p>	<p>Suggestions: more information about the good provision that exists – suggested a map with links to Facebook.</p> <p>Central hub with café for young people to hang out, get advice and support.</p> <p>Parks – young people would like to work with the Council to help fund-raise and volunteer to keep parks free from litter and vandalising. One named person from the Council could help to co-ordinate.</p>

The suggestions from the pupil parliaments are being addressed in the following ways:

- Working parties comprising children, young people and key adults to look at barriers to employment for disabled young people, transport and safe play.
- Training for primary and secondary schools in healthy relationships, supervision, and skills in supporting young people

with emotional difficulties.

- All primary schools to receive the 'Little Tin of Big Worries' resource.
- All secondary schools to receive the 'Issues box'.

Parents and Carers

The consultation took place over summer 2013 with 153 parents and carers.

There was a focus on 3 key questions and the following table reflects some of the parent and carer comments.

1 st	2 nd	3 rd
Do you think your local area is a safe place for children and young people to grow up in?	As a parent or carer, are there issues that concern you?	Are you finding the challenges of family life more difficult than you were three years ago?
<p><i>"I worry about the speed of which cars drive at, the litter around the parks. The parks swings being removed. Teenagers hang around as they have nothing to do which can be intimidating and as always concerns with drugs is an issue".</i></p> <p><i>"Yes I feel that my local area is safe for children and younger people to play in and socialize with other people but I also say no because of young people living in the local area are on drugs and alcohol".</i></p> <p><i>"I worry about</i></p>	<p><i>"Prevalence of domestic violence in young people's relationships and disturbing way that boys can view girls ; lack of discussion about sex and relationships in schools; underage drinking".</i></p> <p><i>"They are so advanced on using computers & internet that they can see things they shouldn't if even when searching for something that is safe, often porn adverts come up when they shouldn't"</i></p>	<p><i>"The cost of living is very difficult to manage - We are on a very low income and find it very difficult giving our children the same opportunities as better off families".</i></p> <p><i>"3 children including 1 with Downs. Having to mostly travel out of area to access activities which means the cost goes up."</i></p> <p><i>"budgeting on a low income".</i></p> <p><i>"Cost of living has risen but not the salaries. Very difficult for young families with rent or mortgages to pay".</i></p> <p><i>" I have another child now and have not been earning much money for a few years now. I rely on the services</i></p>

<p><i>activities within the local area for my son when he grows up. I feel that teenagers are often left without much to do".</i></p>	<p><i>"This Children's Centre has really helped me and my children without their support me and my children would not be here today".</i></p>	<p><i>offered for support and social interaction".</i></p>
<p><i>"There is not a great deal for older children to do in the village which leads to groups' hanging around".</i></p>	<p><i>"Cuts to early child support services will leave us with a generation who don't know how to interact"</i></p> <p><i>"I think young people need to be more aware of careers advice where to go and somehow the 'stigma' of having counselling for young people needs to be faded out".</i></p>	<p><i>"Money, poverty, cost of living".</i></p> <p><i>"Finance is always an issue and it seems to get more difficult."</i></p>

The comments highlight some of the key concerns about the reduction to services, e safety, Child Sexual Exploitation and emotional health and wellbeing of CYP.

These themes, and the actions to address are detailed in the Outcomes Framework of the plan.

The plan also incorporated the feedback from a range of consultations that took place around the re-commission of a number of services in 2014 participation, independent visitor service for children in care: short-breaks for children and young people with disabilities and a position statement from the voluntary sector network commission, which is supported by B&NES Local Authority.

The Children's Society have produced a 'Through Young Eyes' a report, which included consultation with Children and Young people in Bath & North East Somerset on their experience of poverty.

We are using this evidence to inform the delivery of our current services and our future commissioning intentions.

http://www.childrenssociety.org.uk/sites/default/files/tcs/poverty_commission_report_final.pdf

7. Outcomes Framework **(Outcomes Framework - Appendix 2)**

We have sought to explain simply and clearly the key outcomes for children and young people across B&NES, what services we will commission /deliver to address these outcomes and how we will know if they are making a difference.

We have developed the Outcomes Framework to explain this simply: it identified the 3 key outcomes and the services that will deliver against them.

We have also used the “pathway life-stage model” to help explain how services are offered along the pathway/journey that a child and young person goes through akin to the stages of development from pre-birth to transition to adulthood. It specifically focuses on the “early help offer”, the support that children and young people can expect when additional support is required. (The Pathway document is attached as Appendix 3 for review and consideration)

Using the pathway approach, will support commissioners to specify what part of the pathway services will be targeted at/accessible and will also help children, young people and families better understand what /where additional services are available across B&NES.

Children and Young People are Safe

The priorities identified in this section seek to strengthen the commitment to working in partnership with families, and to ensure that agencies can more accurately identify need at an earlier stage. The Children and Young Persons Plan recognizes the importance of early intervention, planning and collaboration between agencies and families.

This section outlines the importance of providing comprehensive training to staff in all agencies so that we have a workforce that has not just a solid grounding in key areas of Safeguarding practice, but is also able to remain updated on key emerging issues. The section also emphasises the importance of intervention at the earliest and most appropriate level so that families can access support in order to prevent/minimise the escalation of concern. The dissemination of the Threshold document is crucial in assisting agencies in negotiating the

most appropriate level of support for each family. Continued workshops to publicise this document, and the ability to link this training into the induction of new staff will be crucial in developing the culture of collaboration across professional organizations.

Finally, the section on Safeguarding also highlights the priority for agencies to address Child Sexual Exploitation and sets out the expectations of how the recently developed multi-agency Risk Management Panel has begun to discuss and plan for situations where risk-taking behaviours have been identified. There is a good level of support for this way of working from partners.

More details on the work of the Local Safeguarding Children Board is available through the LSCB annual report.

[http://www.bathnes.gov.uk/sites/default/files/sitedocuments/Children-and-Young-People/ChildProtection/lscb annual report 2012-13 and work programme 2013-14.pdf](http://www.bathnes.gov.uk/sites/default/files/sitedocuments/Children-and-Young-People/ChildProtection/lscb%20annual%20report%202012-13%20and%20work%20programme%202013-14.pdf)

Children and Young People are Healthy

We want all children and young people to experience good emotional, mental and physical health but we will prioritise reducing health inequalities.

We need to ensure all children have a healthy start to life by promoting positive health choices from conception. We need to ensure that rates of breastfeeding and of immunizations remain above the national average.

We want to ensure that infant mortality rates remain below average.

We must provide children and young people with support and information to enable them to make informed choices about their own lifestyle as they grow up. We must make sure that good habits are encouraged in childhood, that they develop coping strategies to improve resilience.

We want children and young people with chronic or acute health needs to be able to access appropriate, effective and high quality support, treatment and opportunities which will maximize their sense of well-being, long term health outcomes and future self-management of their health care.

Many decisions about children's health and their lifestyles are significantly influenced by their parents and carers and therefore we need to ensure that our approach involves families.

We want to make healthy choices the easiest choice for families and therefore we will support the development of healthy settings and provide appropriate facilities and promote use of open spaces

For further information about the outcomes and local intelligence, please visit the Joint Strategic Needs Assessment at:

www.bathnes.gov.uk/jsna

Children and Young People have Equal Life Chances

Over the life of this plan, there will be some key developments that will help to shape services and develop opportunities for Children and Young People, and in particular those in greatest need.

What we know now from evidence and research is that the earlier in a child's life that we identify and support both them and their families to reach their potential, the better their better life chances and an ability to be socially mobile are. The Early Help Strategy will inform the way that services will be commissioned to best support families who need help but who do not require a social worker. We want to strengthen our approach to early intervention, from birth through the child's lifetime and build on work with partners to further support the use of the CAF/Early Help Offer and embed this across all commissioned early help services. This will allow us to further help to identify and tackle problems earlier and so better meet the needs of children and young people.

We will work with our early years settings to ensure that all eligible 2 year olds (i.e. those eligible for Free School Meals (FSM) disabled children and looked after children) receive a quality pre-school experience to ensure that their needs are met at an early stage.

By working with our schools, we will support use of the Pupil Premium so that, schools will continue to narrow the attainment and outcomes gap between pupils.

Over the course of this plan, we will evaluate and share the learning from the Connecting Families Programme, and commissioned voluntary sector partners to pilot new models and ways of working to support those families who have a range of complex needs.

We will continue to offer support to Young People involved in youth crime or who are at risk of offending

In addition we will continue to build on the range of positive opportunities we have for involving children and young people in

participation and engagement opportunities.

We will continue to promote resilience and support children and young people to access the range of supports available around positive emotional health and wellbeing.

We will monitor children who are not attending full-time education, for whatever reason, and ensure schools and the local authority are working in partnership so that vulnerable children have access to good quality education in an environment that best meets their needs.

8. Workforce Development and Support

Bath & North East Somerset values the people and organisations that will help to deliver improved outcomes for children and young people – the children, young people and adult workforce. The CYPP places a high priority on the leadership, training and support of the workforce that will be critical to delivering against the CYPP objectives and to this end the council and its partners are committed to:

- Providing learning opportunities designed to equip the children's workforce to undertake their roles safely and competently;
- Enabling the development of new skills, knowledge and experiences that ensure a current and future workforce that is fit for purpose; and,
- Developing the skills and confidence of the workforce in the use of tools that promote common values, shared principles and integrated working practices to improve outcomes for children, young people and their families.

To achieve this vision, all commissioned or provider services for children and young people in Bath and North East Somerset, will be required, through a commissioning framework or a service level agreement, to commit to supporting and improving the skills, experience and qualifications of their staff. A Workforce Development Strategy Group comprised of representatives from all sectors will identify and support the key areas of workforce development for 2014-2017 through a Workforce Development Action Plan

The plan will ensure the core training offer is delivered and that provides the children's workforce with a range of learning opportunities to promote:

- The common core of skills and knowledge
- Integrated working and the principles of early help;
- A common understanding of children's and young people's mental and physical health issues; and,
- Effective and timely safeguarding and child protection practice.

Further information on the LSCB training offer is available from the website.

<http://www.bathnes.gov.uk/services/children-young-people-and-families/childrens-workforce-training/child-protection-training>

9. Performance Framework - Management and Governance

Bath and North East Somerset's Children's Trust Board brings together all services working for children and young people in order to focus on improving outcomes for all children and young people.

Key members of the Board are:

- Bath and North East Somerset Council
- Local Safeguarding Children's Board
- Strategic Transitions Board
- Public Health
- Health providers
- Avon and Somerset Police
- Voluntary sector
- Head teacher reps
- Focus Groups of Children and Young people, who give presentations to the board on specific issues.
- Chairs of the Outcome Groups.

Representatives from all these organisations make up the Children's Trust Board which will keep a strategic oversight of the plan. The Children's Trust Board will monitor progress of the plan against a combination of the success measures detailed in the outcomes framework and progress reports submitted to the Board at its quarterly meetings.

The plan will be reviewed annually and wider stakeholders will contribute to this review. The annual reviews will be published on the council website. These reviews will contribute to the B&NES Health and Wellbeing strategy and its review arrangements.

Details on the Governance arrangement for delivery and monitoring of the CYPP is detailed in Appendix 4.

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A FRAMEWORK FOR INVOLVING SERVICE USERS IN COMMISSIONING ARRANGEMENTS March 2013

In June 2012, the Department of Education produced a paper entitled '**Statutory Guidance for Local Authorities on Services and Activities to Improve Young People's Well-being**'. In outlining the responsibilities of local authorities in commissioning services (para 3), the guidance stipulates that 'local authorities must take steps to ascertain the views of young people and to take them into account in making decisions about services and activities for them'. The report goes on to say that arrangements should be made for young people 'to report at least annually on the quality and accessibility of provision.' The proposed framework draws on recommendations from the National Youth Agency (www.nya.org.uk) in commissioning services for young people and advice from other local authorities, in particular, the Buckinghamshire Children and Young People's Trust (www.buckinghamshirepartnership.gov.uk)

Principles of involving young people in commissioning

The key principles for young people's involvement in commissioning are:

- **Understand** – assess need, identify young people's priorities
- **Plan** – Specification drawn up in consultation with young people
- **Secure** – young people involved in procurement
- **Deliver and review** – young people involved in monitoring and evaluation

Why involve young people in commissioning?

Benefits to young people

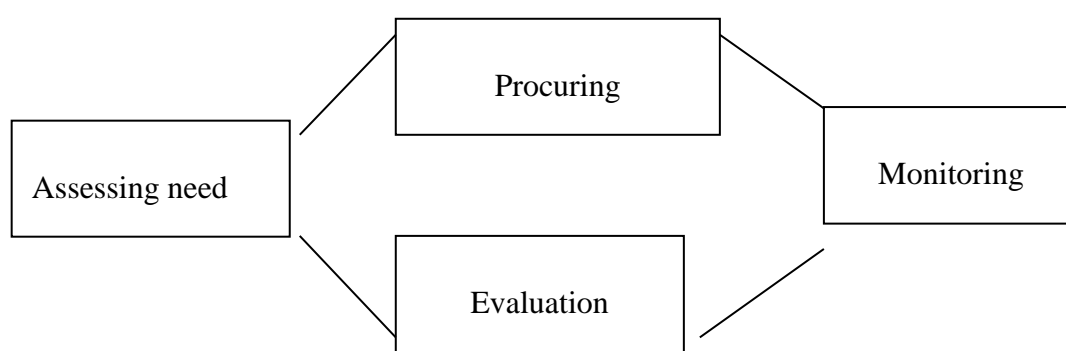
- Young people feel valued for the positive role they have to play in the community
- Enhances young people's personal and social development
- Gives young people a greater sense of ownership
- Enhances employability skills

Organisational benefits

- More likely to commission the right service
- Needs-led, tailored service developed in co-production
- Improved deliver – outcomes are successfully achieved
- Better value for money

Ways of involving young people

Young people should be involved at every stage of commissioning young people's service, from consultation to evaluation:



1. Assessing need – consultation

- i. Meeting with contract managers, deciding on format for consultation, producing a consultation outline, identifying and contacting young people, preparing them, booking a venue, arranging transport, refreshments, resources and materials.
- ii. A focus group comprising young service users (if applicable) and/or others who might access the service. Young people need to consider some of the key issues and whether there is a need for a service.

- iii. The group looks at the principles and key points of the draft spec, concentrating on the 'Description of Service' section, identifies gaps, strengths, weaknesses; how a service could be developed in the future, its key components and preferred priorities.
- iv. Results from the focus group are disseminated to the contract manager and adult Panel so that the specification is informed by the findings from young people.
- v. The panel feedback to the young people explaining whether their recommendations can be incorporated or not.
- vi. A representative from young service users, with support from an appropriate adult, is invited to the provider open consultation event.

2. Procurement

When the specification has been finalised, providers should be advised that the section of the application form relating to 'Description of Service' will be evaluated by young people. Guidance, at the tendering stage, should therefore stipulate that this section should be written in **clear, accessible language** and to ensure impartiality, must be **fully anonymised**.

Evaluating Bids – The Young People's Panel

- i. Liaising with Contract Manager and Commissioning Team, devising a simple scoring system, planning the evaluation session, booking a venue, identifying and engaging with a range of young people, preparation of resources, organising transport and refreshments.
- ii. The young people's panel meets in advance of the professional panel.
- iii. To ensure impartiality, there should be a diverse range of service users and non-service users participating in evaluating bids.
- iv. Young people will assess the 'Description of Service' section only in each of the shortlisted tenders.

- v. Young People's aggregated score amounts to ONE vote overall at the professional panel.
- vi. One non-service user representative from the young people's panel, supported by an appropriate adult, sits on the professional evaluation panel, giving feedback from their own panel meeting
- vii. To feedback through a variety of media the outcome of the adult panel to the young people's panel

3. Monitoring

Service user involvement in the design and delivery of the contract

Consultation with service users in the design and delivery of the contract should form part of the monitoring. If there is no existing facility for young people to be consulted over the design/delivery of the contract, the contract holder should, within the first year of the commission, provide evidence of how young people are involved. This could be linked to a charter mark awarded by B&NES. Service users should contribute to an annual report on quality and accessibility of the provision

Monitoring service quality

Ways of involving young people in the monitoring of the service need to be built into the commissioning contract eg: a section of the monitoring form is completed by young service users; contract holder makes provision for annual feedback from young people to the contract manager. Support and training is provided for contract managers in how to engage cyp in monitoring arrangements.

Evaluation

Providers should include young people in evaluating the service and giving their views about whether it has delivered on outcomes. This can be both quantitative eg responding to an outcome question, from 'strongly agree' to 'strongly disagree' and qualitative eg 'what went well', 'what could have gone better.' It is expected that a record of achievement is kept on young people's involvement in the programme.

Preparation time to include developing an evaluation template, in consultation with young people, documenting the journey travelled and whether they feel their voice is being heard by the adults running the service. The strategic lead to support contract managers to quality assess the involvement of young people.

4. Recognising and Rewarding Young People's Involvement

- The adults should ensure that young people's involvement at focus groups and panel meetings is a positive experience and this includes using language that is clear and jargon free. Wherever possible, meetings should take place out of school hours.
- Where young people are involved in adult meetings, they are adequately supported.
- Food and refreshments are essential.
- Transport should be arranged for young people to attend meetings.
- Young people should receive feedback at each stage from consultation to evaluation and presentation to final outcome.
- Schools/youth groups are notified of young people's involvement.
- Certificates are sent to young people acknowledging their contribution.
- Financial rewards in the shape of a voucher can also be provided.
- Individual records of achievement should be maintained by the provider.

Trial and Consultation

- The proposed model has been piloted with the two cyp commissions (Project 28 and Young Carers). The contract managers and young people involved gave their feedback as follows:

Contract Managers responses:

The involvement of young people really highlighted which organisations actually demonstrated how they would communicate with young people. The young people cut through jargon and management speak to really ask what the service would be. This was critical in considering which organisation should be considered for the contract

The majority of the young people made some very profound observations, most importantly they were able to identify strengths and weaknesses in the bids in relation to how they would respond to young people specifically. It was good to have an existing service user, who has had a very positive experience of the service but was still able to consider the bids objectively.

This is a complex process and for future, it may be worth selecting the young people that are competent and comfortable undertaking such a task.

The adult panel commented that the feedback from the young person representative was very powerful and was a clear reminder that the service was for young people.

It was really valuable and appropriate that young people are involved in the process

Young people responses:

Because we did it in stages, it wasn't so difficult to get hold of what was expected. We had one session when we looked at the service specification and were asked to make comments about it so by the time we did the evaluations, we knew what to do. I was glad there weren't any more than three applications – it was hard to concentrate at times.

It was more difficult doing the evaluations after school. (Young Carers Service) It worked better when we got together at half term (Project 28). You could see straightaway whether the organisation writing the tender could work with young people by the way they wrote. Some of them made no attempt to write in language we could understand and that was surprising because it said quite

clearly on the form that young people would be reading this section.

The bulls-eye scoring worked well and we all agreed on the order and the marks. There wasn't any problem about choosing who was going to adult panel. Most of us are at school so couldn't go anyway. It was good fun really and made us feel that we were part of the real decision making and that what we said mattered. It was good to know afterwards that we voted the same way as the adults. It felt as though we had a real influence.

Recommendations

1. To adopt, as a matter of principle, the involvement of young people in all relevant commissions.*
2. To develop a commissioning schedule which maximises the input of young people. Whereas consultations can be more flexibly timetabled, the evaluation of tenders needs more dedicated time and should take place in the school holiday periods or at weekends. It is not advisable to take young people out of school for a whole day.

NB It is always helpful to have school leavers in the group as they are generally the only ones who can attend the adult panel.

3. To provide some short training to Commissioning Managers in how to involve children and young people in the commissioning process. The Participation Lead could continue to support the involvement of children and young people in commissioning procedures either indirectly or directly as appropriate.
4. Commissioning is only one area of local authority work that could benefit from having a **Participation Kite Mark** to help

embed the principles and practice of participation. A kite mark could be a valuable way of recording the ways in which the various services, both voluntary and statutory recognise the importance of hearing the voice of children and young people.

* Passed by CLT March 2013

Briony Waite
March 2013

Appendix 2) Outcomes Framework

Page 64	<p align="center">Health and Well Being Strategy 2013 - 2018 - Themes http://www.bathnes.gov.uk/services/neighbourhoods-and-community-safety/working-partnership/health-and-wellbeing-board & Children and Young Peoples Plan CYPP 2014 – 2017 - Outcomes</p>	
	<p>Joint Health & Wellbeing Strategy 2014 : Theme 1 : Helping people to stay healthy Priorities;</p> <ul style="list-style-type: none"> • Helping children to be a healthy weight • Improved support for families with complex needs • Reduced rates of alcohol misuse • Create healthy and sustainable places 	<p align="center">CYPP Outcome 1 Children and Young People are Healthy</p>
	<p>Joint Health & Wellbeing Strategy 2014 Theme2 : Improving the quality of people's lives Priorities:</p>	<p align="center">CYPP Outcome 2 Children and Young People are Safe</p>

<ul style="list-style-type: none"> • Improved support for people with long term health conditions • Reduced rates of mental ill health 	
Joint Health & Wellbeing Strategy 2014 Theme 3 : Creating Fairer Life Chances Priorities <ul style="list-style-type: none"> • Improve skills, education and employment • Reduce the health consequences of domestic abuse • Improve the resilience of people and communities including action on loneliness 	CYPP Outcome 3 Children and Young People have Equal Life Chances

Outcomes	Indicator	Baseline / trend	Linked strategies/ plans	Objectives	Key actions	Target/Milestone
All Children in B&NES are healthy						
All children and young people maintain a healthy weight	NCMP – Healthy weight in 4-5 yrs. and 10-11 yrs.		Shaping up - Healthy Weight strategy Everybody Active – Physical Activity and Leisure Strategy Director of Public Health (DPH) Award Food Policy (under development)	Parents/carers and young people are able to achieve a healthy weight	Implement Let's get healthy with Henry courses	Numbers of families completing courses
					Implement Food and health service	Numbers of families participating food and health services
					Implement SHINE programme for teenagers	SHINE measures
				CYP will have improved access to healthy diets	Healthy School meals provision – implement school food plan actions	Uptake of school meals
					Implement Health in pregnancy service (weight management)	Numbers of women accessing the service
	Bi-ennial SHEU survey % children			Increase participation in Physical activity and sport	School sports partnership programme	

Appendix 2

	who exercised last week to make you breathe faster and harder				Active Play programme	
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Outcomes	Indicator	Baseline / trend	Linked strategies/ plans	Objectives	Key actions	Target/Milestone
Page 68	Utilisation of outdoor space for exercise and health		Green infrastructure Core Strategy	Reduce obesogenic environments	Provision of outdoor leisure facilities and events	Participation in events
	SHEU - Number of children cycling to school		Transport plan http://www.bathnes.gov.uk/services/parking-and-travel/transport-plans-and-policies/joint-local-transport-plan	Increase cycling for transport and leisure	Provision of cycling development in schools (BIKEIT)	Number of children participating cycling development activities
	Mode of travel to school	This indicator needs to be re-instated			School travel plans / transitions support for targeted schools	

Outcomes	Indicator	Baseline / trend	Linked strategies/ plans	Objectives	Key actions	Target/Milestone		
All Children in B&NES are healthy								
All children and young people have good emotional wellbeing and resilience	SHEU survey –% CYP afraid to go to schools sometimes		Emotional Health and Well Being Strategy	Improved engagement of schools and early years to develop a culture supporting emotional and mental health well-being	Provision of tier 1 services	Number of schools that include emotional wellbeing in DPH Award action plan		
			Director of Public Health (DPH) Award			% of budget schools use to support emotional well-being		
						Pupil Parliaments 2014/5 to measure effectiveness of actions.		
						No of schools who are attachment aware.		
							Support to participating schools to analyse School Health Education Unit	Number of schools who have had support

				(SHEU) data to develop actions and self-esteem interventions.	
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Outcomes	Indicator	Baseline / trend	Linked strategies/ plans	Objectives	Key actions	Target/Milestone
Page 71					Provision of supporting resources to schools All primary schools to receive 'a little tin of worries' resource for use across the primary age range All secondary schools to receive the Issues Box	Number of resources distributed
					Provision of Universal services : School nurses GP services Targeted programmes : Young carers Children in Care	
				Improved access to Tier 2 services		
				Improve Knowledge and skills of	Provision of Health Visitor training	Number of health visitors who have

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			childrens workforce in relation to emotional health and wellbeing		completed accelerated learning packages
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Outcomes	Indicator	Baseline / trend	Linked strategies/ plans	Objectives	Key actions	Target/Milestone
Page 73					Provision Learning to Lead model and emotional coaching training	Number of schools completing the training
					Provision of Training for primary and secondary schools in healthy relationships, supervision, and skills in supporting young people with emotional difficulties	Number of workforce who have attended mental health awareness training
					Provision of Attachment awareness training rolled across all early years settings and schools	Number of early years settings and schools who complete the attachment support in schools
				Improved access to emotional support for young people	Provision of school nursing services	Number of Children and Young People who consult with school nurses regarding emotional and mental health concerns.

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					Provision of Outreach and counselling commissioned services delivered from Sept 2014	
					Pilot MINDFULL programme	
Outcomes	Indicator	Baseline / trend	Linked strategies/ plans	Objectives	Key actions	Target/Milestone
All Children in B&NES are healthy						
All children and young people are free from misuse of substances	Alcohol admissions under 18s		Alcohol harm reduction strategy	Improved access to treatment and support for parents and carers	Provision of DHI family support	Number of families completing treatment programme
				Children and young people are supported to minimize /stop alcohol /substance misuse	Provision of targeted Tier 2 treatment	Number of children completing treatment programmes

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Page 75	SHEU survey – number of children who have had an alcoholic drink in last 7 days			Improve intelligence re CYP alcohol use	Conduct research with CYP	Research findings
	SHEU - Number of children who have been offered drugs			Increase knowledge and skills of children's workforce / parents and carers to identify , signpost and refer and to talk to young people about drugs and alcohol	Explore opportunities to work with colleges	
					Training for schools to deliver substance misuse education	Number of staff trained in PSHE education
					Provision of training and evaluation of DRINK Think tool	Numbers of staff trained to use Drink –Think

Outcomes	Indicator	Baseline / trend	Linked strategies/ plans	Objectives	Key actions	Target/Milestone
Page 76					Provisions of Training/ social marketing for parents and carers	Number attending training sessions
	15 year olds smoking prevalence		Tobacco control strategy	Increase in smoke free environments Reduction in exposure to second hand smoke	Smoke free homes campaign Provision of signed smoke free play areas	Number of smoke free play areas
				Increase in knowledge and awareness in young people Reduction in children and Young People smoking	ASSIST smoking prevention programme	Number of schools completing ASSIST programme each year
					Provision of stop smoking support	Numbers of young people accessing NHS stop smoking services

Outcomes	Indicator	Baseline / trend	Linked strategies/ plans	Objectives	Key actions	Target/Milestone
All Children in B&NES are Safe						
Workforce are skilled to meet the safeguarding needs of children and young people from early help through to statutory social care	That all staff in LSCB Agencies are able to access the relevant training		<p>LSCB Annual Report and Work Programme</p> <p>Early Help Strategy (to be developed by Autumn 2014)</p> <p>Suicide Prevention Strategy</p> <p>Child Sexual Exploitation Strategy (2014)</p> <p>Serious Case Review Reports</p> <p>Serious Case Review Action Plans</p> <p>Workforce Development Action Plan 2014-2017</p>	LSCB has a Learning and Improvement Framework (2015)	Programme of multi-agency safeguarding training in place, available to all staff supplemented by introduction of reflective practice workshops.	Annual Section 11 Audits continue to challenge/measure the take up of interagency training.

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Staff in all agencies working with CYP have increased awareness in how to recognise risk of potential self harm and suicide.	Increase awareness of the range of appropriate interventions and support available.		As above	Building on learning from Serious Case Review Action Plans	As above	Serious Case Review Action Plans are completed
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Outcomes	Indicator	Baseline / trend	Linked strategies/ plans	Objectives	Key actions	Target/Milestone
Increased understanding and awareness of risk and appropriate interventions and support available.	Increased professional awareness of : CSE Substance misuse CYP Sexual Health DVA Mental Health	Improved, more effective engagement with young people- leading to a managed reduction in the level of risk	As above	Greater interagency co operation on risk plans	Multi-agency plans that reduce the risk of CSE, substance misuse, teenage pregnancy and involvement in crime for 14-18 years olds.	% Reduction of CP Plans for 15/18 year olds
Injury Prevention		There appears to be rising trend in under 5s injuries	Avon Safe Strategy (May 2014)	To reverse the trend /reduce the number of admissions for all injuries in 0-5s	Further data analysis is required and will inform the Avon Safe Strategy (due May 2014) and B&NES specific action plan.	.

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Improving 'Early Help' offer to families and signposting to other services	Continue to strengthen Duty Team links with Childrens Centres Schools, Health services and Youth Service.	% of current referrals to Social Care via CAF	As Above Connecting Families Service Plan Early Help Strategy (to be developed by Autumn 2014)	Improved quality number and timeliness of CAF's completed	Staff in all agencies working with CYP increase the use of Early Help and CAF signposting to other services	Less than 8% of CAF's become statutory care referrals
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Outcomes	Indicator	Baseline / trend	Linked strategies/ plans	Objectives	Key actions	Target/Milestone
All Children and young People are Safe						
Ensuring children and Young People's life chances are not adversely affected as a result of Domestic Abuse	Improved understanding of which agencies can best provide assistance and support	Current % of families presenting as homeless due to DVA incidents	As above Homelessness Strategy 2014-2018 http://www.bathnes.gov.uk/services/housing/strategy-and-performance/housing-strategies	That all agencies identify and respond appropriately to domestic violence concerns	Development of an action plan responding to DVA (by September 2014) Further develop/standard/kite mark for commissioned services. Review Impact of MARAC	% Reduced numbers of families presenting as Homeless due to DVA incidents (PIE)

Appendix 2

Children with special circumstances are safeguarded Children in care Care leavers Children with disabilities	% Satisfied with current plans	Visits are in accordance with statutory guidance & address issues which have been highlighted in plans for the child or young person	As above SEND http://www.bathnes.gov.uk/services/children-young-people-and-families/send-special-educational-needsdisabilities-0-25	All children & young people in these groups continue to be seen regularly by professionals in accordance with statutory requirements and are supported through transitions	Audits of care recording & regular observations of practice by supervisors/line managers	% Increased satisfaction with more 'unified' plans.
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Outcomes	Indicator	Baseline / trend	Linked strategies/ plans	Objectives	Key actions	Target/Milestone
All Children in B&NES have Equal Life Chances						
All children and young people in care make the same or better progress in educational attainment as their peers Including children and young people on; Free school meals Child Protection plans Challenging behaviour	No/% of children achieving a good level of development at the end of the EYFS % attaining Level 4 in Reading, Writing and Maths at the end of KS2 % attaining 5 or more A*-C grades including English and Maths at the end of KS4		Virtual School Action Plan Schools Organisational Plan (school places) http://www.bathnes.gov.uk/services/schools-colleges-and-learning/school-strategies-policies-planning	The attainment and progress gap between looked after children and their peers continues to narrow every year Support for children to be ready for learning – with particular emphasis on young boys Improve support where there are additional or health needs. Increase numbers in employment, education and training Improve attendance	Support, challenge and partnership with social care, early years settings schools and carers through: <ul style="list-style-type: none"> • Personal Education Plans. • Training • Meeting Structure Develop a behaviour support strategy/model for B&NES Review role and effectiveness of behaviour and attendance panels Commission pilot for nurture outreach in primary schools Continue to deliver nurture and attachment awareness	<u>NB Revised measures to be implemented from September 2014.</u>

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Outcomes	Indicator	Baseline / trend	Linked strategies/ plans	Objectives	Key actions	Target/Milestone
With SEN Young people aged 16-19 are in education, training and employment including young people with EHC plans <div>Page 84</div>	% 16-18 year olds in employment, education or training			and behaviour	Development of new Connexions Youth service specification & local offer to NEETS	

Outcomes	Indicator	Baseline / trend	Linked strategies/ plans	Objectives	Key actions	Target/Milestone
All Children in B&NES have Equal Life Chances						
Children and young people up to 25 with SEN and disabled young people: Enjoy good health Lead fulfilling independent lives and participate fully in the life of their community	No/% of young people 18+ with SEN living independently No/% with initiated and converted education, health and Social Care (EHC) plan	To be established	Green Paper Support and aspiration 2011 Children & Families Bill 2013 and draft code of practice for SEN 2013 http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted B&NES SEND reform Project Plan and Strategy http://www.bathnes.gov.uk/services/children-young-people-and-families/send-special-educational-needsdisabilities-0-25 New Employment Strategy	Improve the awareness of employers and training-providers of the skills, ability and qualities of disabled young people. A partnership in place including Council and CCG services, education settings, parent carers and young people to oversee future development of services	Implementation of the new legal framework for SEND including – The ‘local offer’ setting out in one place all of the arrangements, education settings and service to support children and young people with SEN and disabled young people to achieve their aspirations Robust arrangements for early identification and SEN support for children and young people with SEND at all levels of need A scheme for offering personal budgets	Measures to be developed. Children identified (where possible) in early years to enable early intervention. Educational progress of CYP with SEND Education, training and employment outcomes Independent & supported living outcomes Health outcomes Community

Outcomes	Indicator	Baseline / trend	Linked strategies/ plans	Objectives	Key actions	Target/Milestone
Page 86			Early Help Offer		<p>linked to EHC plans</p> <p>Joint commissioning arrangements between the Council, Clinical Commissioning Group and Schools to ensure delivery of the support required by EHC plans</p> <p>Develop new specification for children educated in hospital.</p>	<p>participation outcomes</p> <p><u>Service performance measures:</u></p> <p>Timescales for EHC planning, number of statements converted to plans, measures of multi-agency ownership of single EHC plans, quality of plans, parent carer and young people feedback</p>

Outcomes	Indicator	Baseline / trend	Linked strategies/ plans	Objectives	Key actions	Target/Milestone
Children are identified and supported through seamless transition stages, from early years to adolescence and early adulthood	<p>% satisfaction with current integrated plans</p> <p>No/% of young people 16-17 who are statutory homeless and /or in suitable accommodation</p> <p>No/% of young people 18-25 who are statutory homeless and /or in suitable accommodation</p>		<p>As above</p> <p>Homelessness Strategy http://www.bathnes.gov.uk/services/housing/strategy-and-performance/housing-strategies</p>	To ensure that the developing 11-19 service supports CYP who fall below Level 2 thresholds	<p>Develop further protocols between CYP and Adults services to ensure good transition arrangements with particular regard to Safeguarding, LDD, SEND and EET</p> <p>Develop Housing and Children's Action Plan</p>	% of satisfaction with transitions plans

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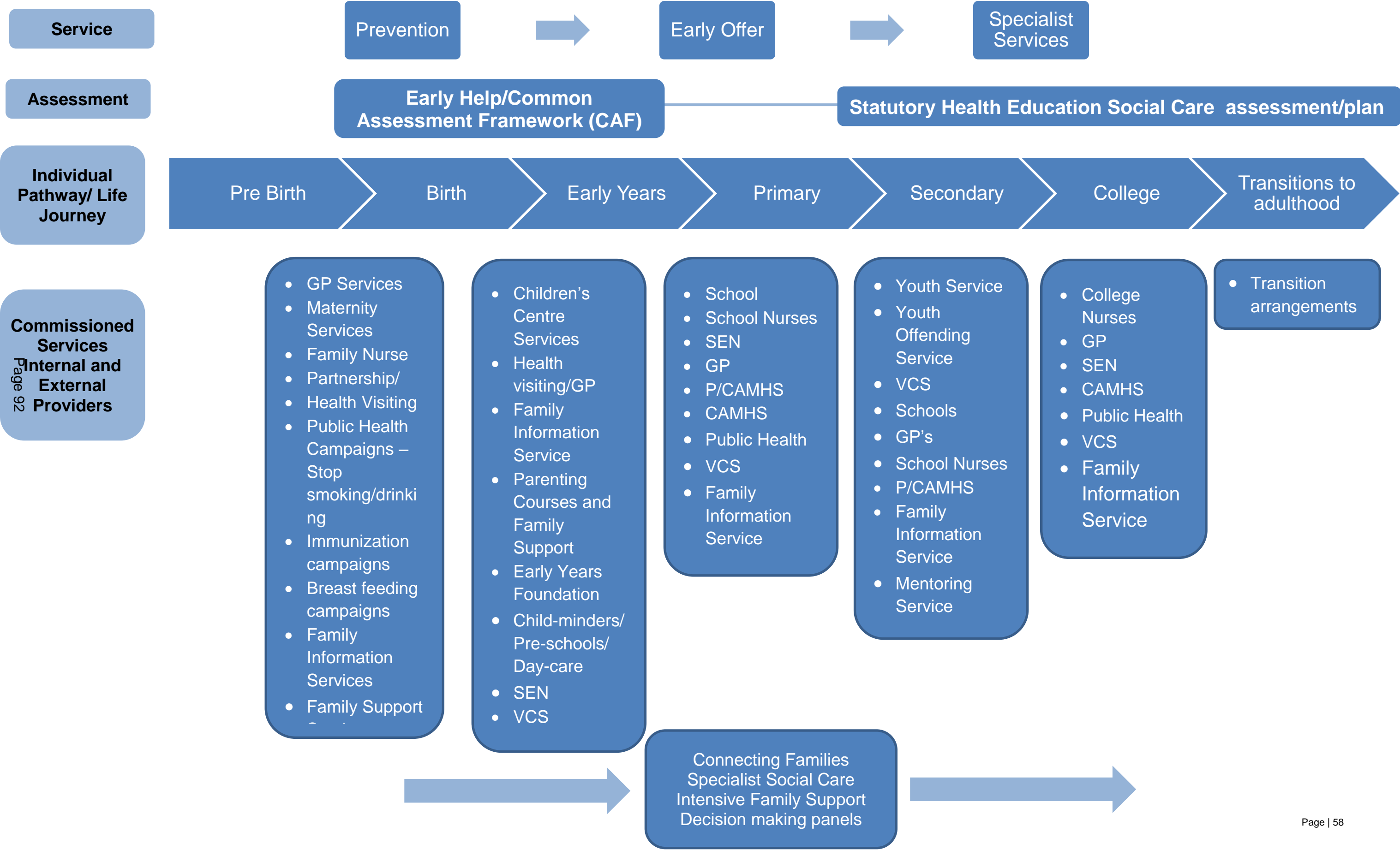
Children and young people are active citizens who feel they have a voice and influence. Page 88	No/% of children and young people who are actively involved in service design and delivery. No/% of children and young people involved in the commissioning/ de-commissioning of services		Children and Young People's Participation Strategy Service user engagement in the commissioning framework	Increase participation, voice and influence Reduce youth crime and anti-social behaviour Commissioned Services to prevent first time offending	Involve children and young people in the redesign of Childrens centre services. Involve children and young people in the commissioning of services through the life of the plan	
Vulnerable children and young people and their families receive timely and effective early intervention	No/% of CAF's initiated No of CAF's converted Number of parents undertaking parenting programmes		Connecting Families service Plan Early Help Strategy (to be developed by Autumn 2014) Commissioned Specialist Family Support Parenting Programmes	Increase of number of children and young people with safe exit pathway from child protection plans and care.	Develop an early intervention strategy with a shared vision and model for preventative working for B&NEs partners	March 2015

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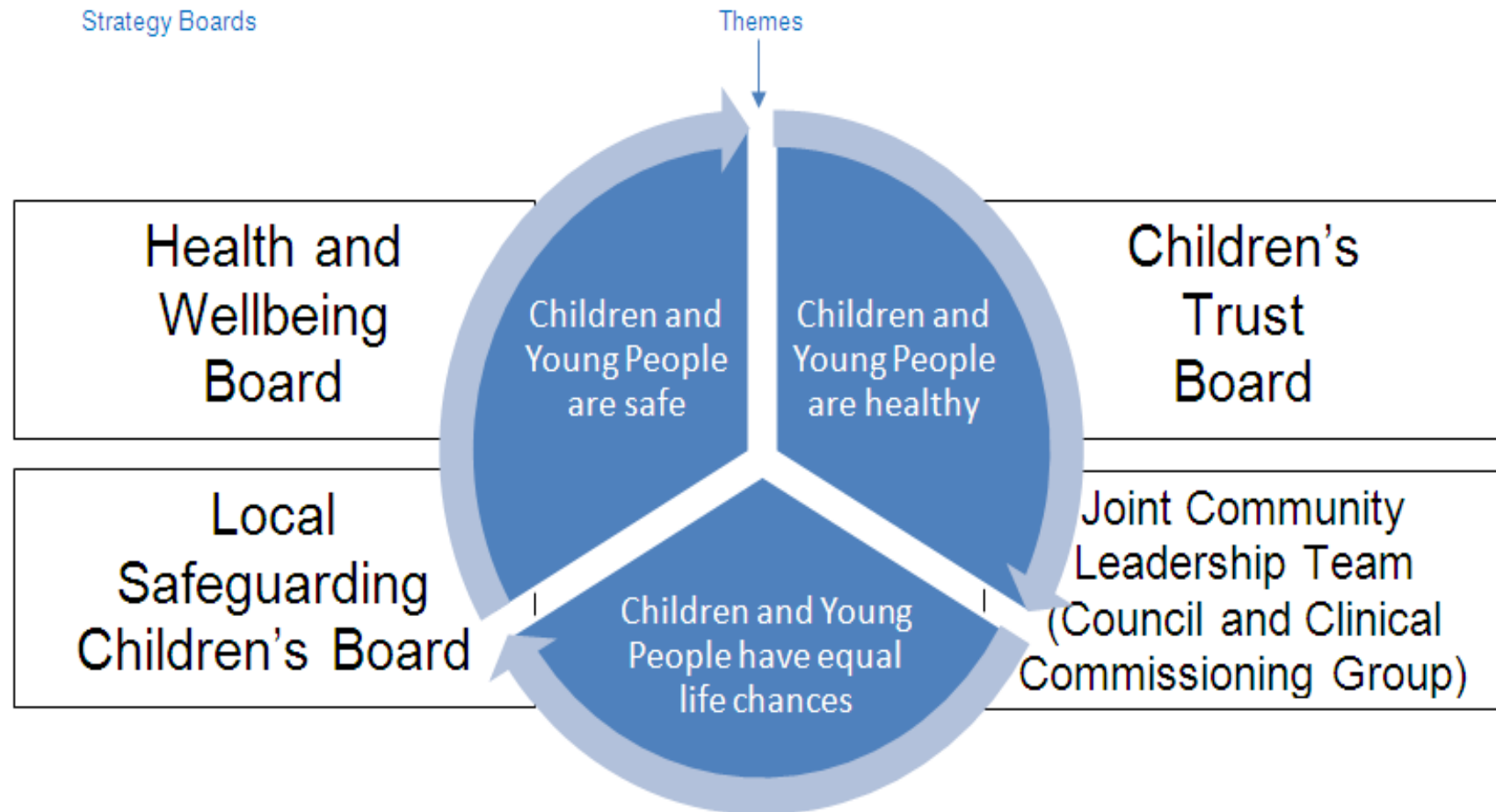
<p>to ensure:</p> <p>Parents are confident and able to support and meet the needs of their children.</p> <p>Children and young people are resilient and confident and able to make positive choices.</p>	Number of parents receiving targeted support			Increase use of CAFs and improved quality leading to better outcomes for children and young people	Develop measures which evidence the contribution to keeping children and young people safely out of care and Child protection plans	March 2015
	Number of children and young people receiving targeted support			Improved targeting of reducing resources at those children, young people and families most in need.	Map preventative spend and contribution to CYP plan outcomes	March 2015
					Strengthen links between Duty Team and Early Intervention Services	March 2015
					Strengthen common assessment	

Page 90					<p>process and other integrated processes to support multi-agency team around the child Undertake strategic review of community Play, Specialist family Support and Connecting Families</p> <p>Capture the learning from Connecting Families and the Children’s Society report ‘Through Young Eyes’</p>	
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CYPP 2014 – 2017 Pathway/Life Journey



Appendix 4 Governance arrangements to deliver the CYPP 2014 – 2017



The delivery of the Children and Young People Plan will be the responsibility of the Children's Trust Board, the Local Authority and the Clinical Commissioning Group across Bath and North East Somerset.

A more streamlined, but embedded governance arrangement is proposed for year 1 delivery of the CYPP 2014/2017. This builds on current multi-agency delivery groups and seeks to firmly link all 'strategy' group activity to the delivery of the CYPP priorities.

Delivery Groups

1. Children and Young People are safe

The proposed delivery group for this theme is the Local Safeguarding Children's Board and its related sub-groups. This is a continuation of current practice. Terms of reference and membership for this group are reviewed on an annual basis to support delivery of this priority. The lead for this priority theme is Richard Baldwin (Divisional Director – CYP Targeted and Specialist Services).

2. Children and Young People are healthy

The proposed delivery of this broad priority theme will be spread across a number of strategy groups. These are:

- Tobacco Action Strategy Group
- Healthy Weight Strategy Group
- Alcohol Strategy Group
- Physical Activity Strategy Group
- Healthy Lifestyle Strategy Group
- Food Strategy Group
- Emotional Health and Wellbeing Strategy Group

Each Strategy Group will deliver on the relevant areas of the priority, as outlined in the Outcomes Framework. All of these groups will review their membership and terms of reference, to confirm their lead role/reporting arrangement against the priority.

The leads for this priority theme are Denice Burton (Assistant Director Health Improvement) and Mary Kearney-Knowles (Senior Commissioning Manager – Specialist Services).

3. Children and Young People have equal life chances

The proposed delivery of this priority theme will be across 4 delivery groups, these are:

- Children's Services Equalities Group
- 0 – 19 Early Help Strategy Group
- Disabled Children Strategy group
- Education Outcomes Group

Each Strategy Group will deliver on the relevant areas of the priority, as outlined in the Outcomes Framework. All of these groups will review their membership and terms of reference, to confirm their lead role/reporting arrangement against the priority.

The leads for this priority theme are Richard Baldwin (Divisional Director – CYP Targeted and Specialist Services), Mike Bowden (Divisional Director-CYP Strategy and Commissioning, Service Development) and Deborah Forward (Senior Commissioning Manager – Preventative Services).

Governance Arrangements

1. Each priority group will be requested to change their terms of reference to confirm they are acting as a sub-group of the Children's Trust and will be required to produce regular reports to the Children's Trust Board, LSCB and Health and Wellbeing Board.
2. Each priority group will produce a collated report on a 6 monthly basis, in line with current reporting arrangements.
3. The Chairs of each priority group will meet mid-year to review overall progress of the CYPP.

Appendix 4

4. Each priority group to exchange learning/shadow other lead groups on an annual basis.
5. Each priority group will complete an annual review of performance, that will directly input into a number of strategy groups/objectives:
 - a. Year 1 review of the CYPP
 - b. Year 1 review of the Health and Wellbeing Strategy
 - c. Year 1 report/input to the Primary and Secondary Parliaments
 - d. The setting of commissioning intentions on an annual basis.
6. The Children's Trust Board will retain an annual stakeholder event; this will be moved to spring as from 2015.
7. Each priority group will report to the attached framework plan (Appendix 5)

Appendix 5 Children's Trust Board Governance Reporting 2014 – 2017

2014

June	September	December
<ul style="list-style-type: none"> Review Year 3 of CYPP 2011 – 2014 	<ul style="list-style-type: none"> 6 monthly performance report – all strategy leads Report to Health and Wellbeing Board 	<ul style="list-style-type: none"> Draft LSCB business plan to CTB LSCB challenges to CTB for sign off

2015

March	June	September	December
<ul style="list-style-type: none"> 6 monthly performance report – all strategy leads Report to Health and Wellbeing Board Report to LSCB LSCB Business Plan to CTB for sign off 	<ul style="list-style-type: none"> Annual review of performance of CYPP 2014/2015 Stakeholders Event (May) Report for annual Children in Care (Health) Annual report from Voluntary Sector Network 	<ul style="list-style-type: none"> 6 monthly performance report – all strategy leads Report to Health and Wellbeing Board Report to LSCB LSCB challenges to CTB 	<ul style="list-style-type: none"> Draft LSCB business plan to CTB LSCB challenges to CTB for sign off Bi – enniel SHEU data

2016

March	June	September	December
<ul style="list-style-type: none"> 6 monthly performance report – all strategy leads Report to Health and 	<ul style="list-style-type: none"> Annual review of performance of CYPP 2014/2015 	<ul style="list-style-type: none"> 6 monthly performance report – all strategy leads Report to Health and 	<ul style="list-style-type: none"> Draft LSCB Business Plan to CTB LSCB challenges to CTB

Appendix 4

Wellbeing Board <ul style="list-style-type: none"> • Report to LSCB • LSCB Business Plan to CTB for sign off 	<ul style="list-style-type: none"> • Stakeholders Event (May) • Report for annual Children in Care (Health) • Annual report from Voluntary Sector Network 	Wellbeing Board <ul style="list-style-type: none"> • Report to LSCB • LSCB challenges to CTB 	for sign off
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2017

March	June	September	December
<ul style="list-style-type: none"> • 6 monthly performance report – all strategy leads • Report to Health and Wellbeing Board • Report to LSCB • LSCB Business Plan to CTB for sign off 	<ul style="list-style-type: none"> • Annual review of performance of CYPP 2014/2015 • Stakeholders Event (May) • Report for Annual Children in Care (Health) • Annual Report from Voluntary Sector Network 	<ul style="list-style-type: none"> • 6 monthly performance report – all strategy leads • Report to Health and Wellbeing Board • Report to LSCB • LSCB challenges to CTB 	<ul style="list-style-type: none"> • Draft LSCB Business Plan to CTB • LSCB challenges to CTB for sign off • Bi – enniel SHEU data

Bath & North East Somerset Council	
MEETING/ DECISION MAKER:	Children and Young People Policy Development & Scrutiny Panel
MEETING/ DECISION DATE:	20 March 2018
TITLE:	Primary and Secondary School Organisation Plan 2017 – 2021
WARD:	All
AN OPEN PUBLIC ITEM	
List of attachments to this report: Appendix 1 Primary and Secondary School Organisation Plan 2017 – 2021 Including Longer Term School Place Planning Within the Local Plan Period (2016 – 2036)	

1 THE ISSUE

- 1.1 The Council has a statutory duty to secure sufficient schools are available for their area to provide primary and secondary education. The Primary and Secondary School Organisation Plan 2017 – 2021 at Appendix 1 (the Plan) covers in detail the current level of primary and secondary school provision in the Authority and detailed projected pupil numbers over the next four years up to admissions in September 2021 based on births and resident population data.
- 1.2 Estimated pupil numbers as a consequence of the future planned housing development expected to be delivered within the Adopted Core Strategy and Placemaking Plan period up to 2029 and the emerging Local Plan period up to 2036 are also outlined. Estimates for the number of school places likely to be required as a result and proposals as to how and where these might be provided are also included.

2 RECOMMENDATION

The Children and Young People Policy Development & Scrutiny Panel is asked to:

- 2.1 Note the proposed strategy for the provision of school places within the 2017 – 2021 plan period.
- 2.2 Note the proposed strategy for the provision of school places over the longer term within the Core Strategy period and the emerging approach for the Local Plan period.

2.3 Give feedback on the content of the Plan and future proposals.

3 RESOURCE IMPLICATIONS (FINANCE, PROPERTY, PEOPLE)

3.1 Revenue funding for pupil places will be provided by the Department for Education (DfE) through the Dedicated Schools Grant (DSG) on a per pupil basis.

3.2 Where pupils generated by Strategic Development Sites and Locations cannot be accommodated within existing provision, Section 106 (S106) Developer Contributions in the form of capital and where appropriate land, will be sought from developers in order to provide the necessary school places. To date, the Council is in receipt of some S106 Developer Contributions with further contributions currently pending.

3.3 Community Infrastructure Levy (CIL) would be considered for the provision of other school places arising from new housing development outside of Strategic Development Sites and Locations where S106 Developer Contributions are not available.

3.4 The DfE currently allocate Basic Need capital funding to local authorities in order to provide additional school places where pupils are projected to exceed the number of places available and where the increase is occurring as a result of population growth other than from housing developments supported by S106 Developer Contributions or CIL. The level of Basic Need Funding provided is calculated on the basis of the Local Authority pupil forecast data submitted to the DfE, which outlines the number of existing places in the Authority, the current number of pupils on roll and a projection of future pupil numbers expected, excluding any pupils supported by S106 Developer Contributions or CIL.

3.5 Basic Need funding of £3,038,937 was received in 2017/18 and is committed against Basic Need schemes that are currently under development to ensure that places projected to be required for 2019/20 can be provided.

3.6 The DfE has identified the Council's future Basic Need allocations as £5,758,730 for 2018/19 and £2,148,258 for 2019/20. A number of Basic Need schemes have been approved as part of the Council's budget report. Beyond 2019/20 the Council has no indication of what capital will be received for Basic Need.

4 STATUTORY CONSIDERATIONS AND BASIS FOR PROPOSAL

4.1 Relevant considerations: The Council's statutory duty to secure sufficient schools are available for their area to provide primary and secondary education; Children; Equalities; Planning.

4.2 An Equality Impact Assessment has been completed. No adverse or other significant issues were found.

5 THE REPORT

5.1 The Plan Appendix 1 to this report contains all the information that the Panel should require in order to be able to assess the proposed strategy. As pupil projection figures are reviewed regularly, the figures contained in the Plan may

be updated when a report goes to Cabinet in April 2018. A summary of the key issues impacting on pupil place planning is set out below.

- 5.2 Despite significant changes to the educational landscape with some schools becoming Academies and free schools being established, the Local Authority still retains the responsibility for pupil place planning in its area and for ensuring there are sufficient schools available.
- 5.3 Due to the delivery of new schools and school expansions over recent years and to further expansions and new schools under construction and planned, primary school provision is expected to be sufficient for future pupil numbers arising from underlying population growth up to 2021 and housing development allocated in the Core Strategy period.
- 5.4 Should future proposed new housing development identified in the Local Plan in a particular area be projected to result in a shortfall of primary school places, the Authority will apply CIL funding or seek S106 Developer Contributions to provide additional school places. These places are likely to be delivered via the expansion of existing schools, with the exception of proposed new housing in Keynsham and Whitchurch where whole new schools will be required.
- 5.5 In those areas where options for delivery of additional places via the expansion of existing schools is limited because the schools cannot be expanded as the sites they occupy are not large enough, any future housing allocation in these areas would require whole new schools to be provided.
- 5.6 In most areas, existing secondary school provision is expected to be sufficient for future pupil numbers arising from underlying population growth up to 2021 and housing development allocated in the Core Strategy period. Additional capacity is expected to be required in the Greater Bath Consortium Planning area and the Norton Hill Planning area.
- 5.7 Should a shortfall of secondary school places be projected as a result of future proposed new housing development identified in the Local Plan, the Authority will apply CIL funding or seek Developer Contributions to provide additional school places. These places are likely to be delivered via the expansion of existing schools, with the exception of proposed new housing in Whitchurch where a new school is projected to be required.
- 5.8 Officers will continue to work closely with colleagues in Planning Policy to ensure that any land requirements for school expansions or the provision of new schools are reflected in the emerging Local Plan.

6 RATIONALE

- 6.1 The Local Authority retains responsibility for pupil place planning in its area. In order to do this effectively the Local Authority must identify where new school places will be required as a result of underlying population growth and pupils generated from new housing development, how much additional provision is required and when. This additional provision might be provided via Basic Need funding from the Government or S106 Developer Contributions or CIL as a result of new housing developments.

- 6.2 There is projected to be a future shortfall in school places in some areas and the Authority must plan for the additional provision that is needed. The Plan will serve as a useful planning tool to identify areas and levels of need, when investment in places will be needed and also to inform discussions with Developers concerning S106 Developer Contributions and land.

7 OTHER OPTIONS CONSIDERED

- 7.1 None

8 CONSULTATION

- 8.1 Cabinet Member for Children and Young People; Children and Young People Policy Development and Scrutiny Panel Chair; Ward Councillors; Catholic Diocese; Church of England Diocese; Primary, Secondary and Studio School Headteachers, Governing Body Chairs and Multi Academy Trust CEOs; Neighbouring Local Authorities; Strategic Director for People and Communities; Planning Policy; School Advisers; Admissions and Transport; Education Finance.
- 8.2 All schools are consulted annually and provided with pupil projection data when Planned Admission Numbers (PANs) are discussed for the next academic year two years ahead, providing an opportunity to discuss any future projected impact on the school prior to setting the PAN. The last consultation took place over September and October 2017 for 2019 PANs.
- 8.3 Those schools that are expected to be most affected by increases in child population as a result of underlying population growth in the short term or proposed new housing developments will be consulted at greater length. Some specific discussions have taken place with Headteachers and Governing Body and Multi Academy Trust representatives at a number of schools to discuss additional places being added to their school and to identify the possible schools to be expanded in the longer term.

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. Significant risks identified are:
- 9.2 *The Council has a statutory duty to secure sufficient schools are available for their area to provide primary and secondary education and failure to ensure this will result in the Council being at risk of breaching its responsibility.* This Plan sets out a strategy for delivery of sufficient school places in the right areas across the Authority.
- 9.3 *The actual eventual need for places is greater than projected.* Use of Primary and Secondary School Planning Areas allows a good understanding of where places are likely to be required as a result of population growth. Where there are opportunities and within the limitations of the space and funding available, some additional extra places may be provided to give flexibility.
- 9.4 *Insufficient land available in the right area to provide new school accommodation if existing school sites cannot be expanded and where new sites will need to be provided.* Officers will identify where land will be required

for new school provision and feed these requirements into the Council's infrastructure delivery planning via the Core Strategy and Placemaking Plan and emerging Local Plan to secure S106 Developer Contributions in the form of appropriate site allocations.

- 9.5 *New house building spread over a long period of time and therefore S106 Developer Contributions/CIL received over an extended period could make the timing of the delivery of new school places challenging.* Plan the delivery of new school accommodation via stages and through phasing and via the pooling of S106 Developer Contributions/CIL. Explore the possibility of combining Basic Need Funding with S106 Developer Contributions/CIL where possible.
- 9.6 *Available capital either through Basic Need funding or S106 Developer Contributions/CIL not sufficient to cover cost total of building work to provide the additional accommodation.* Planned building work delivered as cost effectively as possible through effective project planning including utilising existing accommodation where possible to make best use of available resources. Liaise with Planning Policy to secure CIL allocations. Ensure any potential shortfalls that may require Council funding are identified at an early stage and included in the Council's financial planning if sufficient additional funding cannot be secured.
- 9.7 *Schools or academies not agreeing to expansion to create additional places where they are required.* Work with schools and academies to explain the need for places and to agree deliverable schemes.
- 9.8 *As the delivery and timescales of new Free Schools are not within the Council's control, delays in opening new Free Schools could result in the need for the Council to provide additional places elsewhere.* Work with the DfE and Free School promoters to support the delivery of Free Schools where and when required by the Council.

Contact person	Helen Hoynes 01225 395169
Background papers	None
Please contact the report author if you need to access this report in an alternative format	

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Appendix 1

Bath and North East Somerset Council

Primary and Secondary School Organisation Plan 2017 – 2021

Including Longer Term School Place Planning

Within the Local Plan Period (2016 – 2036)

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Introduction

In line with current government strategy, rather than being direct providers of school places via Community schools, Local Authorities are becoming commissioners of school places via a range of providers that include Academies, Free Schools, Studio Schools, Foundation schools, Trust schools, Voluntary Aided schools, Voluntary Controlled schools and Community schools.

Despite these changes, the Local Authority still retains the responsibility for pupil place planning within its area and has a statutory duty to secure sufficient schools are available for their area to provide primary and secondary education. In order to achieve this it can propose expansions to all categories of existing schools and commission the provision of new schools that will be run by the most appropriate body.

This plan covers in detail the current level of primary and secondary school provision in the Authority and the projected pupil numbers on roll based on births and resident population data over the next four years up to admissions in September 2021. It also covers in outline the estimated impact on pupil numbers as a consequence of the future planned housing development expected to be delivered within the Adopted Core Strategy and Placemaking Plan period up to 2029 and the emerging Local Plan period up to 2036. The plan gives estimates for the number of pupils calculated to be generated and the school places likely to be required in each of the planning areas across the Authority and proposes solutions as to how and where the need for these additional places might be met.

The plan does not extend to Special School provision as this is subject to a separate and distinct place planning and delivery process with its own timescale.

Summary Profile of Primary and Secondary Schools

In Bath and North East Somerset there are 63 primary, infant and junior schools as follows:

35 Academies, 8,106 pupils on roll
13 Community schools, 2,854 pupils on roll
12 Voluntary Controlled Church of England schools, 1,477 pupils on roll
2 Voluntary Aided Catholic schools, 503 pupils on roll
1 Voluntary Aided Church of England school, 97 pupils on roll
(Including 3 Federations: 2 Federations of 2 schools and 1 Federation of 3 schools)

There are 12 secondary schools as follows:

10 Academies, 11,373 pupils on roll
1 Voluntary Aided Catholic school, 933 pupils on roll
1 Voluntary Aided Church of England school, 214 pupils on roll
11 schools have sixth forms (The two Voluntary Aided schools share a joint sixth form).
10 schools are co-educational
1 school is single sex boys and 1 school is single sex girls

There are 3 Studio Schools as follows:

3 Academies, 480 pupils on roll

Pupil Projections in General

The future need for school places is expected to be affected by rates of underlying population growth coupled with pupils generated from new housing developments. The impact of this will vary from area to area across the Authority depending on where the population growth is taking place.

Two main sources of funding are currently available to create additional school places, depending on how the need for places has been generated. These are: Basic Need funding and Section 106 Developer Contributions (S106 Contributions) or Community Infrastructure Levy (CIL).

Basic Need funding is currently allocated to local authorities by the Department for Education (DfE) to provide additional school places where there is underlying growth in pupil numbers that is projected to exceed the number of places available and where the increase is occurring as a result of population growth other than from housing developments supported by S106 Contributions. The level of Basic Need funding provided will be on the basis of the data contained within the annual School Capacity Return submitted to the DfE. This outlines the number of existing places in each school planning area in the Authority, the current number of pupils on roll and a projection of future pupil numbers expected, excluding any pupils from new housing development supported by S106 Contributions or CIL.

S106 Contributions will be sought from developers to provide school places required as a result of pupils generated by Strategic Development Sites and Locations. The new school places provided could be in the form of additional accommodation added to existing schools where this is possible or via the provision of whole new schools to serve the housing development. In addition to capital, land may also be required to be provided by the development. CIL would be considered for the provision of other school places arising from new housing development outside of Strategic Development Sites and Locations.

The Local Authority liaises with the Health Authority to obtain accurate figures for births within its area for each academic year and also to obtain figures for the resident population of children. The resident population data is updated every six months to reflect on going changes and movements in the population. The births data is updated annually. The usual pattern in the majority of areas and in most years is for resident population numbers to increase compared to the births figure for that year.

The Authority estimates what the resident population will be by the time children reach Reception age, based on the current resident population figures and births figures. It then estimates the percentage of resident four year olds that will take up a Reception (YR) place each year – the transfer rate – and also estimates how many 11 year olds there will be and what percentage of these will enter secondary school in Year 7 (Y7). It also estimates how the current year groups already within schools might change as they move through the school years.

The Authority also uses the pupil yield figures contained in the Bath and North East Somerset Planning Obligations Supplementary Planning Document (SPD) in order to calculate the number of children of each age group likely to be generated from new housing developments. The number of children calculated to be generated from new housing developments will then be added to the number of children arising from births and underlying population growth.

As far as possible, school places should be distributed to meet current and projected needs and to ensure that sufficient school places are available reasonably close to the communities they serve. The Authority will seek to meet parental preferences as far as possible and to take this into account where possible when planning school places. The limitations associated with some school sites means that it is not always possible to put additional school places precisely where they are required, however the best possible achievable option will always be pursued.

The table below shows the births data for 0 - 11 year olds by academic year as at September 2017 for all Bath and North East Somerset.

Age in 2017/18	11/12	10/11	9/10	8/9	7/8	6/7	5/6	4/5	3/4	2/3	1/2	0/1
Year Born	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17
Year Enter YR	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Year Enter Y7	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
Total Births	1720	1832	1774	1703	1698	1830	1829	1797	1747	1720	1787	1607

Primary Pupil Projections by Planning Area for Admissions in 2017 – 2021

For the purposes of primary school place planning, the Authority has been divided into fourteen areas. Each planning area contains a grouping of Lower Super Output Areas which are the smaller areas that wards have been divided into nationally to allow a range of data to be recorded on a very local basis. Each planning area has been designed to group the child population living within that area with a local school or cluster of schools.

In some areas, usually in more rural areas, where some routes to schools are deemed to be exceptionally hazardous (as described in the Bath and North East Somerset *A Primary School for Your Child* booklet), it is more likely that a single local school would normally be expected to serve a particular rural area or village, compared to urban areas where there would usually be more than one school located within a more compact geographical area that would be accessible to a local community.

Adjustments are made to allow for some movements between planning areas where this is thought to be reasonable i.e. within a reasonable distance, reflecting current patterns of movements of pupils that live in one planning area and attend school in another etc. and in this report some of the individual planning areas have been grouped.

The challenges around primary school place planning are firstly to accurately estimate what the resident population of four year olds is likely to be in the future based on the births and current resident population data for each age group. Resident population figures change from year to year and generally tend to increase compared to the births figure for that age group, although they can be lower. Increases can be irregular from year to year and vary for different year groups.

Secondly it is to project the percentage of those four year olds that will take up a YR place, primarily based on past patterns of admissions. The third factor is parental preference as parents do not always choose their nearest school. Estimates are based on the assumption that current patterns of take up of places will continue into the future. When planning YR places it is

only possible to plan four years ahead with any degree of certainty due to the availability of data on actual births.

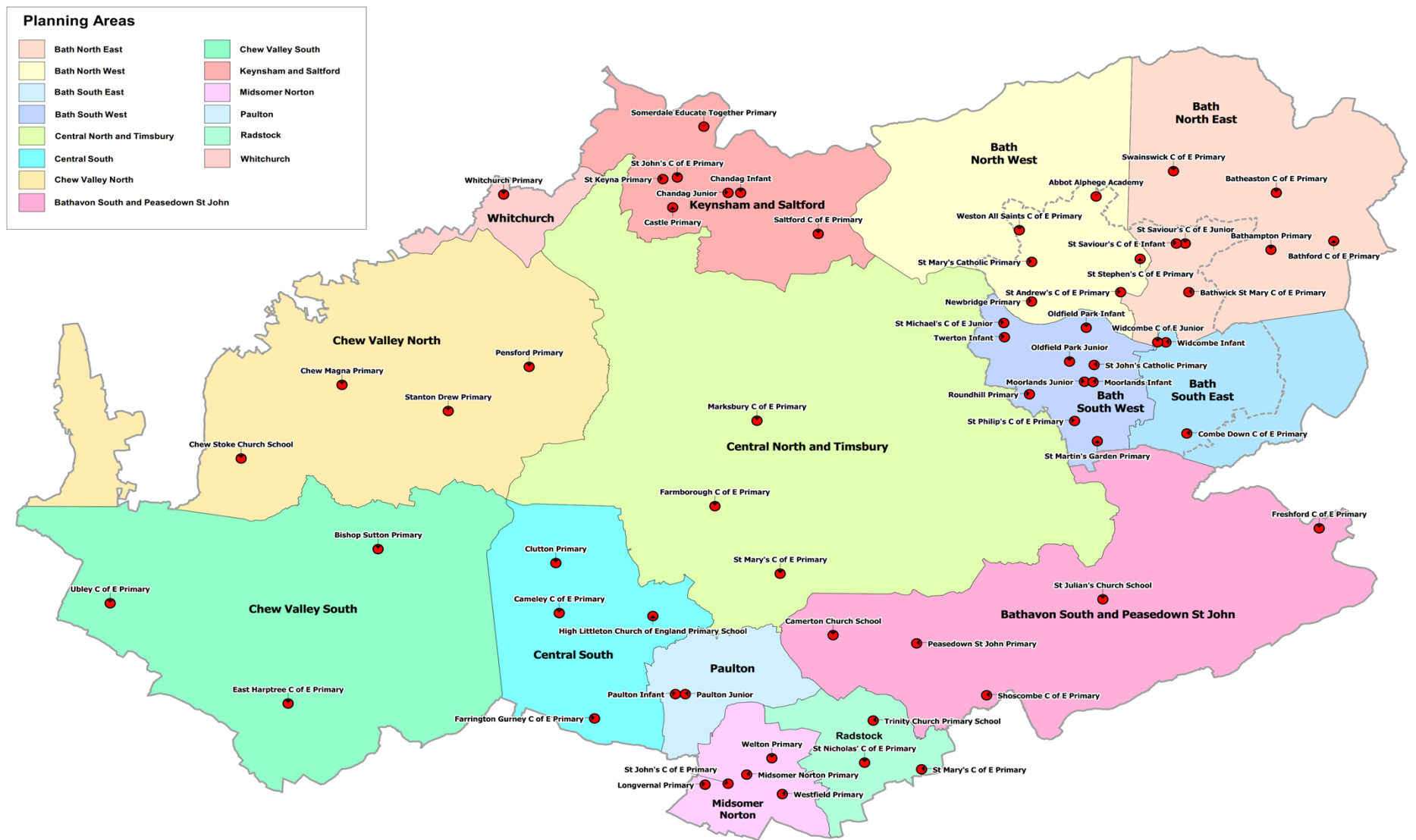
Finally, pupils generated from approved housing developments within the Core Strategy that are either currently under construction or are yet to be built need to be taken into account. The following tables of baseline projection figures by planning area up to 2021 exclude pupils from housing developments that have not yet commenced as they would not necessarily impact on school numbers by 2021. Some of the pupils generated from housing developments currently under construction will be included and some excluded, to reflect the progress of the housing construction programme. These additional pupils would need to be added on to the baseline projection figures contained in the tables.

Pupil projections are reviewed on a continuous basis and generally updated twice a year, in March and September.

Map of Primary School Planning Areas

Author : GIS Team
Date : 16/11/2015

**Bath & North East
Somerset Council**



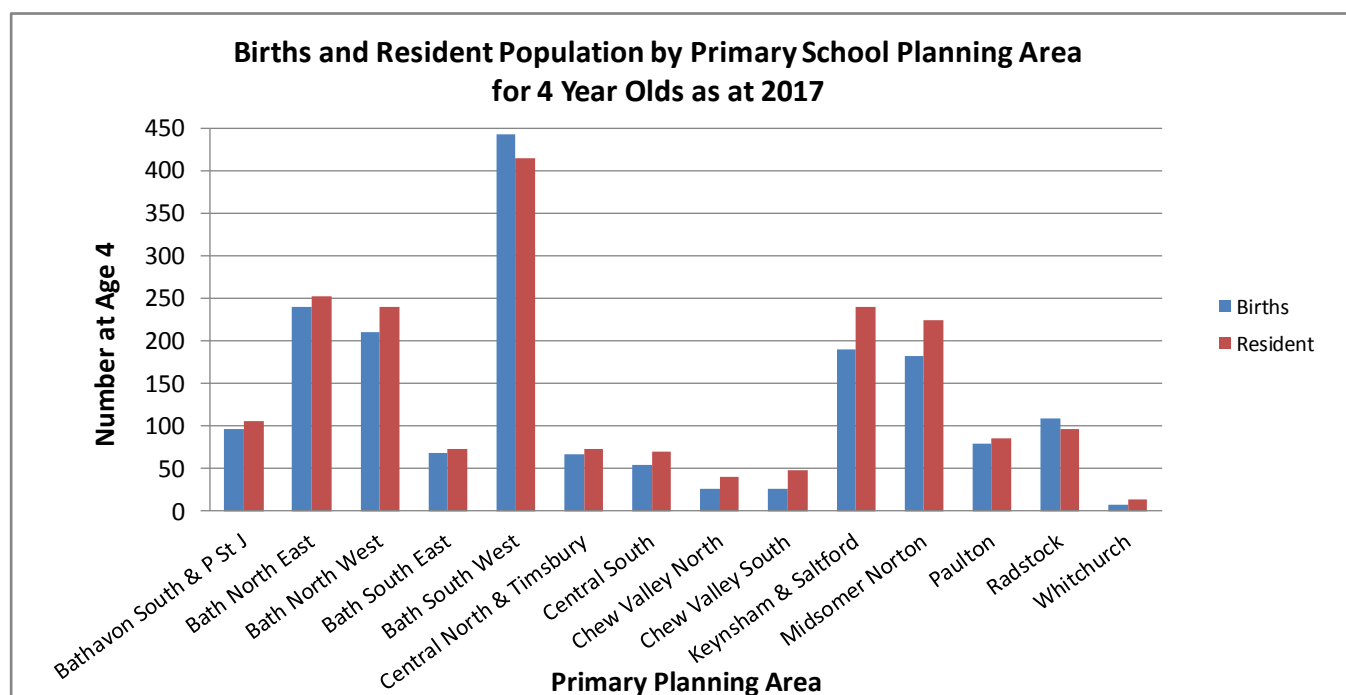
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The table below shows births and resident population for 0 - 10 year olds by academic year as at September 2017 grouped by Primary School Planning Area.

	Age in 2017/18	10/11	9/10	8/9	7/8	6/7	5/6	4/5	3/4	2/3	1/2	0/1
	Year Born	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17
	Year Enter YR	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	Year Enter Y7	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
Bathavon Sth & Peasedown St John	Births	109	111	92	105	101	105	96	101	84	94	77
	Resident	121	116	116	125	115	109	105	111	94	106	86
Bath North East	Births	274	265	230	240	274	254	240	223	215	192	179
	Resident	285	255	257	292	301	248	252	209	209	195	175
Bath North West	Births	210	248	190	209	209	222	210	183	190	196	179
	Resident	238	249	243	262	246	218	239	191	190	181	165
Bath South East	Births	78	70	64	60	69	55	68	64	62	45	53
	Resident	100	96	90	98	89	81	73	67	62	54	57
Bath South West	Births	429	406	435	394	420	467	443	441	426	454	411
	Resident	421	392	449	406	385	453	415	413	441	438	410
Central North & Timsbury	Births	63	60	53	59	55	61	67	63	66	71	69
	Resident	84	76	69	83	70	74	73	68	68	72	66
Central South	Births	68	69	54	63	55	62	54	49	61	58	51
	Resident	74	88	67	74	70	64	70	57	71	65	53
Chew Valley North	Births	46	30	35	32	42	30	26	44	39	23	30
	Resident	60	40	60	44	55	46	40	48	44	33	37
Chew Valley South	Births	37	42	32	34	30	26	26	27	25	30	27
	Resident	48	46	45	56	44	47	48	43	37	39	31
Keynsham & Saltford	Births	174	162	163	166	207	175	190	185	179	220	180
	Resident	236	232	231	231	268	251	240	228	228	249	221
Midsomer Norton	Births	170	150	170	159	178	192	182	162	197	198	158
	Resident	191	153	213	193	211	196	224	188	198	201	160
Paulton	Births	54	46	70	65	68	74	79	69	81	91	94
	Resident	57	61	93	75	86	82	85	84	78	92	97
Radstock	Births	115	115	116	104	109	98	108	126	89	115	93
	Resident	110	103	106	108	116	117	96	113	104	113	107
Whitchurch	Births	6	0	0	9	13	9	8	8	7	1	6
	Resident	12	15	7	10	11	14	14	9	16	3	10

The chart below shows births and resident population data for children aged four in the 2017-2018 academic year as at September 2017 grouped by Primary School Planning Area.



The following figures show the actual numbers on roll for 2016 and the projected numbers on roll for the academic years 2017 to 2021. Projections are based on the forecast number on roll as at the May School Census date for each year in question. Also shown are the 2017 and 2018 Admission Numbers (YR places), the latest 2017 Net Capacity (NC) figures or Capacity (C) if the school is an academy and YR places for September 2018.

Bathavon South and Peasedown St John Planning Area

	R	1	2	3	4	5	6	Total
2016	129	133	131	113	122	134	124	886
2017	124	125	128	128	115	125	130	875
2018	136	125	126	129	129	116	126	887
2019	120	137	126	127	130	130	117	887
2020	146	121	138	127	128	131	131	922
2021	149	147	122	139	128	129	132	946

YR Places in 2017: 145

YR Places in 2018: 141 (131 if Camerton Closes)

Schools:

10 Camerton Church School (NC 55), 20 Freshford C of E Primary (NC 140), 75 Peasedown St John Primary (C 525), 20 Shoscombe C of E Primary (NC 120), 16 St Julian's Church School (NC 112).

Camerton Church School, Shoscombe C of E Primary and St Julian's Church School are federated.

A consultation on the proposal to close Camerton Church School is currently being undertaken. As an interim arrangement, the seven pupils currently on roll at Camerton are being educated at

Shoscombe C of E Primary school. If the decision is made to proceed with the closure, the school would close on 31 August 2018.

In addition to the numbers in the table above there are also projected to be approximately a further 4 pupils per year group, generated mainly from the Greenlands Road housing development in Peasedown St Johns, some by 2021, some beyond this date.

A feasibility study to add capacity to Peasedown St John Primary school for September 2020 in order to accommodate pupils generated from the Greenlands Road development is being undertaken. This would add 15 places per year group, making Peasedown St John Primary school a 630 place school with a PAN of 90.

If more places were to be required in addition to the above, it would be possible to use projected spare capacity in the adjacent Radstock and Central North and Timsbury Planning Areas.

Bath North East Planning Area

	R	1	2	3	4	5	6	Total
2016	177	197	207	174	187	216	171	1329
2017	185	178	195	204	177	184	216	1339
2018	161	187	179	197	206	179	185	1294
2019	166	163	189	181	199	208	181	1287
2020	161	168	165	191	183	201	210	1279
2021	152	163	170	167	193	185	203	1233

YR Places in 2017: 192

YR Places in 2018: 192

Schools:

30 Bathampton Primary (C 206), 30 Batheaston C of E Primary (C 209), 30 Bathford C of E Primary (NC 210), 30 Bathwick St Mary C of E Primary (C 210), 60 St Saviour's C of E Infant (C 180) (and 60 St Saviour's C of E Junior (C 300)), 12 Swainswick C of E Primary (NC 86).

St Saviour's C of E Junior school had a bulge class added for Year 3 admissions in 2014 and also in 2017 to accommodate the bulge class of children that originally entered the St Saviour's C of E Infant school in 2011 and 2014, creating an additional 30 + 30 places.

Additional capacity was added to the school to accommodate the bulge classes. Once the 2014 bulge class has left in July 2018, the school will be a 270 place school with a PAN of 60. Once the 2017 bulge class has left in July 2021 the school will be a 240 place school with a PAN of 60.

In addition to the numbers in the table above there are also projected to be approximately a further 9 pupils per year group, generated mainly from the Holburne Park housing development currently under construction, some by 2021, some beyond this date.

There is projected to be sufficient capacity available in this Planning Area to accommodate pupils up to the end of the 2021-22 academic year.

A future expansion of Bathwick St Mary C of E Primary school, to accommodate pupils generated from the Holburne Park development and from other smaller housing developments in the Bath North West Planning Area is currently on hold pending a further review of proposals and timescales.

Bath North West Planning Area

	R	1	2	3	4	5	6	Total
2016	257	270	264	260	265	264	256	1836
2017	271	252	279	269	266	260	263	1860
2018	238	273	254	281	271	268	260	1845
2019	244	240	274	256	283	273	268	1838
2020	244	246	242	274	258	284	273	1821
2021	225	246	248	244	275	260	284	1782

YR Places in 2017: 300

YR Places in 2018: 300

Schools:

30 Abbot Alphege Academy (C 210), 60 Newbridge Primary (NC 420), 30 St Andrews C of E Primary (C 210), 30 St Mary's Catholic Primary (NC 210), 60 St Stephen's C of E Primary (C 420), 90 Weston All Saints C of E Primary (C 630).

In addition to the numbers in the table above there are also projected to be approximately a further 16 pupils per year group, generated mainly from the Former MoD Ensleigh, Royal High and Hope House housing developments currently under construction, some by 2021, some beyond this date.

There is projected to be sufficient capacity available in this Planning Area to accommodate pupils up to the end of the 2021-22 academic year.

Bath South East Planning Area

	R	1	2	3	4	5	6	Total
2016	119	120	120	115	117	118	115	824
2017	122	120	121	120	122	117	119	841
2018	126	123	121	122	121	123	119	855
2019	125	127	124	122	123	122	124	867
2020	127	126	128	125	123	124	123	876
2021	127	128	127	129	126	124	125	886

YR Places in 2017: 120

YR Places in 2018: 150

Schools:

60 Combe Down C of E Primary (C 418), 30 Mulberry Park Educate Together Primary Academy (C 210), 60 Widcombe Infant (C 180) (and 60 Widcombe C of E Junior (C 239)).

In addition to the numbers in the table above there are also projected to be approximately a further 24 pupils per year group, generated from the Mulberry Park housing development currently under construction, some by 2021, some beyond this date.

A new 210 place school with a PAN of 30 to accommodate pupils generated from the Mulberry Park housing development is under construction and is scheduled to open in September 2018.

Bath South West Planning Area

	R	1	2	3	4	5	6	Total
2016	357	307	305	340	315	338	283	2245
2017	317	349	300	290	341	316	346	2259
2018	318	318	351	302	292	343	318	2242
2019	344	320	320	353	304	294	345	2280
2020	345	346	322	322	355	306	296	2292
2021	330	347	348	324	324	357	308	2338

YR Places in 2017: 370

YR Places in 2018: 370

Schools:

60 Moorlands Infant (C 180) (and 60 Moorlands Junior (C 240)), 60 Oldfield Park Infant (C 180) (and 64 Oldfield Park Junior (C 260)), 60 Roundhill Primary (NC 420), 40 St Philip's C of E Primary (C 280), 45 St Martin's Garden Primary (C 315), 45 St John's Catholic Primary (NC 315), 60 Twerton Infant (NC 180) (and 60 St Michael's C of E Junior (NC 240)).

Moorlands Infant and Moorlands Junior are federated.

In addition to the numbers in the table above there are also projected to be approximately a further 35 pupils per year group, generated mainly from the Bath Western Riverside (BWR) and Foxhill Regeneration housing developments, some by 2021, some beyond this date.

The new 210 place primary school with a PAN of 30 to accommodate pupils generated by the BWR development has an estimated opening date of approximately September 2023, based on the latest build programme for the development.

It is proposed to add capacity to St Martin's Garden Primary school in order to accommodate the pupils generated from the Foxhill Regeneration development and the proposed Combe Hay Lane housing development (Odd Down Strategic Development Site).

Central North and Timsbury Planning Area

	R	1	2	3	4	5	6	Total
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2016	54	58	58	56	61	61	43	391
2017	52	60	62	65	56	61	61	417
2018	52	54	62	64	67	58	63	420
2019	54	54	56	64	66	69	60	423
2020	58	56	56	58	66	68	71	433
2021	60	60	58	60	60	68	70	436

YR Places in 2017: 73

YR Places in 2018: 70

Schools:

25 Farmborough C of E Primary (C 150), 15 Marksbury C of E Primary (C 105), 30 St Mary's C of E Primary (Timsbury) (NC 210).

In addition to the numbers in the table above there could also be pupils from the adjacent Bathavon South and Peasedown St John and Central South Planning Areas.

There is projected to be sufficient capacity available in this Planning Area to accommodate pupils up to the end of the 2021-22 academic year.

Central South Planning Area

	R	1	2	3	4	5	6	Total
2016	68	73	62	63	72	57	68	463
2017	77	69	73	62	65	72	58	476
2018	65	78	70	74	63	66	73	489
2019	85	66	79	71	75	64	67	507
2020	81	86	67	80	72	76	65	527
2021	76	82	87	68	81	73	77	544

YR Places in 2017: 85

YR Places in 2018: 85

Schools:

20 Cameley C of E Primary (NC 138), 25 Clutton Primary (C 147), 15 Farrington Gurney C of E Primary (C 105), 25 High Littleton Church of England Primary School (C 175).

In addition to the numbers in the table above there are also projected to be approximately a further 8 pupils per year group, generated mainly from housing developments in Temple Cloud and Clutton, some by 2021, some beyond this date.

A feasibility study to add capacity to Cameley C of E Primary school for September 2021 in order to accommodate pupils generated from housing developments in the area will be undertaken in due course. This would add 5 or 10 places per year group, making Cameley C of E Primary a 175 or 210 place school with a PAN of 25 or 30.

If more places were to be required in addition to the above, it would be possible to use projected spare capacity in the adjacent Central North and Timsbury and Chew Valley South Planning Areas.

Chew Valley North Planning Area

	R	1	2	3	4	5	6	Total
2016	54	65	60	68	70	62	53	432
2017	50	56	65	62	64	70	62	429
2018	75	51	57	66	63	65	71	448
2019	61	76	52	58	67	64	66	444
2020	57	62	77	53	59	68	65	441
2021	68	58	63	78	54	60	69	450

YR Places in 2017: 67

YR Places in 2018: 67

Schools:

15 Chew Magna Primary (NC 105), 27 Chew Stoke Church School (C 189), 15 Pensford Primary (NC 105), 10 Stanton Drew Primary (NC 70).

Stanton Drew Primary is federated with Bishop Sutton Primary.

Additional capacity may be required in this area for Reception admissions in 2018 and 2021. If additional places were to be required it would be possible to use projected spare capacity in the adjacent Whitchurch or Chew Valley South Planning Areas.

Chew Valley South Planning Area

	R	1	2	3	4	5	6	Total
2016	46	39	50	42	40	53	43	313
2017	44	51	42	50	43	41	51	322
2018	44	45	52	43	51	44	42	321
2019	42	45	46	53	44	52	45	327
2020	47	43	46	47	54	45	53	335
2021	48	48	44	47	48	55	46	336

YR Places in 2017: 60

YR Places in 2018: 60

Schools:

30 Bishop Sutton Primary (NC 209), 15 East Harptree C of E Primary (NC 103), 15 Ubley C of E Primary (NC 105).

Bishop Sutton Primary is federated with Stanton Drew Primary.

In addition to the numbers in the table above there are also projected to be approximately a further 6 pupils per year group, generated mainly from housing developments in Bishop Sutton, some by 2021, some beyond this date.

There could also be pupils from the adjacent Central South and Chew Valley North Planning Areas.

There is projected to be sufficient capacity available in this Planning Area to accommodate pupils up to the end of the 2021-22 academic year.

Keynsham and Saltford Planning Area

	R	1	2	3	4	5	6	Total
2016	237	267	221	217	225	221	202	1590
2017	246	244	272	232	224	231	223	1672
2018	245	250	248	280	236	226	235	1720
2019	278	249	254	256	284	240	230	1791
2020	302	282	253	262	260	288	244	1891
2021	297	306	286	261	266	264	292	1972

YR Places in 2017: 274

YR Places in 2018: 270

Schools:

60 Castle Primary (NC 360), 60 Chandag Infant (C 180) (and 68 Chandag Junior (C 240)), 30 Somerdale Educate Together Primary (C 210), 30 St John's C of E Primary (Keynsham) (C 240), 30 St Keyna Primary (NC 240), 60 Saltford C of E Primary (C 420).

In addition to the numbers in the table above there are also projected to be approximately a further 26 pupils per year group, generated from the Bilbie Green, The Meadows and Somerdale housing developments under construction, some by 2021, some beyond this date.

Additional capacity is being added to Castle Primary school in order to accommodate pupils generated from the Bilbie Green and The Meadows housing developments in Keynsham and pupils from underlying population growth. This will add 30 places per year group, making the school a 420 place school with a PAN of 60. The expected completion date is October 2018.

Additional capacity will be required in Keynsham in order to accommodate pupils generated from the housing developments above and the two new housing developments at South West Keynsham and at East Keynsham. A new 420 place Free School with a PAN of 60 has been approved by the DfE, with a target opening date of September 2019.

Should more places be required, a feasibility study to expand St Keyna Primary school to a 420 place school with a PAN of 60 via the use of an adjacent area of land has been undertaken.

Midsomer Norton Planning Area

	R	1	2	3	4	5	6	Total
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2016	200	294	195	212	190	199	209	1409
2017	214	203	206	200	214	191	201	1429
2018	193	217	206	209	203	217	194	1439
2019	207	196	220	209	212	206	220	1470
2020	213	210	199	223	212	215	209	1481
2021	186	216	213	202	226	215	218	1476

YR Places in 2017: 248

YR Places in 2018: 223

Schools:

30 Longvernal Primary (C 136), 45 Midsomer Norton Primary (C 315), 60 St John's Primary School (Midsomer Norton) (C 420), 28 Welton Primary (C 196), 60 Westfield Primary (NC 420).

Longvernal Primary school had a bulge class added for Reception admissions in 2017, creating an additional 30 + 5 more places. Additional capacity is being added to the school to accommodate the bulge class. Once the bulge class has left in July 2024, the school will be able to be a 175 place school with a PAN of 25.

In addition to the numbers in the table above there are also projected to be approximately a further 41 pupils per year group, generated mainly from the Alcan/Mardons, Cautletts Close/ Withies Park, Fosseyway South, Monger Lane, St. Peter's Park, Welton Bibby & Baron and Wheelers Road housing developments under construction and planned in Midsomer Norton, some by 2021, some beyond this date.

Additional capacity will be required in Midsomer Norton in order to accommodate pupils generated from these new housing developments. A new 630 place Free School with a PAN of 90 has been approved by the DfE with a target opening date of September 2020.

In addition to the numbers in the table above there could also be pupils from the adjacent Paulton Planning Area.

Paulton Planning Area

	R	1	2	3	4	5	6	Total
2016	76	71	75	73	64	63	65	487
2017	77	77	72	75	74	63	66	504
2018	77	78	78	73	76	75	64	521
2019	76	78	79	79	74	77	76	539
2020	91	77	79	80	80	75	78	560
2021	99	92	78	80	81	89	76	595

YR Places in 2017: 90

YR Places in 2018: 90

Schools:

90 Paulton Infant (NC 269) (and 90 Paulton Junior (NC 360)).

In addition to the numbers in the table above there are also projected to be approximately a further 14 pupils per year group, generated from the Polestar housing development, some by 2021, some beyond this date.

Additional capacity may be required in this area for Reception admissions in 2021. If additional places were to be required, it would be possible to use projected spare capacity in the adjacent Midsomer Norton Planning Area to accommodate Midsomer Norton resident children displaced from Paulton school.

Radstock Planning Area

	R	1	2	3	4	5	6	Total
2016	80	81	90	68	66	79	66	530
2017	67	82	83	92	69	71	74	538
2018	80	68	83	84	93	70	72	550
2019	78	81	69	84	85	94	71	562
2020	85	79	82	70	85	86	95	582
2021	94	86	80	83	71	86	87	587

YR Places in 2017: 100

YR Places in 2018: 100

Schools:

30 St Mary's C of E Primary (Writhlington) (NC 209), 40 St Nicholas' C of E Primary (NC 270), 30 Trinity Church Primary School (C 210).

In addition to the numbers in the table above there are also projected to be approximately a further 12 pupils per year group, generated mainly from the Radstock Railway Line and Knobsbury lane housing developments, some by 2021, some beyond this date.

Additional capacity is to be added to St Nicholas' C of E Primary school for September 2019 admissions onwards in order to accommodate pupils generated from the Radstock Railway Line development and other housing developments in Radstock. This will add 20 places per year group, making the school a 420 place school with a PAN of 60.

In addition to the numbers in the table above there could also be pupils from the adjacent Bathavon South and Peasedown St John Planning Area.

Whitchurch Planning Area

	R	1	2	3	4	5	6	Total
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2016	30	30	29	28	29	27	27	200
2017	30	30	30	30	26	30	28	204
2018	29	31	31	31	30	27	30	209
2019	37	30	32	32	32	31	28	222
2020	36	38	31	33	33	33	32	236
2021	39	37	39	32	34	34	34	249

YR Places in 2017: 30

YR Places in 2018: 30

Schools:

Whitchurch Primary (NC 210).

In addition to the numbers in the table above there are also projected to be approximately a further 9 pupils per year group, generated mainly from the two 'Horseworld' housing developments, some by 2021, some beyond this date.

Additional capacity is to be added to Whitchurch Primary school for September 2019 admissions onwards in order to accommodate pupils generated from the Orchard View and two 'Horseworld' developments. This will add 15 places per year group, making the school a 315 place school with a PAN of 45.

There could also be pupils from the adjacent Chew Valley North Planning Area.

Secondary Pupil Projections by Planning Area for Admissions in 2017 – 2021

For the purposes of secondary school place planning, the Authority has been divided into seven planning areas which relate to the seven secondary school catchment areas, also called Areas of Prime Responsibility, within the Authority.

The catchment areas for Chew Valley and Writhlington schools extend beyond the boundary of Bath and North East Somerset into the neighbouring authorities of North Somerset and Somerset respectively. Children living within this part of the catchment area are considered on the same level of priority as children living within the Bath and North East Somerset part of the catchment area for that school.

The catchment area for St Gregory's Catholic College extends beyond the boundaries of the Greater Bath Consortium catchment area, primarily to the north, east and south of the Authority as it serves designated Catholic parishes in North West Wiltshire and the north of the County of Somerset as well as Bath and North East Somerset.

The Authority is a net importer of secondary age pupils with many pupils travelling into the Authority from neighbouring authorities. This can create challenges when planning secondary school places as these patterns can change for a variety of reasons. External factors such as the popularity of schools in neighbouring authorities can impact on parental preference and affect the number of pupils that come into Bath and North East Somerset, as can any changes to schools within the Authority itself.

Some schools currently admit a significant number of pupils from outside of their catchment area and outside of the Authority, notably Chew Valley School, Broadlands Academy and Oldfield School and to a lesser extent Writhlington School. Within the Authority, there is an established pattern whereby Norton Hill School, Somervale School and Writhlington School tend to admit pupils from each other's catchment areas to varying degrees and Wellsway School admits a significant number of pupils from the Broadlands Academy catchment area and also from outside the Authority. Numbers at these schools can be significantly affected by these movements of pupils.

As pupil numbers in the catchment areas for these schools increase in future as a result of underlying population growth and/or new housing development, it is anticipated that gradually over time the new Y7 pupils living in the catchment area who apply for a place at their local school would serve to displace some of these out of catchment children.

The projected Y7 intake figures for 2017 – 2021 have been calculated by estimating the number of resident population children reaching Y7 age based on the current resident population and births figures in each secondary planning area and then the percentage of resident 11 year olds that will take up a Y7 place is estimated, primarily based on past patterns of parental preference and take up of places. Then a projection of the current year groups already within schools is calculated. The estimates are based on the assumption that these current patterns will continue into the future.

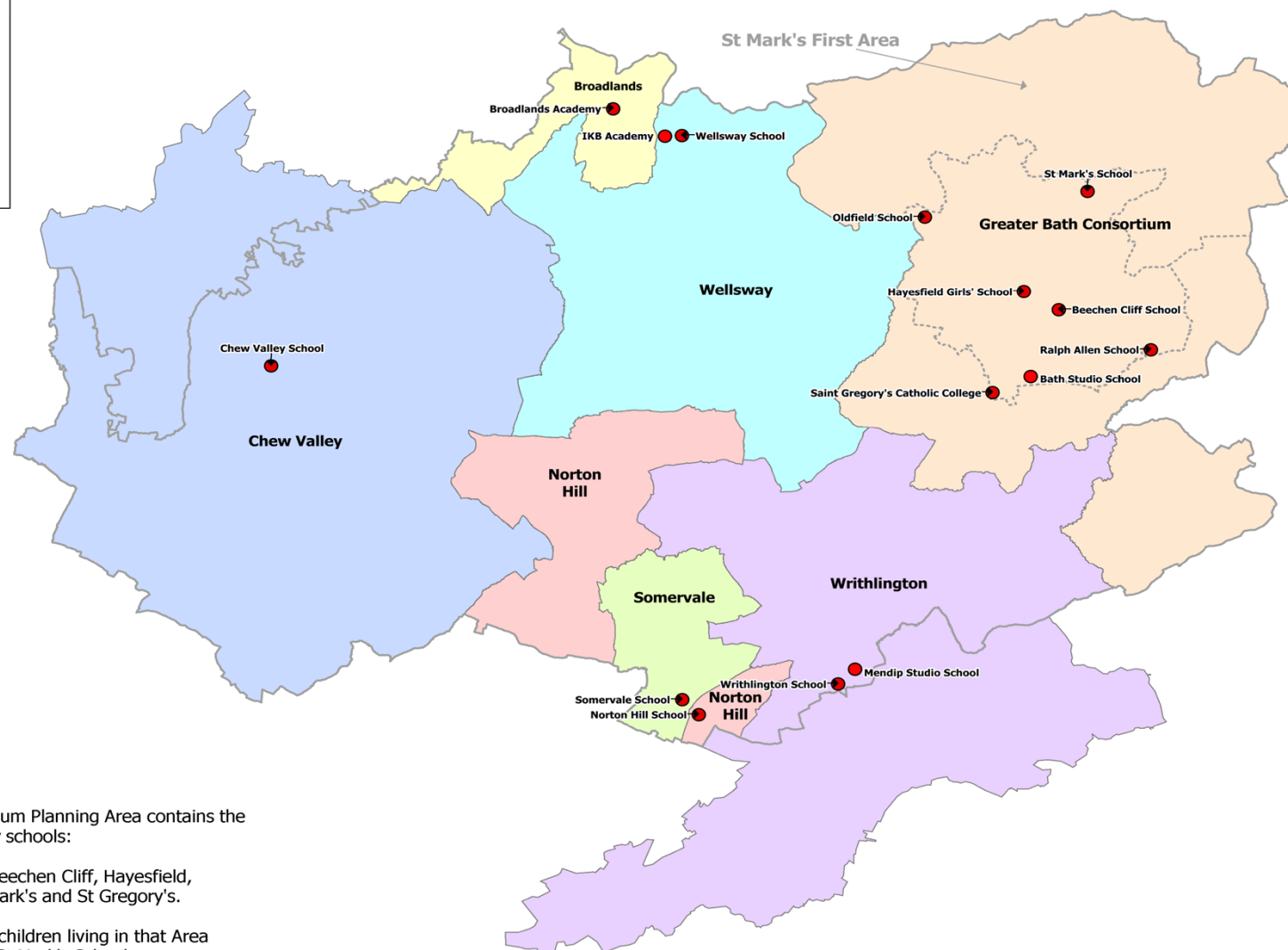
The figures also include pupils who currently travel into the Authority from outside of the individual school catchment areas and again are based on the assumption that this current pattern continues at this level. Also, popular schools are likely to attract additional pupils from outside of their catchment area should less places be required by children living within the catchment area due to lower population figures.

Finally, pupils generated from approved housing developments that are either currently under construction or are yet to be built need to be taken into account. The following tables of baseline projection figures by planning area up to 2021 exclude pupils from housing developments that have not yet commenced as they would not necessarily impact on school numbers by 2021. Some of the pupils generated from housing developments currently under construction will be included and some excluded, to reflect the progress of the housing construction programme. These additional pupils would need to be added on to the baseline projection figures contained in the tables.

Map of Secondary School Planning Areas

Author : GIS Team
Date : 16/11/2015

Bath & North East
Somerset Council



The Greater Bath Consortium Planning Area contains the following seven secondary schools:

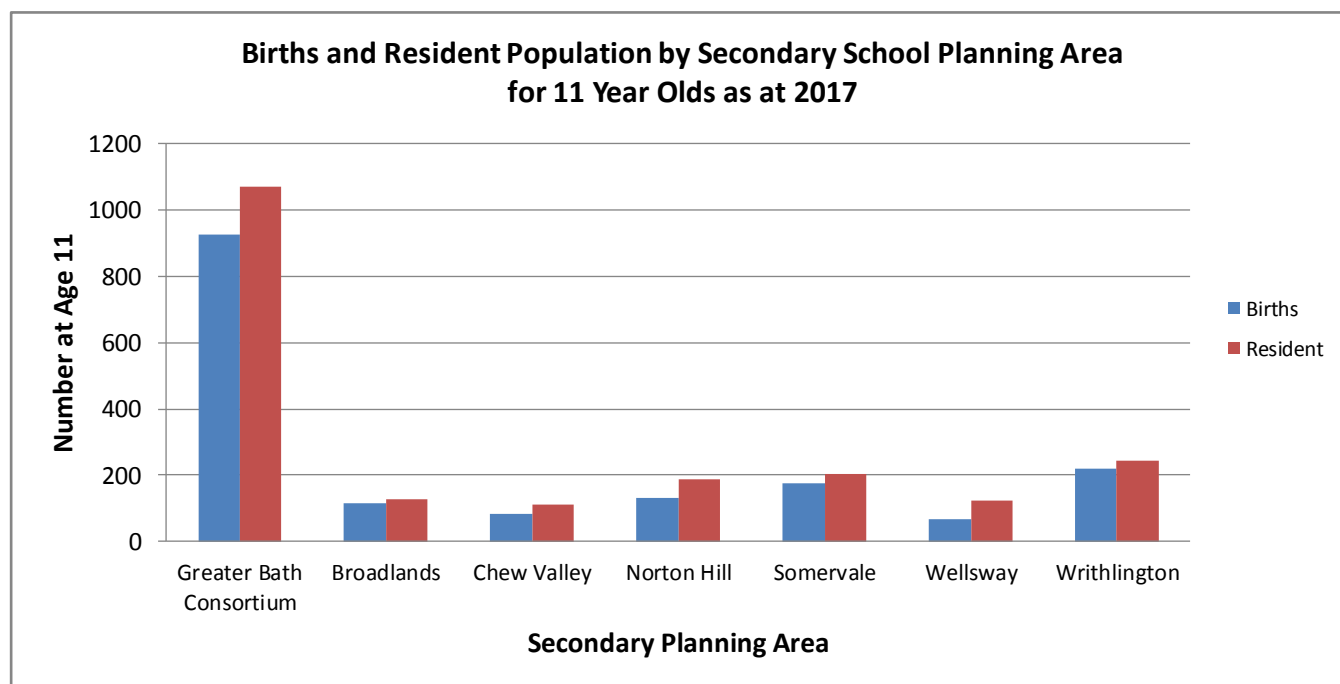
The Bath Studio School, Beechen Cliff, Hayesfield, Oldfield, Ralph Allen, St Mark's and St Gregory's.

St Mark's First Area gives children living in that Area priority when applying to St Mark's School.

The table below shows births and resident population data for 0 - 11 year olds by academic year as at September 2017 grouped by Secondary School Planning Area.

	Age in 2017/18	11/12	10/11	9/10	8/9	7/8	6/7	5/6	4/5	3/4	2/3	1/2	0/1
	Year Born	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17
	Year Enter YR	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	Year Enter Y7	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
Broadlands	Births	115	125	105	119	104	160	128	129	131	121	154	121
	Resident	127	148	140	144	131	179	164	160	146	165	184	159
Chew Valley	Births	84	93	85	77	75	80	66	59	79	74	67	67
	Resident	111	118	99	114	112	110	104	99	99	91	85	78
Greater Bath Consortium	Births	926	1013	1005	936	913	989	1011	974	923	902	896	837
	Resident	1070	1147	1074	1107	1136	1116	1081	1039	936	950	912	854
Norton Hill	Births	131	135	144	127	152	149	145	154	138	152	164	136
	Resident	189	190	178	177	197	188	175	212	177	190	192	154
Somervale	Births	176	166	135	182	163	179	211	190	170	206	205	195
	Resident	204	166	159	236	185	217	203	207	193	192	197	196
Wellsway	Births	66	76	77	63	88	74	76	90	81	81	91	84
	Resident	125	134	140	126	146	124	129	126	118	100	99	95
Writhlington	Births	221	224	222	200	204	199	193	197	225	183	210	167
	Resident	242	263	248	241	265	254	262	209	243	230	253	213

The chart below shows births and resident population data for children aged 11 in the 2017-2018 academic year as at September 2017 grouped by Secondary School Planning Area.



The following figures show the actual numbers on roll for 2016 and the projected numbers on roll for the academic years 2017 to 2021. Projections are based on the forecast number on roll as at the May School Census date for each year in question. Also shown are the 2017 and 2018 Admission Numbers (Y7 places) and the latest 2017 Net Capacity (NC) figures or Capacity (C) if the school is an academy and Y7 places for September 2018.

Broadlands Planning Area

	7	8	9	10	11	12	13	Total
2016	113	90	85	51	106	0	0	445
2017	145	116	94	86	52	0	0	493
2018	152	147	118	96	88	0	0	601
2019	146	154	149	120	98	0	0	667
2020	151	148	156	151	121	0	0	727
2021	147	153	150	158	153	0	0	761

Y7 Places in 2017: 150

Y7 Places in 2018: 150

School:

150 Broadlands Academy (C 750).

In addition to the numbers in the table above there are also projected to be approximately a further 48 pupils per year group, generated from The Meadows, Bilbie Green, Somerdale and South West Keynsham housing developments in Keynsham and the Orchard View and 'Horseworld' developments in Whitchurch - 40 from Keynsham and 8 from Whitchurch - some by 2021, some beyond this date.

There is projected to be sufficient capacity available in this planning area to accommodate pupils up to 2021. This may be achieved via the displacement of some future children from outside of the school's catchment area.

In addition to the numbers in the table above there could also be pupils displaced from the adjacent Wellsway Planning Area.

Chew Valley Planning Area

	7	8	9	10	11	12	13	Total
2016	180	193	179	192	177	98	104	1123
2017	208	183	194	180	193	89	87	1134
2018	228	209	184	195	181	98	80	1175
2019	204	229	210	185	196	93	88	1205
2020	236	205	230	211	186	102	84	1254
2021	217	237	206	231	212	98	92	1293

Y7 Places in 2017: 210

Y7 Places in 2018: 210

School:

210 Chew Valley School (C 1336).

In addition to the numbers in the table above there are also projected to be approximately a further 9 pupils per year group, generated from housing developments in the Bath and North East Somerset part of the Chew Valley Planning Area, mainly from Bishop Sutton and Temple Cloud, some by 2021, some beyond this date.

There is projected to be sufficient capacity available in this planning area to accommodate pupils up to 2021. This may be achieved via the displacement of some future children from outside of the school's catchment area.

Greater Bath Consortium Planning Area

	7	8	9	10	11	12	13	Total
2016	1075	1040	1010	1004	896	603	468	6096
2017	1060	1086	1047	1005	991	561	539	6289
2018	1112	1066	1092	1053	1011	663	499	6496
2019	1058	1118	1072	1098	1059	677	590	6672
2020	1134	1064	1124	1078	1104	709	602	6815
2021	1177	1140	1070	1130	1084	739	631	6971

Y7 Places in 2017: 1115

Y7 Places in 2018: 1046

Schools:

170 Beechen Cliff School (C 1131), 224 Hayesfield Girls' School (C 1226), 180 Oldfield School (C 1216), 210 Ralph Allen School (C 1110), 160 St Gregory's Catholic College (NC 951), 102 St Mark's School (NC 513), 60 (Year 10) The Bath Studio School (C 300).

The Bath Studio School offers a total of 300 places in Year 10 - 13 for pupils aged 14 -19.

In addition to the numbers in the table above there are also projected to be approximately a further 69 pupils per year group, generated mainly from the BWR, Combe Hay Lane, Former Ministry of Defence Ensleigh, Foxhill Regeneration, Holburne Park, Hope House, Mulberry Park and Royal High housing developments in Bath, some by 2021, some beyond this date.

In 2017 the DfE took the decision to close Bath Community Academy. In September 2017 no Year 7 pupils were admitted and Year 10 pupils transferred to other schools. The school will close completely on 31 August 2018.

There is currently projected to be sufficient capacity available in this planning area for Greater Bath Consortium resident children to accommodate pupils up to 2020 or 2021. This is expected to be achieved via the displacement of some future children from outside of the school's catchment area. The ability for parents to express five preferences instead of only three applied for the first time for Y7 admissions in 2018. The impact of this on the availability of school places for Greater Bath Consortium resident pupils will be monitored and a decision made as to whether or not it is necessary to create some additional capacity in Bath for admissions in 2020 or 2021.

Norton Hill Planning Area

	7	8	9	10	11	12	13	Total
2016	296	277	231	242	250	148	145	1589
2017	308	302	274	227	243	147	133	1634
2018	312	309	303	275	228	142	132	1701
2019	310	313	310	304	276	135	128	1776
2020	312	311	314	311	305	163	121	1837
2021	353	313	312	315	313	180	147	1933

Y7 Places in 2017: 312

Y7 Places in 2018: 308

School:

308 Norton Hill School (C 1621).

Norton Hill School is federated with Somervale School.

In addition to the numbers in the table above there are also projected to be approximately a further 25 pupils per year group, generated mainly from the Alcan/Mardons, Fosseyway South and St. Peter's Park housing developments in Midsomer Norton and development in Clutton, some by 2021, some beyond this date.

There is projected to be sufficient capacity available in this planning area to accommodate pupils up to 2020. This may be achieved via the displacement of some future children from outside of the school's catchment area. Additional capacity is expected to be required for admissions in 2021 onwards.

Somervale Planning Area

	7	8	9	10	11	12	13	Total
2016	73	68	111	88	78	43	32	493
2017	103	71	73	110	89	20	40	506
2018	85	105	73	75	112	23	40	513
2019	83	87	107	75	77	29	21	479
2020	125	85	89	109	77	20	27	532
2021	99	127	87	91	111	20	19	554

Y7 Places in 2017: 141

Y7 Places in 2018: 141

School:

141 Somervale School (C 839).

Somervale School is federated with Norton Hill School.

In addition to the numbers in the table above there are also projected to be approximately a further 23 pupils per year group, generated mainly from the Cautletts Close/Withies Park, Monger Lane and Welton Bibby & Baron housing developments in Midsomer Norton and the Polestar development in Paulton, some by 2021, some beyond this date.

There is projected to be sufficient capacity available in this planning area to accommodate pupils up to 2021.

In addition to the numbers in the table above there could also be pupils displaced from the adjacent Norton Hill Planning Area.

Wellsway Planning Area

	7	8	9	10	11	12	13	Total
2016	229	230	230	246	220	164	165	1484
2017	235	225	231	265	242	163	145	1506
2018	256	236	226	263	266	190	147	1584
2019	280	257	237	262	264	212	172	1684
2020	265	281	258	276	263	187	194	1724
2021	313	266	282	300	277	211	171	1820

Y7 Places in 2017: 230

Y7 Places in 2018: 230

Schools:

230 Wellsway School (C 1400), 60 (Year 10) IKB Academy (C 300).

IKB Academy offers a total of 300 places in Years 10 - 13 for pupils aged 14 - 19.

In addition to the numbers in the table above there are also projected to be approximately a further 7 pupils per year group, generated mainly from the East Keynsham housing development, some by 2021, some beyond this date.

There is projected to be sufficient capacity available in this planning area to accommodate pupils up to 2021. This is expected to be achieved via the displacement of some future children from outside of the school's catchment area.

Writhlington Planning Area

	7	8	9	10	11	12	13	Total
2016	244	230	258	257	238	160	142	1529
2017	196	241	236	268	255	128	147	1471
2018	224	197	242	237	269	137	117	1423
2019	209	225	198	243	238	145	126	1384
2020	214	210	226	199	244	128	133	1354
2021	230	215	211	227	200	131	118	1332

Y7 Places in 2017: 245

Y7 Places in 2018: 245

Schools:

245 Writhlington School (C 1645), 70 (Year 10) The Mendip Studio School (C 300).

The Mendip Studio School offers a total of 300 places in Years 10 - 13 for pupils aged 14 - 19.

In addition to the numbers in the table above there are also projected to be approximately a further 12 pupils per year group, generated from housing developments in the Bath and North East Somerset part of the Writhlington Planning Area, mainly from the Greenlands Road development in Peasedown St John and the Knobsbury lane development in Radstock, some by 2021, some beyond this date.

There is projected to be sufficient capacity available in this planning area to accommodate pupils up to 2021. This may be achieved via the displacement of some future children from outside of the school's catchment area.

Longer Term School Place Planning Within the Local Plan Period

The existing Core Strategy and Placemaking Plan set out the amount of housing required in the Authority between 2011 and 2029 and site allocations and a spatial strategy to enable delivery of this housing. Bath & North East Somerset Council is now preparing a new Local Plan for its area which covers the period from 2016 up to 2036. The Local Plan is principally concerned with the use and development of land.

The new Local Plan is being produced to deliver and alongside, the West of England Joint Spatial Plan (JSP). The JSP also covers the period from 2016 to 2036 and provides the overarching strategic planning context for the four West of England local authorities of Bath and North East Somerset, Bristol City Council, North Somerset and South Gloucestershire. The JSP focusses on establishing the housing requirement for the wider area, as well as a broad spatial strategy for accommodating growth, identifying strategic development locations and outlining the infrastructure required to support this development, including that for education.

The Local Plan will enable the delivery of the JSP, and will respond to new local circumstances and new national policy/legislation since the Core Strategy was adopted in July 2014. The Core Strategy vision and strategic objectives now need to be reviewed in light of changed circumstances. The Local Plan is the means by which the Core Strategy review will be undertaken. Upon its adoption, the Local Plan will replace the Council's existing Core Strategy and Placemaking Plan.

The emerging proposed approach to development within the Local Plan period up to 2036 is comprised of 1,400 dwellings in the North Keynsham Strategic Development Location (SDL), 1,600 in the Whitchurch SDL, further urban intensification living in Bath yielding around 300 dwellings, 700 dwellings on non-strategic sites across the Authority and 672 dwellings on small windfall sites across the Authority, with specific sites for the 700 and 672 dwellings yet to be determined. This are in addition to housing currently committed through the Core Strategy and Placemaking Plan.

As a result of the anticipated delivery programme, it is expected that a further 100 dwellings will be delivered with the North Keynsham SDL and 900 dwellings within the Whitchurch SDL beyond the end of 2036, taking total housing capacity to around 1,500 dwellings and 2,500 dwellings respectively.

The Local Plan will ensure the timely and efficient provision of infrastructure to support growing communities and ensure the alignment of the development of new housing with the provision of all necessary infrastructure.

Following extensive consultation on and discussion of options, the Council will prepare a Draft Local Plan which will set out the proposed site allocations and policies. The Draft Plan will be subject to formal consultation prior to submission for examination by a Planning Inspector. The currently anticipated programme for the Local Plan is examination in spring 2019 and adoption autumn 2019.

The first section of the School Organisation Plan included the impact of the dwellings currently allocated in the Core Strategy and Placemaking Plan up to 2029. This section of the Plan outlines the likely need for primary and secondary school places based on the dwelling quotas contained in the emerging Local Plan.

In general, the majority of existing primary and secondary schools are either already at capacity or projected to reach capacity within the near future and it is anticipated that there will be minimal or nil surplus capacity to absorb children generated from future new housing development. Therefore additional school places will be required to accommodate these new pupils.

The impact of pupils generated from future house building will vary from area to area across the Authority depending on where the resulting population growth is taking place. In some areas the impact is likely to be less severe and be felt more gradually, as the number of places required will be fewer in number and will build up gradually and also because there may be more options available for delivery of any additional places that might be required, possibly via the expansion of existing local schools using S106 Contributions or CIL.

In other areas where growth is expected to be greater or more rapid and options for delivery of additional places is limited, as existing local schools cannot be expanded, for example because the sites they occupy are not large enough, the impact is likely to be much more pronounced and immediate, requiring additional places to be created early on and most likely via the provision of whole new schools. This will require S106 Contributions and CIL in the form of capital to build the new school accommodation and sufficient land to build on.

In most parts of the Authority existing primary schools that occupy large enough sites have already been expanded up to the maximum possible and it is anticipated that whole new primary schools on new sites will be required in most cases. In the case of secondary schools, it may be possible to add capacity to some existing schools to create places.

The Authority will need to consider the timing of the delivery of any additional places that might be required, particularly where the need for places is created by more than a single development and where S106 Contributions might need to be pooled or where a S106 Contribution from a single development is received in several staged payments. This is particularly so where additional land will be required.

It is likely that S106 Contributions and CIL could be received over an extended period of time which would make planning building work challenging. Also where additional places are required as a result of underlying population growth as well as new housing development, it

would be best practice to combine Basic Need funding with S106 Contributions or CIL where possible to achieve the most cost effective solution. However it will be a challenge to achieve this level of co-ordination whilst at the same time ensuring that the additional places are provided in time and are available when required.

The most significant future increases in primary and secondary pupil numbers as a result of new housing development in the Local Plan period are expected to be in Keynsham and Whitchurch.

School Place Requirements by Core Strategy Area

Impact on Primary

Somer Valley Area – Midsomer Norton, Radstock, Paulton and Peasedown St John

There may be some spare capacity available in the new Norton Hill Free School to accommodate pupils generated from housing on non-strategic or windfall sites allocated to Midsomer Norton, depending on the number of dwellings.

There may be some spare capacity available in the three primary schools in Radstock, two of which have been expanded, to accommodate pupils generated from housing on non-strategic or windfall sites allocated to Radstock, depending on the number of dwellings.

Paulton Infant and Junior schools cannot be expanded further and any Local Plan housing allocation in Paulton would create the need for additional land and capital for a new school.

Any Local Plan housing allocation in Peasedown St John would create the need for additional land and capital for a new school as Peasedown St John Primary school cannot be expanded further.

Bath Area

Many of the existing primary schools in the Greater Bath Consortium Planning Area have limited or no capacity for expansion on site as they are on sites that are constrained in size, therefore additional land and capital for new school accommodation could be required in order to provide additional school places.

The exact number of additional places required will depend on the housing mix in the new housing developments – how many dwellings are flats, how many houses and how many bedrooms they have. Also on their location within Bath.

There may be some spare capacity available as a result of the planned expansion of St Martin's Garden Primary school to accommodate pupils generated from the urban intensification housing or housing on non-strategic or windfall sites allocated to this part of Bath, depending on the number of dwellings.

Keynsham Area

There is limited future scope for existing primary schools to be expanded to add extra capacity in Keynsham. This is due to both the more significant underlying population growth happening in this area as well as anticipated growth from new housing and the fact that the existing school sites do not lend themselves to expansion.

The proposed SDL housing in Keynsham North which includes the Keynsham East Safeguarded land delivering a total of 1,500 dwellings, is estimated to generate the need for a new 630 place school located on the Keynsham North site.

There may be some spare capacity available in this school to accommodate pupils generated from housing on non-strategic or windfall sites allocated to Keynsham, depending on the number of dwellings.

Whitchurch Area

The proposed SDL housing in Whitchurch delivering a total of 2,500 dwellings is estimated to generate the need for two new 420 place schools located on the Whitchurch development site.

These places would be required in addition to the 315 existing places at the expanded Whitchurch Primary school.

Rural Area – the Remainder of the Authority

Most rural schools do not lend themselves to expansion as they are located on constrained sites and housing development in these villages would be difficult. St. Mary's C of Primary school in Timsbury could be expanded within its existing site, therefore pupils generated from housing on non-strategic or windfall sites allocated to Timsbury could be accommodated, depending on the number of dwellings.

It is not anticipated at this stage that any whole new schools will be required.

Impact on Secondary

Somer Valley Area – Midsomer Norton, Radstock, Paulton and Peasedown St John

Any significant housing on non-strategic or windfall sites allocated to this area would generate the need for additional places to be created in the future, at Norton Hill School, Somervale School and/or Writhlington School, depending on the location of the dwellings.

Bath Area

The urban intensification housing and any significant housing on non-strategic or windfall sites allocated to the Greater Bath Consortium Planning Area will generate the need for additional places to be created in the future.

Keynsham Area

The proposed SDL housing in Keynsham North which includes the Keynsham East Safeguarded land delivering a total of 1,500 dwellings, is estimated to generate the need for an additional 75 places for 11-16 year olds (15 places per year group) and possibly additional sixth form capacity, to be created at Wellsway School.

Any significant housing on non-strategic or windfall sites allocated to Keynsham would generate the need for additional places to be created at Broadlands Academy and/or Wellsway School, depending on the location of the dwellings.

Whitchurch Area

The proposed SDL housing in Whitchurch delivering a total of 2,500 dwellings is estimated to generate the need for a new secondary school with a sixth form located on the Whitchurch development site, in approximately 2031.

An all-through on site 'education campus' providing early years, primary, secondary and sixth form capacity could be considered.

Rural Area – the Remainder of the Authority

Pupils generated from housing on non-strategic or windfall sites allocated to the Chew Valley Planning Area would be expected to be able to be accommodated within existing capacity at Chew Valley School, via the displacement of some future children from outside of the catchment area.

Housing on non-strategic or windfall sites allocated to the rural parts of the Greater Bath Consortium Planning Area, the Norton Hill Planning Area, the Somervale Planning Area, the Wellsway Planning Area and the Writhlington Planning Area would generate the need for additional places to be created at the schools in these Planning Areas.

Strategy for Provision of New School Places and Options Evaluation Criteria

'School' means maintained school, academy or free school. Any changes to existing maintained schools would be subject to completion of the appropriate statutory processes as necessary.

Criteria have been developed to enable options for the provision of new school places to be assessed. This will be applied when considering the options for providing additional places needed as a result of new housing development or underlying population growth (Basic Need).

New school places can be provided either through expansion alone or expansion and relocation of existing schools or through the provision of new schools.

When assessing the most appropriate educational solution, issues such as educational standards, proximity to development site or area of underlying population growth, admission policies and patterns, balance of faith and non-faith school places will be taken into account.

Where it is identified that the preferred educational solution requires additional land to enable expansion of an existing school or a site for a relocated and expanded school or a new school, this will be referred to Planning Policy to test its deliverability.

Educational Strategy

Sufficient school places must be provided so that the Council can meet its statutory duty to provide a school place for every child resident in Bath and North East Somerset that requires one.

Where possible existing schools should be expanded within their existing site or via the addition of an adjoining area of land. If this is not possible, expansion and relocation of an existing school may be considered. If this is not possible, new schools will be required on new sites.

The Council will retain a degree of flexibility when considering the expansion of existing schools to take account of future trends and the possible need to accommodate additional pupils generated by increased birth rates and not exclusively generated by new housing developments.

There must be a degree of flexibility within each school place planning area – not all schools should be 100% full – to allow for natural annual variations in intakes, families moving house etc.

All schools, including new and expanded schools are encouraged to be run in accordance with the Council's aspiration that schools are 'community hubs' in order to achieve:

- Schools that work within the local community and actively encourage those nearby to attend.
- School buildings that feature a range of services, all of which serve the wider community. Examples include healthcare; early years provision; advice and information services and youth provision.
- School buildings that are used to their maximum capacity, such as during evenings, at weekends, and during all school holidays e.g. through holiday clubs.

Educational Criteria

1. New school places will need to be provided where there is projected to be insufficient available surplus capacity in surrounding schools within a reasonable distance of a new housing

development or area of underlying population growth (walking distance – 0.5 of a mile approximately in urban and suburban areas for primary school places and 1.25 miles for secondary school places) to accommodate pupils generated. Local school places should be provided to promote community cohesion and reduce length of journey from home to school, enabling pupils to walk to school thus helping to promote healthy lifestyles and reducing carbon emissions as journeys by car are rendered unnecessary.

2. Where possible existing schools should be expanded. Expansion should be on a single site and not serve to create a split site school. If expansion cannot be within the existing site then expansion via the addition of an adjoining area of land will be considered. If this is not possible, expansion and relocation of an existing school may be considered providing this can be achieved without any negative impact on the local community served by the school in its current location. This would also be subject to obtaining the relevant Government approvals. If this is not possible, new schools will be required on new sites.

3. If an existing school is to be expanded, where possible it should have good educational standards with an OFSTED rating of Outstanding or Good.

4. If an existing school is to be expanded, where possible it should be popular with parents and be admitting pupils at or near its PAN.

5. When considering the expansion of existing schools or the provision of new schools, preference will be given to those schools which use universal admissions criteria, in order to facilitate access to the local school.

6. When considering the expansion of existing schools or the provision of new schools, the balance of faith versus non-faith places within a school place planning area will be taken into consideration.

7. Where it is identified that existing local schools cannot be expanded then a new school will be required.

8. New primary schools will be expected to be all through schools (ages 4-11). New secondary schools will be expected to be secondary schools with a sixth form (ages 11-18).

9. New primary schools would be a minimum size of 210 places. New secondary schools would be a minimum size of 600 places in Years 7 – 11

Conclusion

Beyond the latest births and resident population data provided by the Health Service, we cannot predict exactly what will happen to the child population in Bath and North East Somerset. Numbers could level off, fall dramatically or gradually or continue to rise steeply or gradually and therefore it is difficult to forecast precisely how many school places will be required beyond admissions into Reception in 2021 and into Year 7 in 2023.

It is also difficult to predict exactly when pupils expected to be generated by new housing developments will appear as this depends on when building work commences, how quickly it

progresses, the final number and type of dwellings approved and how quickly the dwellings are occupied.

The Authority will continue to plan to ensure that a sufficient number of places are provided in the areas and within the timeframe required and delivered in the most cost effective way possible. However this will be challenging as capital funding streams in the form of Basic Need from the DfE and S106 Contributions from new housing developments are uncertain in the long term, both in terms of the actual sums involved and when the capital will become available to the Council. The availability of sufficient land to build on is also an important factor that will need to be addressed.

Glossary

Academies

Publicly funded independent schools for pupils of all abilities that operate outside of Local Authority control with funding provided directly from central government. The Governing Body employs the staff and controls pupil admissions to the school. Some academies have sponsors such as businesses, universities, other schools, faith groups or voluntary groups. All new academies that open will be classed as Free Schools.

Community Schools

State maintained schools which are wholly funded by the Local Authority. The Local Authority employs the staff and controls pupil admissions to the school.

Federated Schools

Two or more schools that agree to work together to raise standards. Leadership arrangements are shared by more than one school via an Executive Headteacher. A Hard Governance Federation is a statutory relationship in which the schools agree to have a single governing body, integrated service provision, integrated management and joint budgetary decisions. There are various 'softer' variations of such federations in which the joint working is less formalised but still collaborative. Federations often involve high performing schools supporting lower performing schools or are used as a way to improve the sustainability of small and rural schools.

Foundation Schools

State maintained schools where the Governing Body employs the staff and controls pupil admissions to the school.

Free Schools

A form of academy, they are publicly funded independent schools for pupils of all abilities that operate outside of Local Authority control with funding provided directly from central government. The Governing Body employs the staff and controls pupil admissions to the school. Free schools can be set up by groups of parents, teachers, businesses, charities, trusts, universities, independent schools, community groups, faith and voluntary groups. All new academies that open will be classed as Free Schools.

Studio Schools

Small schools of around 300 all ability pupils aged 14-19 years. Studio Schools teach the national curriculum through interdisciplinary, enterprise-themed projects and offer a range of

academic and vocational qualifications. They have a very different style and ethos to most existing schools, with a much stronger emphasis on practical work and enterprise.

Trust Schools

Foundation schools that have acquired a charitable foundation (or trust) to support the school and enable it to work with external partners to bring expertise and wider knowledge to the school. Trust schools can be single schools or groups of schools - a shared trust - working within one overarching trust.

Voluntary Aided Schools

State maintained schools set up and owned by a voluntary body – usually a church body - but largely financed by the Local Authority. The Governing Body employs the staff and controls pupil admissions to the school.

Voluntary Controlled Schools

State maintained schools set up by a voluntary body – usually a church body and generally Church of England – and wholly funded by the Local Authority. The Local Authority employs the staff and controls pupil admissions to the school.

Bath & North East Somerset Council		
MEETING	Children & Young People Policy Development & Scrutiny Panel	
MEETING/ DECISION DATE:	20 th March 2018	EXECUTIVE FORWARD PLAN REFERENCE:
		E
TITLE:	Update on Youth Connect Service	
WARD:	All	
AN OPEN PUBLIC ITEM		
List of attachments to this report:		
None		

1 THE ISSUE

- 1.1 This report seeks to update the Children's Policy, Development and Scrutiny Committee on the work that has been undertaken to re-structure the Youth Connect Service in light of the need to reduce the overall budget for the service. In particular the report updates on the work to explore whether or not the service could function as a Staff Mutual, or whether it should remain within the Council. The report also highlights the work currently being undertaken to explore possible community options for each of the three buildings currently being utilised by Youth Connect.

2 RECOMMENDATION

- 2.1 There is no specific proposal attached to this report, it is for the purpose of update and information.

3 RESOURCE IMPLICATIONS (FINANCE, PROPERTY, PEOPLE)

- 3.1 The Youth Connect Services delivers targeted youth engagement across BANES from three buildings (Riverside in central Bath, Southside in Twerton, and Peasedown St John). The Service also runs a mobile service in the Chew Valley and Radstock. The Service is focused on prevention and early intervention.

- 3.2 Youth Connect also have a statutory duty to “track” the educational and training destinations of all 16-18 yr olds and report on NEET levels (Not in Employment, Education and Training) to Central Government.
- 3.3 In January 2017, the Council reduced the budget to the Service by £500k. This equated to a 50% reduction in funding to the Service. These saving will need to be taken by September 2018. The total budget for the reduced Service will be £516,319.
- 3.4 As a result of the significant changes to the funding of the Service, we have needed to undertake a process of reviewing the structure and remit of the Service as well as reviewing the usage of the three buildings. This paper seeks to summarise the key issues arising from this exercise.
- 3.5 Alongside the planning to re-design the Service, we have engaged with the HR team to move forward the necessary arrangements for staff redundancies.

4 STATUTORY CONSIDERATIONS AND BASIS FOR PROPOSAL

- 4.1 There is a statutory requirement for all Local Authorities to facilitate the provision of a youth service. But there is no specified statutory minimum of what this service should be structured or the scope and reach of the service.

5 THE REPORT

- 5.1 With regard to (a), the current viable options are to maintain the reduced Youth Connect Service “in-house” or to allow the staff to pursue a social enterprise/staff mutual approach. An initial feasibility has recently been completed and recommends that this could be a feasible option.
- 5.2 With regard to (b), the report sets out the options which have emerged from the engagement process with a number of community based organisations that have expressed interest in the three buildings. Each of the three buildings could offer a range of different opportunities for the Council.

1: Context/Background;

- 1.1 The Youth Connect Service needs to reduce its budget by 500k on 1st October 2018. This require the service to be re-designed to allow for a the delivery of a reduced service to young people. In addition the budget reduction will also affect the use of the existing three buildings. Over the past year staff have held a number of engagement event with community groups to establish the level of possible collaboration in delivering services and/or usage of buildings.

2: Options for the Structure, Scope and Status of the Youth Connect service;

- We have used the past 11 months to engage with staff about possible future structures and service designs as well as exploring other delivery models developed by other Local Authorities. This could involve retaining the service “in-house” with it continuing to be part of the range of services available for young children. Alternatively the service could be supported to become a social enterprise via a “staff mutual” approach. Initial scoping of this has taken place

both internally and more recently externally to assess its viability. An “Expression of Interest” under the right to provide procedures is expected to be submitted from the Youth Connect staff.

- If the service remains run by the Council (the “in-house”) option, the size of the budget reductions will require a significant reduction in the scope of the work undertaken, and will mean that there would not be sufficient staff to run all of the buildings that are currently open, hence the discussions outlined later in this paper. A revised structure has been developed which would be sufficiently flexible to deliver the reduced expectations from one building. It is proposed that the remaining base would be the Southside Centre in Twerton as this is where the majority of youth interventions take place, and is area of highest need.
- The Staff Mutual feasibility study was funded by the Department of Culture, Sport and Media, and concludes that it would be feasible for a staff mutual to be delivered within the new reduced budget which will come into effect in September 2018. If the staff mutual approach was to be pursued, there would need to be an interim/transition phase with a suggested start/launch in April 2019.
- The potential advantage of the staff mutual approach is that it allows the Youth Connect Service to operate on a fully commercial basis and grow the service via its commercial activity. There are a number of examples of similar youth services developing in this way. The approach also fits well with the “enabling” approach highlighted by the Council as part of a different way of ensuring services remain in our communities, but not necessarily provided by the Council. However, before any final decision is made there is a need for the Council to undertake a further “due diligence” scrutiny of the financial implications of a staff mutual. This is currently underway and a decision is expected shortly.
- However, the staff mutual approach would require a base, and staff have asked that Southside could be leased to them as a base for the service. (Should the service remain “in-house”, the Service would still need to retain this building as its base).
- The proposed staffing structure for both an “in-house” approach and a potential “staff mutual” has been developed as is felt to be sufficiently flexible to fit either approach.

3: Asset Transfer Options;

- Alongside the discussions about the scope and structure of the reduced Service, we have also undertaken an engagement process with local community groups about possible options and usage of the three buildings currently occupied by Youth Connect.
- There is no agreed Council process to achieve these asset transfers. It has been confirmed that this is neither a procurement nor a commission and neither is it a straightforward lease as there are attached conditions.
- The following people have been consulted and participated in discussions relating to this issue;
Michelle Vittozzi, Procurement and Commissioning Manager
Debbie Forward, Senior Commissioning Manager
Keith McCombie, Senior Estates Manager
Andy Thomas, Strategic Manager Communities
Richard Long, Head of Property Services
Members of the Youth Connect Service
Community representatives

- Invitations were sent to all those community groups currently using the Youth Hubs, the Voluntary Sector Network, local Parish Councils, local schools and local faith groups and two open meetings were held in September and in November to set out the Council position and explore options. After the second meeting, organisations were invited to express an interest in managing one or more of the Youth Hubs on the following bases:
 - 25 year (or longer by negotiation), full repair leases at 'peppercorn rents';
 - Tenants will be properly constituted bodies that can work in accordance with the Council's vision and values;
 - Ability to generate income by managing the Hubs and renting out space to others;
 - Tenants will ensure continuing use of rented space by those currently 'in residence', giving them reasonable time to make alternative arrangements if change is necessary;
 - Delivery of two open access youth sessions per week;
 - Maintaining priority use of the buildings by young people;
 - Free use of office and delivery space by Youth Connect.
- In all, there were three expressions of interest in each of the three Youth Hubs (counting Youth Connect Staff Mutual and Youth Connect B&NES as a single organisation). No single agency expressed an interest in managing more than one site at this stage. All agencies were offered an informal, individual meeting to explore how they would use the buildings and the extent to which they would be able to satisfy these expectations. During the meetings, they all confirmed their continuing interest in managing the Youth Hubs and willingness to work in partnership with the Council. Therefore the information gathered was reviewed by a small working group made up of Debbie Forward, Senior Commissioning Manager, Keith McCombie, Senior Estates Manager, Andy Thomas, Strategic Manager Communities and Sally Churchyard, Head of Young People's Prevention Services with a view to identifying the 'best fit'.

Riverside Youth Hub, London Road, Bath

- The main issue with any asset transfer of Riverside is that the likely value of the site will make it hard to argue that this is outstripped by community benefit. An estimated value obtained from Property services is that the value of the land is anticipated at 3 million pounds. One option currently being explored is the possibility of ensuring that any subsequent development of the site incorporates some level of youth provision, although further discussion will need to take place to determine which organisation might wish to run this.
- If it is decided to dispose of the site commercially, then an interim tenant/building manager may need to be identified to keep the building open pending any works. Mentoring Plus (currently co-located in the building) could possibly fulfil this role, although further discussion will be required before any decision can be confirmed.

Peasedown St John Youth Hub

- There have been expressions of interest from two existing building users, who makes occasional use of the building and knows it well.

- However, the School will need to establish two new classrooms for an additional 70 pupils by 2020 and if it is not able to continue to use the Youth Hub's sports hall, will also need to build its own sports facilities. As the Local Authority will bear the capital costs for this growth, there is an argument that the School should manage the site and utilise existing space for the new classrooms.

Southside

- Expressions of interest were been received from a small number of organisations including Youth Connect, both as an in-house and as an emerging Staff Mutual. There is a commitment to seeing the building remain open for use by young people and the wider community.
- Youth Connect would benefit from a centre for delivery of services to young people and an opportunity to generate income from taking a more 'business-like' approach to building management.

Next Steps

- The options set out in this report have been shared with senior managers, who were broadly supportive of the direction of travel. However, no firm decision has yet been made in regard to the staff mutual. This is anticipated soon, once the financial due diligence report has concluded.
- It is likely that the Asset transfer issues will be addressed via single member decisions.

Contact person	<i>Richard Baldwin</i>
Background papers	<i>None</i>
Please contact the report author if you need to access this report in an alternative format	

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CHILDREN AND YOUNG PEOPLE POLICY DEVELOPMENT AND SCRUTINY PANEL

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>

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 Durnford, 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), Civic Centre (Keynsham) and at Bath Central, Keynsham and Midsomer Norton public libraries.

Ref Date	Decision Maker/s	Title	Report Author Contact	Strategic Director Lead
20TH MARCH 2018				
20 Mar 2018	CYP PDS	Children and Young People's Plan	Mary Kearney-Knowles, Jane Shayler Tel: 01225 394412, Tel: 01225 396120	Strategic Director - People
20 Mar 2018 11 Apr 2018 E3037	CYP PDS Cabinet	Primary and Secondary School Organisation Plan 2017 - 2021	Helen Hoynes Tel: 01225 395169	Strategic Director - People
20 Mar 2018	CYP PDS	Youth Connect	Richard Baldwin Tel: 01225 396289	Strategic Director - People
20 Mar 2018	CYP PDS	SEND Update	Richard Baldwin Tel: 01225 396289	Strategic Director - People
15TH MAY 2018				
15 May 2018	CYP PDS	Children and Social Work Act 2017 Update	Mike Bowden Tel: 01225 395610	Strategic Director - Place
10TH JULY 2018				
18TH SEPTEMBER 2018				

Ref Date	Decision Maker/s	Title	Report Author Contact	Strategic Director Lead
13TH NOVEMBER 2018				
ITEMS YET TO BE SCHEDULED				
	CYP PDS	Bath Community Academy	Mike Bowden Tel: 01225 395610	Strategic Director - People
The Forward Plan is administered by DEMOCRATIC SERVICES : Mark Durnford 01225 394458 Democratic_Services@bathnes.gov.uk				