

YORK SCHOOLS FORUM MEETING

THURSDAY 9TH MAY 2019 – 1.00pm – 4.00pm
in the Severus Room – FO32 – West Offices

Key

	Information and routine business
	Decision
	Consultation

	Item	Item leader	Purpose	Paperwork
1.	Welcome	Chair	Routine business	
2.	Apologies	Chair	For information	
3.	Membership update	Chair	For information	Attached
4.	Minutes of the Schools Forum meeting of 4 th February 2019	Chair	For approval	Attached
5.	Action Plan and matters arising not on the agenda	Chair	For information	Attached
6.	Broadband contract review – update including feedback from secondary headteachers	Laura Conkar / consultant	For information / consultation	Verbal
7.	School Place Planning	Mark Ellis		Attached
8.	School Improvement Commissioning Fund – 2019/20	John Thompson	For information	Attached
9.	Inclusion Review update	Maxine Squire	For information	Attached
10.	Schools Forum forward plan	Richard Hartle	For information	Verbal
11.	Any Other Agreed Business	Chair		
12.	Date and time of next meetings: 5 th July 9.00am	Chair	For information	

Please send apologies to Salli Radford by email to salli.radford@york.gov.uk or by calling York 554210.

YORK SCHOOLS FORUM – MEMBERSHIP 2018/19 – FROM JANUARY 2019

		Name	Term of office – three years in all cases
Schools members: 13	Three maintained (including VA and VC) primary school members including a governor representative <i>Maintained school / academy representation to be reviewed regularly to ensure compliance with regulations.</i>	Debbie Glover (Poppleton Road Primary)	04/04/17 – 03/04/20
		Dee Patton-Statham (St George's Primary) (VA/VC rep)	10/09/18 – 09/09/21
		Jenny Rogers (Copmanthorpe Primary)	28/01/19 – 27/01/22
	Two maintained (including VA and VC) secondary school members	Di Gomery (Governor representative)	04/09/18 – 03/09/21
		Vacancy	
	Five academy members	Trevor Burton (South Bank Multi Academy Trust)	19/09/16 – 18/09/19
		Brian Crosby (Hope Learning Trust)	01/01/18 – 31/12/20
		Andrew Daly (Pathfinder Multi Academy Trust)	20/03/17 – 19/03/20
		Richard Ludlow(Ebor Academy Trust)	01/01/18 – 31/12/20
		Lorna Savage (South York Multi Academy Trust)	01/01/18 – 31/12/20
	One special school member	Adam Booker (Applefields Special School)	01/06/17 – 31/05/20
	One maintained nursery school member	Claire Rigden	01/01/18 – 31/12/20
	One PRU member	Tricia Head	01/12/17 – 31/11/20
Non-schools members: 2	One 16-19 representative	Alison Birkinshaw	01/12/17 – 31/11/20
	One PVI early years representative	Helen Gration	01/01/18 – 31/12/20

TOTAL MEMBERS: 15		15	
Invitees:	Executive member for Education, Children and Young People / Appointed Member	Cllr Keith Myers	
	Corporate Director of Children's Services, Education and Skills	Amanda Hatton	
	Assistant Director, Education and Skills	Maxine Squire	
	Head of Finance	Richard Hartle	
TOTAL INVITEES: 5		5	

Updated January 2019

CITY OF YORK SCHOOLS FORUM

Minutes of the Schools Forum held on Monday 4th February 2019 at 9.00am

Attendance list:

Members:

Trevor Burton	Academy Representative and Chair
Adam Booker	Special School Representative
Andrew Daly	Academy Representative
Debbie Glover	Maintained Primary Headteacher Representative
Di Gomery	Maintained Secondary Governor Representative
Helen Gratton	Early Years Sector Representative
Tricia Head	Pupil Referral Unit Representative
Richard Ludlow	Academy Representative
Dee Patton-Statham	Maintained Primary Headteacher Representative (VA)
Jenny Rogers	Maintained Primary Representative
Lorna Savage	Academy Representative

Observers / Advisors:

Amanda Hatton	Corporate Director of Children, Education and Communities
Maxine Squire	Acting Director of Children, Education & Communities
Richard Hartle	Head of Finance, City of York Council
John Thompson	Head of Secondary and Skills, City of York Council
Roy Grant	Head of ICT, City of York Council
Tina Hardman	Principal Educational Psychologist, City of York Council
Emma Hughes	Team Leader, School Wellbeing Service
Salli Radford	Head of Governor Services, Coordinator and Clerk

1. Welcome

The Chair welcomed Amanda Hatton, Dee Patton-Statham and Jenny Rogers to their first meeting. Introductions were taken round the table.

2. Apologies for absence

Apologies were received from Brian Crosby – Academy Representative and Cllr Keith Myers. Alison Birkinshaw – FE Representative and Claire Rigden – Maintained Nursery Representative were absent from the meeting.

3. Membership update

Previously distributed. The update was noted.

Action: The Chair advised that he would pursue a maintained secondary headteacher to fill the remaining vacancy.

4. Minutes of the York Schools Forum meeting of 28th September 2018

Previously distributed. The minutes of the meeting were agreed to be a true and accurate record and were signed by the Chair.

5. Action Plan and Matters Arising

Previously distributed. With reference to the action plan:

Point 1 – Update to be taken under item 6.

Point 2 – Update to be taken under item 8.

Matters Arising:

There were no matters arising.

6. Broadband contract review update

Richard Hartle introduced the update, advising that the last meeting had included a lengthy discussion regarding the funding contribution which had been guaranteed to the end of the 2019/20 financial year after which continuation would be at the discretion of the DfE. It was noted that the Forum had requested an update and that Roy Grant was attending to provide this.

Roy advised that the procurement process was active, with the LA's legal and procurement teams engaged and a draft contract in place to form the basis of the negotiation process. It was noted that this approach would reduce the timeframe by using the tender process to assess the contract.

Roy advised that the broadband contract would cover both York and Harrogate, with this joint approach driving down the price and encouraging innovation whilst attracting additional funding to the project through local investment in each area. Roy advised that the team had been testing the market to establish an appropriate process, with the anticipation being that the contract would be in place by the end of 2019. The Forum noted that the team hoped to establish a longer-term contract for York and Harrogate and to develop the opportunity to improve basic services at no additional cost through the model that had been established.

Roy acknowledged that school finances remained uncertain but believed that the project provided the opportunity to deliver a future-proof solution.

In response to a question regarding the measures taken to establish the level of commitment to the project within the school community, Roy advised that schools were one aspect of the contract and that a significant number of end points would be included in the contract. Roy explained that an increased number of end points allowed investment and improved negotiating power, advising that the team would need to ensure that any disengagement by schools would not create a detriment to other service users. It was noted that breakpoints had been included in the contract and that the market place was being tested for this aspect as well as other factors.

In response to a question regarding the number of end points that will be confirmed at finalisation of the contract, Roy advised that this would need to be established and that the team would be asking other service areas to confirm this as part of the contract negotiation process.

In response to a question regarding the likely future of funding secured to the end of 2019/20, Richard advised that funding was linked to central government's comprehensive spending review period and that there was therefore no guaranteed commitment beyond the next financial year.

In response to a question regarding the availability of two cost indications to schools; one with DfE funding and one without, Richard advised that this would be made

available once contract detail had been determined. It was noted that the DfE contribution represented approximately one-third of total school costs. Roy advised that anticipated that total costs were unlikely to increase and may in fact reduce. It was further noted that the DfE may reduce funding rather than removing it altogether from 2020.

In response to a question regarding the level of school access at the current time, Roy advised that all York schools and academies currently accessed the central broadband contract. It was noted that one school had previously accessed a contract with another provider but had now moved to the main contract.

In response to a question regarding assurances available to current school clients in a rapidly changing market and the risk management in place during the contract negotiation process, Roy advised that he hoped that the investment from 2009 had been successful in bringing an additional £50M into the city, with other options not comparable. It was noted that a consultation process was underway to outline the model but that the team were confident that the identified risks were worth taking.

In response to a question regarding the steps taken to inform schools of the benefits of the centralised contract, Roy advised that further communication was needed to explain the benefits and to take questions from schools. Roy advised that he was seeking volunteers from the school community for an evaluation panel to consider tenders, with York University, Vital and other colleagues already involved.

Noted: The Forum noted the update and the next stages of the tender process.

Action: Roy and Richard would produce a Frequently Asked Questions document for circulation with the minutes to support headteacher understanding of the impact of the potential loss of DfE funding and other issues relating to the contract.

Action: The Chair would discuss suitable input to the tender process with secondary headteachers.

Roy Grant left the meeting at 9.25am.

7. School Improvement Commissioning Fund – 2017/18 outcomes and 2018/19 plans

Previously distributed. John Thompson advised that the report provided detail of the 2017/18 commissioning fund, broken down into allocations for Schools Causing Concern, school improvement projects, Wellbeing Worker Service support, Pathfinder TSA CPD and LA school improvement priorities.

It was noted that the Schools Causing Concern report had been presented to the forum in summer and to headteachers in autumn 2018 and was included as Annex 1.

John outlined the working group report included in paragraph 4 of the report, following the Forum's decision allocate funding to groups of schools for collaborative projects. It was noted that all agreed projects were now underway, with John outlining the process to form groups to progress projects for both maintained and academy schools. It was noted that John was undertaking visits with project leads and would bring an update to the May Forum meeting. John advised that £19k was yet to be allocated and that £6.5k had been allocated to Huntington Research School to undertake monitoring and evaluation of the projects. The Forum noted that John would ensure further evaluation

of School Improvement expenditure, particularly relating to York High School and Hob Moor Schools.

In response to a question regarding the remaining available funding, John advised that discussions were ongoing, with some schools keen to engage but currently addressing other priorities. Discussion followed. John advised that support was being provided to vulnerable schools via the YSAB, with this to continue as appropriate.

In response to a question regarding the status of DSG funding, Richard Hartle advised that this would be available to the end of the 2019/20 financial year but was unconfirmed from this date. Richard advised that the LA hoped to be able to put forward a strong case for retention of this funding. Maxine Squire advised that, as the city rarely met the criteria for additional funding, it should be possible to make a strong case. The Forum discussed this position, with John advising that the LA would continue to work with partners across the city to identify funding opportunities as in previous years.

Noted: The report was noted.

John Thompson left the meeting at 9.40am.

It was agreed that item 9 be taken next.

9. Setting the School, High Needs, Early Years and Central Services Budgets for 2019/20

Previously distributed. Richard Hartle advised that the budget information shared included some funding decisions made in 2018 on a two-year cycle which were not for debate in the current year.

Richard presented the report, advising that:

- No long-term commitments were currently available from the DfE but it was unlikely that the Schools Block would be reduced following the recent 4.3% increase following implementation of the new National Funding Formula (NFF).
- The Early Years Block was not anticipated to increase as a new formula was already established.
- The High Needs Block would receive a 1% increase following a central government announcement of additional funding for high needs. This equated to a c£300k per year increase.
- Central Services held a neutral position, with a total allocation of £3.6M. It was noted that c£600k was allocated to the LA via the NFF, with the remaining £3M being somewhat uncertain going forward. It was noted that the current DSG allocation included funding for the broadband contract, School Improvement and other services.
- The Schools Block was distributed via the Funding Formula, with one small amendment relating to Low Prior Attainment which would be reduced by £28 from the current level of £1,050 per pupil due to the increase in the overall eligible cohort. It was noted that the total funding allocated across country for this cohort would remain the same. Richard advised that the impact would be neutral across the city but with some variations between schools. It was noted that there would be change for some individual schools, though the ceiling and floor mechanisms would help protect schools from significant variances.

Richard advised that, overall, the bottom-line protection for per pupil allocation remained.

It was noted that growth fund remained available but would be decreased by £150k due to adjustments within the NFF. Richard advised that the Forum had discussed this issue during 2018 and had agreed to continue to run this budget to the end of the funding cycle. No change was therefore proposed.

Richard advised that, though the Early Years hourly rate would continue, a significant reduction in the lump sum amount payable to the stand-alone nursery school from £107k in 2018/19 to £89k would be challenging.

Richard advised that the small increase of 1% to the High Needs Block would not address the significant pressures and that the LA was projecting an overspend of £1.3M against the High Needs Block in 2018/19. The Forum noted that current levels of spend were unsustainable and that the work of the inclusion review was essential. Richard advised that LA's were able to request a transfer from the Schools Block into the High Needs Block of up to 0.5%, though the LA was not recommending this to ensure that schools were able to function under the new NFF. The Forum noted that this would need to be considered in 2020/21.

Richard advised that the Central Schools Services Block would need to deliver efficiency savings in 2019/20, with the LA confident this could be managed.

The Forum considered the information included in paragraphs 18 to 27, noting that £3M of funding would be at risk from 2020/21 as these budgets were currently viewed as historic commitments by the DfE to support existing contracts or contributions to services. It was noted that the DfE expected these commitments to reduce as contracts ended or need reduced until the funding ended.

Richard asked the Forum to consider the LA's recommendations and to note and comment on the report, as well as agreeing the continuation of centrally retained budgets at current levels.

In response to a question regarding Infant Class Size Funding (ICSF) and specifically regarding the questions raised during 2018 relating to trigger points and the potential to review management of this funding, Richard advised that this would need to be addressed in the future. Richard further advised that there was a degree of flexibility applicable to some criteria for ICSF and that the Forum could revisit how this was working. It was noted that the DfE stipulated that the allocation must be formulaic rather than subjective.

Amanda Hatton left the meeting at 9.55am.

The Forum discussed predicted intakes for September 2019 and the potential impact on some small schools.

Tricia Head queried the funding figure for Danesgate, advising that the commissioning number had not increased. Tricia advised that Danesgate currently reported to the LA every six months to request funding for additional pupils, resulting in imprecise budget information. It was noted that the current figure for 2018/19 was 540, with Tricia asking for budget information based on actual pupil numbers and advising that Danesgate had requested a review of top-up funding. Richard advised that monitoring of expenditure against available budget was undertaken, further advising that the High Needs allocation had not increased making budgets unchanged from 2016/17. It was noted that increases in costs over two-to-three years were shown against a budget which had remained fixed for sometime.

In response to a question regarding the option to transfer up to 0.5% to the High Needs Block and whether this would cover the overspend, Richard advised that this would not be adequate and, though the LA could ask for a higher level of transfer via Secretary of State approval, it would be difficult within the city given the current level of school funding. It was noted that most LAs had asked for a transfer of 0.5% though York had not. It was noted that the Forum could debate this option and would need to agree the transfer request otherwise the LA would need to appeal to the Secretary of State for permission to transfer. Maxine advised that the LA wished to continue to lobby central government regarding the growth in the number of children and youth people needing additional support as central government was not recognising the scale of the issue. Maxine stated that funding for SEND needed a fundamental review. Discussion followed.

Helen Gration advised that the NDNA was planning a national survey to assess need and might trial this with York early. It was noted that the data collected would enable further lobbying. The Forum discussed this issue further, considering options. Richard outlined the funding mechanism should the LA seek to transfer funding to the High Needs Block.

Tina Hardman and Emma Hughes joined the meeting at 10.05am.

Noted: The Forum noted the report, noting Tricia Head's comments on funding for Danesgate.

Agreed: The Forum unanimously agreed to continue spending at 2018/19 levels as detailed in the report.

8. Wellbeing Worker Service funding request

Previously distributed. The Chair welcomed Tina Hardman and Emma Hughes to the meeting.

Tina presented the information shared in advance of the meeting, in particular the responses to the queries raised by the Forum regarding the funding request for the Wellbeing Worker Service:

- Public Health funding would not be continued and had never been a long-term commitment.
- Tina had twice approached the CCG regarding funding but this would not be increased. The Forum noted the £140k contribution to the York project and that this was not ring-fenced.
- A service budget plan had been produced which showed the impact of the decrease in funding from September 2019.
- The impact of the budget reduction would be the loss of one Wellbeing Worker (reducing the service from six to five plus the team leader) and the service would reconfigure to increase the number of schools looked after by each worker. The Forum noted that this would dilute the support available to schools resulting in an estimated 17% reduction in consultation and targeted work with this likely to result in a waiting list and impact negatively on early intervention work.

Emma Hughes advised that the Worker that would be lost (due to the status of the current contract) covered two secondary schools and a special school, being a very experienced CAMHS worker.

The Forum discussed the funding gap, with Andrew Daly, in his capacity as chair of the Wellbeing Group noting that continuity was key. Andrew advised that he now had an overview of service impact with this being significant. Andrew advised that he was very keen to support the team and proposal.

In response to a question regarding the likely restructure should the service be reduced and how the current team would be supported to ensure consistency, Emma advised that she was planning work to test consistency and would address this regardless of the Forum's funding decision. Emma expressed her commitment to ensuring a good service was provided, advising that she was auditing quality and overseeing the allocation of casework to ensure best outcomes.

The Chair noted that, across the city, significant work had already been undertaken, placing York ahead of the national agenda. The Chair thanked Tina and Emma for their work in developing the project.

Emma confirmed York's position in comparison to other LAs, with Maxine Squire advising that the progress of Rotherham, Doncaster and Kirklees as regional pathfinders was being monitored, with an NHS key lead appointed and working with the Directors of Children's Services group.

Tina Hardman and Emma Hughes left the meeting at 10.20am.

The Chair reminded Forum members that the service had requested £40k annually from September 2019, with Richard Hartle advising that this would be allocated from the School Improvement fund if agreed and would therefore represent a pre-commitment from the 2019/20 budget allocation. The Forum noted the redundancy timeframe if no decision was made at this stage and that £106k of School Improvement funds currently remained unallocated.

Agreed: The Forum unanimously agreed to commit £40k as an annual contribution from September 2019.

The Forum discussed the experiences of schools engaged with the service to date and the approach being taken to address inconsistencies. The Forum noted the challenging funding environment and the work being done to establish alternative structures to bring sustainability.

Action: The Chair would formally write to Andrew Daly to confirm the Forum's decision.

10. Inclusion Review update

Previously distributed. Maxine Squire provided context to the growth in the number of children supported by the High Needs Block. The Forum noted that EHCPs had been extended to age 25 in 2014, with the practical experience of LAs being that EHCPs are now continuing to the upper age limit, thereby increasing pressure on provision. Maxine advised that it was very difficult for LAs to end an EHCP before age 25 as this could be taken to appeal, making it necessary for the city to develop an improved local offer.

Maxine advised that historical pressure which had required the virement of funds to the High Needs Block for a number of years continued to increase. In addition, the number of children accessing specialist provision had increased, with specialist

settings (the special schools and PRU) carrying increased pupil rolls and therefore increased service delivery costs.

In response to a question regarding the availability of comparative information for other LAs, Maxine advised that the LA Comparative Tool could be used to consider the cost of service delivery along different routes. It was noted that SEN banding had been adjusted, with a graduated approach to types of provision now in place. Maxine outlined the work being done to identify reasons for cost pressures, with some necessary readjustment being identified. The Forum noted that the priority was to consider current spending and that Maxine was seeking four Forum members to be involved in Phase 3 of the review.

Maxine advised of the need to consult parents of SEND pupils as the project might otherwise encounter challenge at a future stage. Maxine outlined current parental views regarding provision and other contextual aspects influencing the review.

Maxine outlined the process being undertaken to understand each aspect of spend on SEND, advising that this information would be used to lobby for increased funding from an informed position.

Discussion followed. Maxine advised that the LA was able to demonstrate the mechanisms that triggered funding levels across SEND banding, with some growth being evident in the more complex end of the banding structure. In response to a question regarding the reason for this growth, Maxine advised that this was generally due to improved medical support which was extending lives which otherwise would not have been viable long term, creating pressure along the life pathway. It was noted that current SEND funding streams were based on historical information that pre-dated the growth in the SEND cohort, rather than a projection of actual need. Discussion followed, with Maxine outlining the need to develop a provision map to ensure all children were able to access the appropriate point in the system. It was noted that the SEN Code of Practice suggested that most children should be in mainstream schools.

Maxine shared the learning gained from other LAs also reviewing SEND provision. Discussion followed, with the Forum noting the impact on Early Years settings, as well as schools, as parental expectations increased.

Further discussion followed, including consideration of the timescale for the final phase of the review and the possibility that May might be unrealistic, though remained desirable. Maxine advised that the final report must be ready by July to lead into the 2019/20 academic year. Richard Hartle advised that the timeframe would lead into discussions on the Council's budget for 2020/21.

Maxine provided further thoughts on the role of the group required to lead Phase 3.

Agreed: The Forum approved the following members to act on their behalf during Phase 3:

**Jenny Rogers
Helen Gratton
Tricia Head
Adam Booker
Andrew Daly**

Action: Maxine would arrange meetings and workplan to meet the established timeframe.

11. Schools Forum forward plan

Richard Hartle outlined the forward plan:

May 2019

- School Improvement Commissioning Fund 2019/20
- Broadband contract review
- Inclusion review
- School place planning

12. Any Other Business

f40 group – Maxine Squire advised that the f40 group had circulated information on lobbying for funding improvements and that an NGA week of action was planned. Information would be circulated to headteachers.

Brexit – Maxine Squire advised that the LA would circulate an update on emergency planning relating to Brexit and that the LA would go into emergency planning mode in the result of a no-deal Brexit. It was noted that headteachers would be asked for feedback on community tensions and other factors if this situation arose.

13. DfE presentation – School Self-Assessment Tool

Deferred to the next meeting. The Chair advised that secondary schools had tested the tool and agreed that self-assessment as a stand-alone exercise was not particularly useful. Information would be shared between the secondary headteachers.

14. Date and time of next meeting

The next meeting would take place on 9th May 2019 at 1.00pm.

The meeting closed at 11.25am.

Chair

Date

SCHOOLS FORUM ACTION PLAN / ACTIVITY LOG – 2018/19

Minute reference	Action	Outcome	Responsibility	Timescale	Status
04/02/19 Item 10	Meetings and workplan to be arranged to progress Phase 3 of the inclusion review.	Recommendations are available for approval in July and implementation from September 2019.	Maxine Squire (Jenny Rogers/ Helen Gratton / Tricia Head / Adam Booker / Andrew Daly)	09/05/19	Update item 9
04/02/19 Item 6	Secondary headteachers views on broadband tender process to be arranged.	Headteachers / key schools staff input to tender process.	Trevor Burton	09/05/19	Update item 6
04/02/19 Item 6	Frequently asked questions document to be produced for circulate to headteachers.	Headteachers understand the impact of the potential loss of DfE funding and other issues related to the broadband contract.	Roy Grant / Richard Hartle	With minutes	Update item 6
04/02/19 Item 3	Maintained secondary representative to be identified to fill remaining vacancy.	The Forum is fully populated and all groups represented.	Trevor Burton	09/05/19	Update item 3
28/09/18 Item 7	Update on schools broadband contract to be taken to next meeting.	Forum members are kept informed of development of the contract.	Laura Conkar	04/02/19	Item 6
28/09/18 Item 13	Further information and business plan to be requested from Huntington Headteacher regarding School Wellbeing Worker Service funding.	Forum members are able to consider the request when considering budget allocations for 2019/20.	Trevor Burton	04/02/19	Item 8

Updated April 2019

Schools Forum

9 May 2019

School Place Planning

Summary

1. This report provides members of the Schools Forum with an update on how the City of York Council is managing its statutory duty to ensure a sufficient supply of good/outstanding places in its local area.

School Admissions September 2019 Entry

2. The school admissions rounds for entry into primary (reception) and secondary (year 7) for September 2019 have both recently been completed. The table below shows the overall picture for primary admissions (city wide)

	2018		2019	
	qty	%	qty	%
1st	1821	94.2%	1762	95.9%
2nd	92	4.8%	56	3.0%
3rd	8	0.4%	4	0.2%
4th	1	0.1%	5	0.3%
5th	0	0.0%	0	0.0%
Other	11	0.6%	10	0.5%
Total	1933	100.0%	1837	100.0%
Applied Online	1826	94.5%	1829	99.6%

3. The table confirms that more parents are getting their first preference of school and this is as a result of falling numbers of

primary aged pupils entering school. The consequences of this are that more schools are no longer reaching their planned admission number. The current picture for September 2019 reception year entry is:

- 14 primary schools are full with a waiting list
- 6 schools are full without a waiting list
- 13 schools are 80% - 99% full
- 9 schools are 60% - 79% full
- 6 schools are 40% - 59% full

4. These figures indicate that for an increasing number of primary schools a reduction in pupil numbers is likely to impact on school budgets. With future pupil projections indicating low pupil numbers for the next few years, then schools and MAT's alike will need to consider the potential impact.

5. The table below shows the overall picture for secondary admissions (city wide)

	2018		2019	
	qty	%	qty	%
1st	1740	92.3%	1794	91.5%
2nd	86	4.6%	97	4.9%
3rd	23	1.2%	21	1.1%
4th	4	0.2%	6	0.3%
5th	4	0.2%	6	0.3%
Other	29	1.5%	36	1.8%
Total	1886	100.0%	1960	100.0%
Applied Online	1829	97.0%	1917	97.8%

6. The above confirms the opposite trend to primary pupil numbers, in that the number of secondary aged pupils will continue to grow over the next few years requiring necessary action, increasing capacity to address a predicted lack of space.

7. To accommodate all catchment pupils in certain parts of the city a number of secondary schools had to admit above their planned admission number for the City of York Council to be able to place all

pupil in a local school (within 3 miles, therefore not having to provide any additional home to school transport).

Overview of Place Planning in York

8. The Local Authority plans for both mainstream and special school places by forecasting likely outcomes. The plans are co-ordinated with central government with agreed planning areas, these are normally groups of school catchment areas that reflect local geography, reasonable travel distances and patterns of supply and demand that enable us to forecast likely demand for school places and to ensure a sufficiency of supply.

9. This planning is done in the context of a changing local system of maintained schools and academies and against a backdrop of increased future housing. The school community see the opportunities but support the LA to pursue a co-ordinated approach that maintains only small operational surpluses.

10. The main aims of the LA's place planning strategy are:

- Work together with schools and colleagues to identify medium to long term capacity requirements
- Ensure a sufficiency of mainstream and special places
- New communities may require new schools but these should be of a sustainable size
- Growing existing schools where possible and considering flexibility, land availability and impact on other schools
- Inclusivity – not just the number of places, but the right type of place in the right location
- Maintain high levels of parental choice
- Must ensure that new places are created in good or outstanding schools

11. The current city wide forecast for the next 5 years indicate suggest:

- Primary – pockets of pressure. However commonly a declining cohort size relative to birth rate. Increasing city-wide surplus of 1497 places by 2025/26

- Secondary – mostly the pressure is still to come as cohort size increases year on year, starting in 2019. From 394 places surplus to a surplus of 26 in 2025/26.
 - Non-mainstream – significant pressures now, particularly for Autism and SEMH
12. The LA publishes on an annual basis its pupil projections for all 17 Primary Planning areas and the 4 Secondary Planning areas (available on York Education). These projections will enable schools and MAT's access to the most up to date figures and will highlight pressures and trends as well as indicating whether any actions are required.
13. The main funding source for additional school places is from central government basic need. The amount of funding provided to LA's is based on the annual SCAP return which is completed by LA's on an annual basis. Funding should follow those LA areas where the need for school places is most required. Further section 106 funding can also be requested from developers who are building new houses. The funding requested is based on the number and the size of the houses.

Identified Priority areas

14. A paper will be presented to the new Council's Executive in June 2019 which will set out those priority areas which have been identified where additional school places will be required. These include;
- Secondary provision East
 - Secondary provision South
 - Secondary provision West
 - Primary provision South and East
 - Additional SEND and Alternative Provision places
15. Due to predicted falling rolls across some primary school areas it will be necessary to continue to monitor those areas where we begin to see increasing surplus places.

Mark Ellis – Head of School Services

York Schools Forum

9 May 2019

Report of the Corporate Director Children, Education and Communities.

School Improvement Commissioning Fund – 2019-20

Summary

- 1 This paper provides an update on the allocation and use of retained School Improvement funding to deliver School Improvement projects in 2018-19, identifies some emerging learning about key features of projects and makes recommendations about the use of funding in 2019-20.

Background

- 2 School Improvement project funding moved, in a process agreed by the York Schools and Academies Board (YSAB) and Schools Forum, from allocating funding to individual schools to allocation to projects in which groups of schools participate and are focused on addressing city wide improvement priorities. YSAB put forward a framework for projects to be proposed an allocated funding and independent support was provided from the Research School in order that projects were evidence informed and that secure evaluation was built in. Independent quality assurance and monitoring is being undertaken by the Effectiveness and Achievement team and Research School.
- 3 Proposals were put forward in the Autumn Term and all schools were given the opportunity to join projects; a key feature is that they are open to all schools regardless of their status and that of the lead school. During the development stage, two projects with a similar focus were combined into a single larger project.

Progress to March 2019

- 4 All projects are now underway with starts spread across the Autumn and Spring Terms. There was to overcome regarding the process for transferring funding to Multi-Academy Trusts; this has necessitated a delay to explore process through discussions with the LA finance team and academy auditors. All outstanding funds were, however, transferred during the Spring term.
- 5 A range of visits has taken place to review delivery and to discuss progress and impact with participants. Not all projects have been visited at this stage and this process will continue throughout the Summer term. As part of the YSAB framework, all projects were invited to submit a progress report in March. A further, end of year report is scheduled for the end of June. It is important to note that many of these projects are focused on training, development, planning and implementation which cannot impact significantly on outcomes for pupils in 2018-19. Outputs include changes in practice and pedagogy in 2019-20 with intended impacts following.

Review of progress reports and visits

Ebor AT – Inclusion Expert

- 6 This project is on track. The four primary schools involved have all carried out a self review supported by Inclusion Expert. The output from this stage has been the production of a school based action plan which is now being taken forward. The trust's view thus far is that the reviews have highlighted the importance of up skilling teachers and TAs, of wave one teaching with SEND pupils in the classroom and of Headteacher commitment and engagement with the project. A meeting with the Trust's School Improvement lead has been arranged to review school plans and follow up visits to schools to review impact will be undertaken.

Ebor AT – Reading for Real

- 7 This project is on track. This project's model for teaching to develop higher level reading skills (comprehension and inference) was developed through a pilot project established using regional funding from the Association of Director's of Children's Services. It was constructed with the support of the Research School and Nikki Gamble (Just Imagine). The pilot includes two York primary schools and, through SIPP, a group of seven more are now involved. Evidence of impact from the pilot schools is positive. One of the pilot schools has been visited and visits to the SIPP cohort will take place during the Summer term.

Pathfinder MAT (Secondary) – FSM attendance

- 8 This project is on track. Archbishop Holgate's School has appointed a key worker to improve the attendance of five FSM pupils in each of Y7 - 11 who were persistently absent. Since the project started in January there have been significant improvements in attendance and, by the end of the summer term, a year on year comparison covering 20 weeks will be available. The school has strong positive feedback from the parents of pupils involved, the local authority's secondary adviser will carry out a Pupil Voice exercise in June and there should be some initial evidence about the impact on pupils' progress. The school is already looking at how this intervention can be sustained without the additional SIPP funding.

Pathfinder MAT (Primary) – Middle leadership

- 9 This project is on track. The project includes a series of generic middle leadership training sessions and other sessions focused on participants' leadership on an improvement plan which addresses a performance issue in their own school in the area of either English or maths. Visits to two leadership sessions have taken place and the progress of school level plans will be reviewed next term. These plans have impact measures linked to pupil outcomes.

Pathfinder TSA (on behalf of CYC) – Making a difference with differentiation

- 10 This project has just started. There are six planned sessions covering the use of EAL strategies with pupils with SEND, effective use of assessment for learning for Quality First teaching and relevant meta-cognition strategies. These sessions, and some of the schools involved, will be visited next term. The project evaluation is being supported by the Research School.

Hope LT – Excellence for all

- 11 This project is running behind the timeline originally envisaged, but a wide range of activity has taken place across the two primary schools and two secondary schools involved. Some of this is being supported by Marc Rowland (Rosendale Research

School). Meetings with the Trust lead and participating schools will be arranged during the Summer Term. With a wide range of activity the key issue will be identify the impact of particular activities and which is making the greatest impact. This is critical to the impact being sustainable in participating schools and transferable to others.

Maths Partnership Network - Consistent progress and expectations in Mathematics

- 12 This project is on track. It is being delivered with the support of an active steering group of primary Headteachers and secondary senior leaders. The focus is on effective transitions KS1-2 and KS2-3 linked to two recommendations in the EEF Improving Mathematics in Key Stage Two and Three Guidance Report. The project has used teacher confidence questionnaires as a baseline to measure progress, but changes in practice resulting from inputs this year should be seen in schools from September 2019. I attended the launch event, including input from the National STEM Centre, and visits to a range of participating schools and teachers will take place during the Summer term to establish how schools are planning to deliver the project's objectives in 2019-20.

South Bank MAT – Empowering the disadvantaged

- 13 The projects under this umbrella title are at various stages of completion. The schools in this grouping are working to address a significant issue through five separate plans. They are sharing information through South Bank MAT networks. Visits to participating schools will be undertaken during the summer term. At this stage it is not clear what evidence informed practice the schools are adopting, whether the small scale projects will result in sustainable change / improvement and whether spending separately on CPD inputs at school level represents good value for money.

Haxby and Wigginton Primaries – Improving reading fluency, decoding and comprehension across Key Stage 2

- 14 This group is embedding and rolling out strategies which were successful in a project run across the schools last year (using Cluster Funding) and developing a common assessment framework. The schools work closely together and have adapted their original calendar to ensure that the project is completed on schedule. The original project was developed with support from the Research School and there is rigorous evaluation using external assessment through PIRA. This project shares common features with “Reading for Real”.

NE Cluster secondary schools – Meta-cognition and Self-regulation

- 15 The project is aiming to improve teacher knowledge and confidence in understanding the self-regulation and meta-cognitive processes so that they can confidently develop their use in classrooms and improve the attainment and progress of our disadvantaged learners. The schools also hope that the wider effects of the development of self-regulation could impact on other issues such as poor attendance, low homework completion rates and poor behaviour. The calendar of activity has been revised due to the change of leadership at JRS and focuses on two departments in each school which will develop approaches to be implemented in 2019-20. The project is founded in low cost, high impact approaches identified in the EEF Teaching and Learning Toolkit and audit tools to evaluate impact are being provided by the Research School. Four primary schools are also benefitting from the project through a tailored programme for Year 4 teachers which is running alongside the core project.

Discussion

- 16 As stated above, most projects have only been active for one term and are therefore in the early stages of implementation, or in training and development phases. It is mostly not possible to draw conclusions about impact at this point, but there are some features around organisation, evaluation and focus which can be highlighted:
- Both in terms of project leadership and participation the engagement and commitment of Headteachers and / or Senior Leaders is important. This provides impetus to make things happen in the first place and accountability to ensure fidelity in follow up and implementation.
 - Programmes of activity across groups of schools require the commitment of capacity to plan and facilitate delivery so that it is easy for participating schools and teachers to manage their involvement.
 - External, expert input is very useful in identifying successful, evidence informed approaches to addressing areas of concern. This can shape the resulting initiative ensuring that it is something that is likely to work for pupils rather than something that is “nice to do”.
 - Having a significant sum of money behind a project allows the commissioning of expert input in project development and delivery. In addition to the benefit of identifying effective approaches discussed above, this can make projects, and so the York school community, more outward looking.
 - A clear programme of evaluative activity associated with a project is needed to demonstrate progress because evidence from pupil outcomes may not be available until resulting changes of practice have been implemented. This year’s projects are using a range of evidence including teacher and pupil confidence questionnaires, voice (pupil, parent and staff) activity and externally benchmarked tests (eg. PIRA, standardised reading tests etc.).
 - The implications for teacher workload and wellbeing must be taken into account. To put it simply, it is not sustainable to “do more stuff” in the same, or less, time. The initiatives supported by SIFP have to be sustainable in that, following initial supported training and development, they can become part of “normal practice” in schools, ideally displacing less productive systems and processes and being more effective use of time.

Deployment of SIFP in 2019-20

- 17 There is unallocated funding (after allocation to schools causing concern (YSAB), Pathfinder for CPD and wellbeing workers) from 2018-19 of £85489. After allocations to those areas for 2019-20, the total remaining centrally retained funding is £496489. In light of experience this year and widely shared analysis of system issues in the city, the following recommendations for deployment of funding in 2019-20 are offered:
- As stated above, this year’s projects are being delivered within a framework of support and accountability which includes a further support session from the Research School (“Sustain”) and an end of year report. Further funding for existing projects in 2019-20 should depend on secure evidence of progress by July 2019, be

focused on embedding evidence informed changes in practice and not be defined by a “pupil numbers” based allocation.

- The SSIF 1 Writing Project (now known as “Write Time”) and “Reading for Real” are evidence informed teaching packages which have been developed with the support of the Research School and within a collaborative approach involving it, a delivery partner and the LA (in its role to secure educational excellence). They are system led, school to school initiatives which could be the foundations of a sustainable toolkit of York “ways of doing things”. Further cohorts of primary schools, especially those where outcomes in reading and writing are cause for concern, should be invited to participate in these projects, supported by SIPF, in 2019-20.
- The ongoing Inclusion Review has further highlighted the issue of poor outcomes (below national comparators) for pupils with SEND, especially at the level of SEND support. The progress of the two projects currently working on this issue should be closely monitored to establish whether further programmes should be commissioned and/or other evidence informed initiatives identified to address this issue. Alongside this schools across all phases should be encouraged and supported to make best use of the Whole School SEND Consortium SEND Gateway and associated resources.
- The inclusion review and feedback from schools have highlighted significant issues with climate, or behaviour, for learning. This theme also covers how schools deal with challenging/vulnerable pupils and how they can better secure the support of parents/carers and the broader community so that there is a shared understanding of approaches, expectations and aspirations. This would link to the SEND Support issues. An approach to improvement in this area is being explored with Pivotal Education (conference event on 26 June). SIPF should be used to scope and support implementation of this, or other evidence informed approaches, with a group of schools in 2019-20.
- Ongoing work on social mobility has highlighted the importance of development of speech and language in the early years. We know that disadvantaged children have less well developed speech and language - this issue is starkly exposed by York’s outcomes in the Early Years and Foundation Stage profile. The deficit of disadvantaged children in these areas is never recovered. Social mobility work, currently led by Rob Newton, is now focused on addressing this issue, with a pilot project involving schools and Early Years providers in the areas of high disadvantage in the west of York. SIPF should be used to support this work on an “invest to save” basis.

Next Steps

- 18 A further update will be brought to the second summer term meeting of the forum, including recommendations covering initial amounts to be allocated to work strands.

Recommendation

- 19 The forum is asked to note the contents of this report and agree the recommendations for deployment of SIPF in 2019-20.

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York Schools Forum

9th May 2019

Report of the Corporate Director Children, Education and Communities.

Inclusion Review Phase 3 Update

Summary

1. This report provides the members of Schools Forum with an update on the work of the Inclusion Review Steering Group. The steering group has met three times since the last Schools Forum meeting which took place on 4th February 2019. The terms of reference of the steering group are included as **Annex 1**. The meetings of the group have focused on developing an understanding of the current pressures to inclusion being experienced across all settings and schools, both mainstream and special and on identifying provision pathways to meet current and future needs from early years through to post 16 provision. The meetings of the group have identified the need to view these pathways through mapping the experiences of children according to their differing needs and their ages and stages. There is also a need to audit the costs of individual children in the different pathways to arrive at an accurate cost for the different types of provision that York currently has. Phase 3 of the review is also looking at the costs and sufficiency of SEND central services, including the specialist teaching team to ensure that the most effective and efficient structure of central support services are in place to ensure that parents and providers have clarity about the role of the Local Authority (LA) in managing SEND.

2. The intended outputs from phase 3 of the review are that:
 - There is a shared vision for the inclusion of children and young people across the Local Authority and School Community
 - There is greater clarity around the use of the DSG to ensure that limited resources are used more effectively
 - There is a 'meeting in the middle' between achievement and inclusion; recognising outcomes for children and young people in terms of academic progress (rather than attainment) as well as engagement.
 - There are clear and agreed pathways for children and young people with SEND (including learning needs analysis, referral, assessment, planning, review, transition, multi agency engagement)

- These pathways are described across a continuum of support from school level, ERP in school arrangements and out of school arrangements.
- Appropriate and sufficient alternative provision is in place which ensures that children and young people are supported to return to mainstream settings/schools
- Remodelled support arrangements to increase capacity, confidence and skills across the school community so that more children and young people can remain in mainstream settings and schools, including systematically sharing best practice
- New evidence based enhanced resource provision for primary school children
- New evidence based secondary satellite provision
- Reviewed BAP arrangements for the City that are informed by and support the new approach to inclusion.
- Reviewed governance arrangements and roles across the LA and school community that ensure progress and compliance against the new vision/strategy.
- Reviewed pathways will secure positive longer-term outcomes in terms of educational success, destinations and 'life skills'.

Background

2. York, in common with local authorities regionally and nationally, is facing accelerating financial pressures in meeting the needs of children and young people with SEND. In 2018-19 the local authority had £17,314, 240.00 in its High Needs Block. Current projected spend shows a likely over-spend £2 million. Understanding and addressing the causes of these pressures is central to work of the Inclusion Review. There are a number of inter-related factors contributing the pressures on the High Needs Block including the implementation of the 2014 Children and Families Act, a rise in pupil numbers, pressures on school funding and increasing complexity of need, particularly linked to autistic spectrum conditions and child and adolescent mental health.
3. Members of the steering group were asked to identify the current pressures to inclusion being faced by their phase of education. Information was provided by early years, primary, secondary and special school members of the steering group. This feedback contained very similar themes in terms of the pressures/barriers that each phase/type of education provision is currently facing. These common pressures concerns include:

- A rise in pupil numbers with SEND across all phases and stages;
 - Increasing complexity of need particularly linked to Speak, Language, Communication Needs and social, emotional, mental health needs (SEMH) as a primary need;
 - A lack of funding across all phases/ types of provision which was impacting on staffing and ability to meet need;
 - The curriculum and accountability measures;
 - Parental expectations
3. Between 2015 and 2019 York has seen a rapid growth in both autism and SEMH as areas of primary need. The number of school age children with autism as a primary need in January 2019 was 370 this represents a 48% increase in autism as a primary need since January 2016. In January 2019 children with autism as their primary need accounted for 11.9% of all pupils with SEND. Children with autism as their primary need are more likely to have an EHCP (246) than to be identified as SEN support (124). There has also been an increase in the number of children with SEMH as their primary need. This has risen by 31% since January 2016. In January 2019, 725 children were identified as having SEMH as their primary need. Children with SEMH as their primary need are more likely to be identified as SEN support (638) than to have an EHCP (87). This growth in numbers is important as we review current and future need and link this to the outcomes achieved by children.
4. York's SEN support cohort achieve significantly below national at the end of all key stages and are also more likely to have poor levels of attendance. They are also more likely to be subject to fixed term exclusions, managed moves and to spend time supported by the Danesgate Community and post 16 they are more likely to be NEET (not in education, employment or training) by the age of 17. The designation SEN support is determined by schools and it is important to look at whether there is a consistent application of banding thresholds across schools and also to examine the differences between in-school provision/support for SEN support children. Developing mainstream provision for children identified as SEN support with SEMH as their primary need is an important outcome of the Inclusion Review and one way to achieve this would be to ensure that there is sufficient distributed locality based behaviour support/alternative provision across the city which allows more 'kestrel' interventions to take place, ensuring that children receive an evidence informed intervention that allows them to stay on the roll of mainstream provision. Developing preventative/early intervention behaviour/alternative provision support will require an investment in this pathway in order for it to be successful. It will also require a commitment from headteachers to collaborative leadership and accepting collective responsibility and for all children. This has to be at the heart of the reformed Behaviour and Attendance Partnership (BAP) arrangements in the city if we are going to significantly improve the outcomes for SEN support children.
5. In order to better understand the needs of children with SEND it is important that we have a focus on improving the professional development of staff in mainstream

settings and schools. Currently work is taking place in early years to improve the identification of and interventions for children with speech, language and communication needs. Addressing these needs pre-5 can make a significant difference to children being able to thrive when they reach statutory school age. York has been successful in gaining support from the national Early Years SEND Partnership which has been contracted by the Department for Education to improve outcomes for SEND children in the early years and promote social mobility. As part of this project we have secured expert support from The Communication Trust to begin to develop a Speech Language and Communication Needs Pathway.

6. In order to improve the confidence of early years and school staff in developing their understanding of behaviour as an indication of unmet need we are developing a focus on trauma-informed practice, both through the training provided by the educational psychologists and the commissioning of training from Pivotal Education. Understanding the impact of trauma on pupils behaviour and the significant barriers to learning that this creates is central to ensuring that children receive the teaching and interventions that they need in order to remain engaged with education, employment and training.
7. Historically York has successfully built a wide range of provision to meet needs this has included special schools, enhanced resource provision, Orchard and satellite provision in secondary schools, specialist alternative provision through the Danesgate Community and nurture group provision. The work of the steering group has identified the need to maintain a mix of provision to best meet need, however, it has also recognised that there needs to be greater clarity around the admissions criteria and processes across the different types of provision so that this process is transparent for all stakeholders. In order to achieve this it has been suggested that we need to develop a combined assessment and admissions panel for the special schools, Danesgate and the ERP/satellite provisions. This would ensure that the admissions criteria are transparent and fair and would ensure that pupils are admitted to provision that best meets their needs and allows them to thrive.
8. Work has taken place to review the cost/benefits of the current enhanced resource provision (ERP). There are currently 5 ERPs across the early years, primary and secondary phases. The early findings from the review of ERP provision is that there is an increasing parental demand for places in the existing ERPs (this suggests that there may be a need for an additional Primary ERP) and that the current funding model needs revisiting due to the increasing complexity of needs that the ERPs are dealing with – this is particularly the case at St Paul’s Nursery and Haxby Road.
9. The current mix of provision has also informed the plans to use SEND capital to add additional SEND places across the 0-25 age range. There has been an increase in the number of young people continuing to access education provision post 19 since 2014, however, increasingly needs are being met through expansion of the Local Offer, which is reducing the number of young people in out of area residential provision. SEND capital has been used to support the development of provision at

Blueberry Academy and the Minster Provision at Askham Bryan College. This is adding to the Local Offer for complex post 19 high needs learners.

10. SEND capital is also being used to support the development of additional specialist provision at Applefields and Hob Moor Oaks Schools to meet the needs of children with complex autism.
11. The success of the Orchard and Satellite provision at Manor Church of England Academy in partnership with Applefields Special School has also led to the need to develop an additional secondary satellite for young people with learning difficulties and high anxiety. Millthorpe Academy has expressed an interest in hosting this provision in partnership with Applefields.
12. SEND capital projects to support the development of an additional primary ERP and outreach alternative provision (AP) and specialist AP at the Danesgate Community are also being investigated during phase 3 of the Inclusion Review and will be reported to the Council's Executive.

Next Steps

13. The Steering Group has identified the need to look at the actual costs of provision for children with specific primary needs. Given the growth in numbers of those with autism and SEMH as their primary need we need to understand the actual costs of meeting need both in mainstream and specialist provision. This will inform the development of the options to be presented to Schools Forum in July.

Action Required

14. The members of Schools Forum are asked to note the work of the Steering Group and the emerging recommendations.
15. The next step will be to bring costed provision pathways to the July meeting of the Schools Forum.

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Annexes

Annex 1: Inclusion Review Steering Group Terms of Reference

Inclusion Review Steering Group

Terms of Reference

The purpose of the steering group meetings will be to ensure that The Local Authority and School Community work together to maximise the opportunity for early intervention and prevention and to support the achievement and progress of children with special educational needs and/or disabilities (SEND). The steering group will examine the current configuration of services and the use of funding to support SEND to ensure that there is greater clarity and accountability around the use and impact of resources.

The steering group of stakeholders/partners will take ownership of the process and outcomes of the Inclusion review. The outcomes of the review will be reported to both the School's Forum and the Council's Executive.

Membership of the Steering Group

Maxine Squire, Assistant Director, Education and Skills

Jess Haslam, Head of SEN Services

Lynne Johns, Specialist teaching team leader

Mike Barugh, Principal Accountant, Children, Education and Communities

Mark Ellis, Head of School Services

Adam Booker, Headteacher Applefields Special School

Tricia Head, Principal of the Danesgate Community

Helen Gration, Chair of York NDNA and Managing Director, Yorkshire Montessori Nursery

Jenny Rogers, Headteacher Copmanthorpe Primary School

Andrew Daly, Headteacher Archbishop Holgate's and CEO of Pathfinder MAT

Co-opted members as required

Key Drivers for the Inclusion review:

- a) Children and Families Act 2014
- b) Emerging Local Area Led Accountability guidance / framework
- c) Pressures on High Needs Funding
- d) Better Outcomes for children and young people with SEND
- e) The Ofsted Inspection Frameworks for local areas and for schools

Establishing the baseline for the work of the steering group

The baseline for the work of the steering group will be the work done in phase 1 of the inclusion review and the recommendations made in phase 2 of the review.

Desired Outcomes of the Inclusion review:

- More children and young people with SEND are effectively supported in mainstream school settings with the intention that more of them stay on the rolls of mainstream schools.
- The Local Authority and School Community work together to maximise the opportunity for early intervention and prevention to support the achievement and progress of children where there are concerns about their social and emotional wellbeing.
- Schools are supported to strengthen their range of in-school inclusion responses and arrangements to ensure that children are able to securely progress in to adult life.
- School colleagues report that they feel more confident and better supported / equipped to support children and young people with SEND in their settings.
- School colleagues know how to access support for children and young people.
- Support for school settings is provided within a standard response timescale
- Children and young people report that they are better able to manage their behaviour in school and settings.

Expected Outputs:

- There is a shared vision for the inclusion of children and young people across the Local Authority and School Community
- There is greater clarity around the use of the DSG to ensure that limited resources are used more effectively
- There is a 'meeting in the middle' between achievement and inclusion; recognising outcomes for children and young people in terms of academic progress (rather than attainment) as well as engagement.

- There are clear and agreed pathways for children and young people with SEND (including learning needs analysis, referral, assessment, planning, review, transition, multi agency engagement)
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- Reviewed governance arrangements and roles across the LA and school community that ensure progress and compliance against the new vision/ strategy.
- Reviewed pathways will secure positive longer-term outcomes in terms of educational success, destinations and 'life skills'.

Key questions to be explored by the Steering Group:

- How is the DSG used to fund current provision and services and how can this be made more sustainable?
- What accountability systems are in place and need to be in place? How do we assure cost effectiveness/value for money?
- What quality assurance protocols are in place and are these fit for purpose?
- Is communication with schools around the roles and responsibilities of LA and effective and transparent?

- How are the views of stakeholders being used to inform the development of service models?

DRAFT