

YORK SCHOOLS FORUM

Tuesday 3rd May 2022 9.00 – 12.00

Agenda

1. Welcome
2. Apologies for absence
3. Membership update
4. Minutes of the Schools Forum meeting of 8th February 2022
5. Matters arising not on the agenda
6. YSAB report on new priorities and support for the Education Futures Plan /
School Improvement Commissioning Budget update
7. Safety Valve update including SEND capital plan
8. Home to School Transport Policy
9. School Wellbeing Service – Year 5 outcome report
10. Trades union facilities time buy back – Memorandum of Understanding
for information
11. Schools Forum forward plan
12. Any other agreed business
13. Date and time of meetings during the current academic year:
5th July 2022 9.00am

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3. York School Forum – Membership 2021/2022 – May 2022

		<i>Name</i>	<i>Term of office – three years in all cases</i>
Schools members: 13 Maintained school / academy representation to be reviewed regularly to ensure compliance with regulations.	Two maintained (including VA and VC) primary school members including a governor representative	James Rourke (Lord Deramore’s Primary)	23/09/20 – 22/09/23
		Jenny Rogers (Copmanthorpe Primary) <i>Term of office has just lapsed – nomination to be confirmed by maintained primary headteachers</i>	28/01/19 – 27/01/22
	Two maintained (including VA and VC) secondary school members	Jo Olsen – Governor representative (Huntington School)	23/09/21 – 22/09/24
		Dave Hewitt – (The Joseph Rowntree School)	25/09/21 – 24/09/24
	Six academy members	Adam Cooper (South Bank Multi Academy Trust)	06/09/21 – 05/09/24
		Helen Winn (Hope Learning Trust)	01/09/20 – 31/08/23
		Andrew Daly (Pathfinder Multi Academy Trust)	20/03/20 – 19/03/23
		Gail Brown (Ebor Academy Trust)	01/01/20 – 31/12/23
		Dee Statham (St Margaret Clitherow Catholic Academy Trust)	01/09/19 – 31/08/22

		Steve Lewis (South York Multi Academy Trust)	01/04/20 – 31/03/23
	One special school member	Adam Booker (Applefields Special School)	01/06/20 – 31/05/23
	One maintained nursery school member	Claire Rigden (St Paul's Nursery)	01/01/21 – 31/12/23
	One PRU member	Mark Richardson (Danesgate Community)	01/12/20 – 31/11/23
Non-schools members: 2	One 16-19 representative	Lee Probert (York College)	01/09/19 – 31/08/22
	One PVI early years representative	Helen Gration	01/01/21 – 31/12/23
TOTAL MEMBERS: 15		15	
Invitees:	Executive Member for Children, Young People and Education / Appointed Member	Cllr Ian Cuthbertson	
	Corporate Director – Adults and Integration	Jamaila Hussain	
	Assistant Director, Education and Skills	Maxine Squire	
	Head of Finance	Richard Hartle	
TOTAL INVITEES: 4		4	

4. Minutes of the additional Schools Forum meeting held on Tuesday 8th February 2022 at 9.00am via Zoom

Present: Helen Gration (Early Years Sector Representative), Lee Probert (FE Representative), Mark Richardson (Pupil Referral Unit Representative), Claire Rigden (Maintained Nursery Headteacher Representative (VC)), Jenny Rogers (Maintained Primary Headteacher Representative), James Rourke (Maintained Primary Headteacher Representative), and Dee Statham (Academy Representative)

In attendance: Cllr Ian Cuthbertson (Executive Member for Children, Young People and Education), Jamaila Hussain (Director of Prevention and Commissioning, CYC), Maxine Squire (Assistant Director, Education and Skills, CYC), Richard Hartle (Head of Finance, CYC), and Salli Radford (Head of Governor Services, CYC, Coordinator and Clerk)

1. Welcome

In the absence of a Chair, Maxine Squire welcomed everyone to the meeting.

2. Apologies for absence

Apologies were received from Adam Booker (Special School Representative), Gail Brown (Academy Representative), Adam Cooper (Academy Representative), Andrew Daly (Academy Representative), Dave Hewitt (Maintained Secondary Headteacher Representative), Steve Lewis (Academy Representative), Jo Olsen (Maintained Secondary Governor Representative), and Helen Winn (Academy Representative).

3. Election of Chair and Vice-Chair

It was noted that one nomination had been received prior to the meeting but that the nominee, Dave Hewitt, was unable to attend the meeting.

The election of Chair was deferred.

Claire Rigden was elected Vice Chair of York Schools Forum.

Maxine Squire highlighted the need to ensure that both Chair and Vice Chair roles were filled to support engagement with the regular cycle of work and delivery of a fully functioning and vibrant Schools Forum.

Maxine highlighted the importance of the work being reported under the Safety Valve item and the need to respond to the challenging demographic changes within the city. It was noted that the Forum held a key role in responding to these changes and reminding government of the impact which they would have on the sector. Maxine highlighted the need to identify sector-led responses.

Claire Rigden took the chair for the meeting.

4. Membership update

Previously distributed. The membership update was noted. It was noted that a maintained primary representative would need to be appointed as Jenny Rogers' term of office had ended. Jenny would consult with primary colleagues to advise that she was willing to continue on the Forum.

5. Minutes of the York Schools Forum meeting of 28th September 2021

Previously distributed. The minutes of the meeting were agreed to be a true and accurate record and were duly noted as approved.

6. Matters Arising

There were no outstanding action points to report.

Matters arising: None.

7. **Setting the School, High Needs, Early Years and Central Services budgets for 2022/23 including decisions on options and delegations**

Previously distributed. Richard Hartle outlined the scope of the budget setting process and the high level funding information relating to the current and forthcoming financial years:

	Adjusted		Increase	
	2021/22	2022/23	£m	%
	£m	£m	£m	%
Schools Block	112.597	114.850	2.253	2.0%
Early Years Block	11.067	10.750	(0.317)	(2.9%)
High Needs Block	22.584	24.305	1.721	7.6%
Central School Services Block	2.766	2.375	(0.391)	(14.1%)
	149.014	152.280	3.266	2.2%

Richard advised that there would be an overall increase in funding of 2.2% for 2022/23.

Schools Block – Richard advised that the majority of Schools Block funding was allocated through the Local Funding Formula (LFF) to maintained schools. It was noted that the LA had been an early adopter of the current National Funding Formula (NFF) and that the LA proposed retention of the current methodology. It was noted that Annex 1 of the paper illustrated the modelling for 2022/23.

Richard advised that paragraph 5 of the paper outlined the impact of NFF increases across a range of funding factors. It was noted that the minimum per pupil amounts would only increase by 2% in 2022/23 as a significant number of York schools were already receiving funding protection.

Richard welcomed the change to the sparsity factor following national consultation, with this helping support small and remote schools. Richard outlined the methodology used to determine the previous sparsity factor, with this failing to trigger any sparsity funding in York. It was noted that

the change to use of road distance to calculate eligibility would result in five schools receiving sparsity funding in 2022/23. Richard advised that this funding was significant, being between £16k and £55k across the group. The Forum noted the successful lobbying undertaken via the F40 group which had initiated the consultation.

Richard outlined the purpose of the Growth Fund, which was held to support exceptional pupil growth in-year and to support Infant Class Size Funding (ICSF) where classes rose above 30. It was noted that the government had been reducing this element of the School Block significantly over time, with £342k allocated for 2022/23. It was noted that the agreement to cap allocations from the fund under a cash limited budget would need to be continued into 2022/23, with the expectation that the overall reduction in this budget area would be 20.76%. Detail would be confirmed shortly. Questions were invited.

In response to a question regarding the Early Years (EY) allocation and the reasons for the reduction compared with 2021/22 funding levels, Richard advised that funding was based on take up of EY places. Richard further advised that the figure would be adjusted in-year so would change. Richard outlined the factors that might influence the reduction in take up of EY places, including the impact of the pandemic.

Cllr Cuthbertson left the meeting at 9.30am.

In response to a question regarding the management of growth fund and ICSF allocations, Richard outlined the impact of lagged funding on schools and the ability of the LA to respond mid-year to changes in pupil roll following the census data collection point. It was noted that the Growth Fund was not available to support schools admitting pupils above PAN where this had not been expressly agreed with the LA.

It was noted that ICSF was currently received by c33% of primary schools within the city. Maxine outlined the school place planning work being undertaken by the LA with this linked to the local plan.

Discussion followed. Richard advised of the central government expectation that LAs would manage place sufficiency more effectively going forward. Maxine outlined the need for a city-wide approach to place management to ensure that pressures were accommodated in a less reactive way than at present.

Early Years Block – Richard advised that 2022/23 funding would be based on an hourly rate of £4.61 per hour for three and four year olds and of £5.57 per hour for two year olds. It was noted that the LA would pass on the percentage increases through the Early Years Single Funding Formula (EYSFF). It was noted that deprivation rate for three and four year olds would also increase. The Forum noted the 2022/23 EYSFF rates and the Nursery School Lump Sum of £84,368.

In response to a question regarding the rate being passed on to providers, as this was below the rate received by the LA, Richard advised that 32p per hour had been retained to fund deprivation funding, which was allocated at 43p per hour, and a proportion of the inclusion fund which could be accessed to support high needs pupils. It was noted that the retained amount also funded a contribution towards the LA's Early Years Service.

In response to a question regarding the continuation of the Early Years Inclusion Fund, Richard advised that this would continue and that funding would increase by 3.8%.

In response to a question regarding the support available for Early Years settings from lobbying group F40, Maxine advised that F40 were beginning an Early Years campaign and included Early Years as part of the fair funding project.

In response to a question regarding other pressure groups that Early Years settings could work with to highlight the increased needs that were emerging post-pandemic, Maxine agreed with the need to ensure that the DfE was aware of the context of the sector within the city. It was noted that this challenge would be communicated wherever possible. Maxine

advised that the reporting undertaken by NESTA would be helpful in identifying and highlighting funding issues.

In response to a question regarding ICSF and whether this would be available to a school with a PAN of 60, Richard advised that eligibility was calculated using a formula relating to multiples of 30 pupils, with detail of the tapered funding included in Annex 2 of the paper.

High Needs Block – Richard advised that the High Needs Block would increase by 7.6% in 2022/23 to £1.721m. It was noted that despite this increase there would be a significant deficit against the High Needs Block, with an estimated cumulative deficit of £13.5m to be carried forward into 2022/23 from previous years. Richard advised that earlier in the current year the DfE had made a formal request for the LA to join the Safety Valve project to support management of the in-year deficit and the process to address the cumulative deficit. Richard advised that the LA understood that establishment of a robust plan to address the in-year deficit would enable the DfE to look favourably at writing-off an element of the cumulative deficit. It was noted that the LA's plan would be submitted on Thursday 10th February after which the DfE would give an indication of the level of write off. This would be revisited under item 8.

In response to a question regarding additional funding allocated for St Paul's Nursery, and whether the setting was financially recognised by the DfE for aspects of provision which was not accessed by the PVI sector, Richard advised that the funding was triggered by stand-alone maintained Nursery Schools. It was noted that the setting held a unique cost base, having a Headteacher and infrastructure applicable to a maintained school. It was noted that the additional funding had reduced over time since it was first introduced, being based on a formula and announced one year at a time. It was noted that only St Paul's Nursery School was eligible for this specific funding allocation within the city.

In response to a question regarding the increase of funding for St Paul's Nursery for 2022/23, Richard advised that the explanation provided by

government could be shared with the minutes. **Action: Richard to provide this detail.**

Discussion followed. The Forum noted the role of the maintained nursery group as a specialised resource to support pupils impacted by deprivation and SEND. The Forum noted the impact of rising SEND in Early Years settings.

Richard outlined the funding mechanism used for Early Years at central government level, with the NFF working less well in York due to the stand-alone status of St Paul's Nursery.

Central School Services Block – Richard outlined the purpose of the block, which was divided into two elements:

- Funding for ongoing statutory services
- An allocation to support historic commitments

Richard advised of the central government intention to reduce allocation to this block over time, with a c20% reduction year-on-year anticipated. It was noted that LAs were expected to reduce or transfer funding requirements in line with this reduction. The Forum noted the need to consider how to manage the reduction of £394k during 2022/23.

Richard advised that historic commitments were listed in paragraphs 16 to 26, with the narrative including the LA's proposal to manage the required reduction. Richard outlined each area for information, advising that this included the School Improvement Fund allocated through the York Schools and Academes Board (YSAB) process. It was noted that the reduction had been distributed pro-rata in recent years, with the proposal being to continue this approach. Richard advised that LA expenditure would need to reduce by £242k with this loss of funding to be backfilled from the CYC general fund. It was noted that a funding reduction of £152k relating to the School Improvement Commissioning Fund (SICF) was also proposed. The Forum noted that this strand funded the School Wellbeing Worker Service as well as the YSAB fund. Richard proposed that the next

meeting considered allocation of the SICF in detail. Questions were invited.

In response to a question regarding termination of employment costs and the expected expenditure of £1m in 2022/23, Richard advised that prior to 2013/14 significant school reorganisation, including closures and mergers, had generated redundancy and early retirement costs which were picked up by the LA. It was noted that these costs related to former teachers, and that £383k was charged to the DSG as the costs had arisen due to Schools Forum decisions around school reorganisations. It was noted that the costs would eventually reduce but were currently unavoidable. Richard advised that the CYC General Fund picked up the remainder of these costs, but that they could not be reduced.

In response to a question regarding the £200k School Causing Concern fund managed by the YSAB, the statutory duty of the LA in regard to academy schools, and whether the MATs were expected to move to a position to support their schools independently in the future, Maxine advised that the LA was seeking to deliver equitable quality across the city. Maxine further advised of the intention to ensure that schools were working together in the best interests of children. It was noted that the YSAB supported schools in need regardless of status following the decision not to fund local authority school improvement team salaries but to make the funding available to the sector. It was noted that York MATs remained relatively small and did not necessarily have the central resources of larger MATs. Discussion followed, with the point made that maintained schools could only access the LA and YSAB fund as a resource.

The Forum supported continuation of current practice, with a 20% reduction in the 2022/23 YSAB fund to support this adjustment.

Richard advised that £700k of the block supported a range of services including copyright licences, with no changes proposed.

Richard advised that the Schools Supplementary Grant (SSG) outlined in paragraph 28 represented additional funding for schools in relation to the Health and Social Care (NI) Levy and wider cost pressures. Richard advised that the changes outlined would impact on schools during the next financial year. It was noted that detail of allocation to schools was included on page 23. It was further noted that funding for Early Years and post-16 settings was only applicable to maintained provision. Richard advised that this represented additional funding outside the Formula process, though the funding would be added into the factors of the NFF from 2023/24. Questions were invited.

In response to a question regarding allocation of the SSG and whether this was based on census data, Richard confirmed that funding was based on October 2021 census for schools data.

Jamaila Hussain left the meeting at 10.10am.

In response to a question regarding support for PVI settings, Richard advised that the grant excluded PVI settings which were not eligible to receive supplementary funding. Richard further advised that he was unsure whether any support would be made available by central government for the PVI sector. Richard advised that the sector had expressed dissatisfaction with the notion of a single EY funding formula if the PVI EY sector was not able to access this support.

LA Maintained School De-delegations – Richard advised that historically there had been a number of de-delegations agreed by the Forum, though these had been removed over time. It was noted that one de-delegation remained, relating to the primary behaviour outreach service provided by the Danesgate Community. Richard advised that this was the only area requiring formal decision from maintained primary representatives on the Forum. Discussion was invited. Maintained primary representatives commented on the service, querying the comparative costs against the service available to academy schools. It was noted that the general opinion was that the Danesgate Outreach

Service provided invaluable support to primary schools. Richard advised of the option to consider the detail of the offer. It was noted that Mark Richardson could outline the costs in a paper to the Forum. It was noted that the Danesgate intake of primary pupils had mushroomed, with the Outreach Service being a buffer between mainstream and specialist provision. Continuance of the de-delegation was unanimously agreed by those eligible to vote, with detailed consideration to be taken to a future meeting.

High Needs Contingency Allocations – Richard advised that allocations made from the contingency by the LA had been challenged by the DfE Safety Valve process, with the DfE view being that the fund was not acting as a contingency due to the significant number of schools accessing the fund. It was noted that mainstream schools were required to fund the first £6k of support for each SEND pupil, with the contingency allowing a school with a higher number of pupils triggering the top-up to access support for funding below the threshold, i.e. the first £6k per pupil. Richard advised of the proposal to move away from fixed percentage thresholds (1% in primary and 2% in secondary), but to recalculate the average proportion of high-costs pupils in each sector. This would set the threshold at the average rather than a set percentage. Richard advised that this recalibration would continue to be relatively generous but would constrain allocations. Richard referred Forum members to paragraph 38 of the paper, which illustrated application of the current formula and the impact of the proposed threshold. Richard advised of the need for the LA to be seen to be addressing the contingency, with the proposal being fair and retaining a relatively low threshold. It was noted that the adjustment would be acceptable to the DfE as part of the Safety Valve response.

A Forum member commented that the contingency fund was vital for school, noting that some LAs had set a higher percentage threshold. The Clerk was asked to put on record that schools which were delivering a strong inclusion response could be penalised financially for this success as the provision became attractive to more families with SEND children.

In response to a question regarding the calculation of the average number of SEND pupils in schools, Richard advised that this was based on the number of pupils triggering the top up above £6k at collection of the October 2021 census. In response to a question regarding the scope of the census data used, Richard confirmed that data from mainstream maintained and academy schools only was used. It was noted that the percentage threshold related to the local rather than the national average. Richard advised that the LA wished to retain a low-level threshold as it recognised that some schools were attracting a higher proportion of SEND pupils and was keen to support these settings. It was noted that the new mechanism should protect schools with an above average number of SEND pupils. It was noted that the DfE was keen to see more SEND pupils in mainstream provision.

In response to a question regarding LA funding provision for pupils without EHCPs but needing support, Richard advised that the funding available for mainstream schools was very highly regulated and that the DfE's view was that core funding was designed to support these pupils. Richard advised that the IDACI and low prior attainment funding mechanisms were seen to address lower-level SEND, with no further funding flexibility available to the LA.

Discussion followed. The Forum noted the flexibility still available to the LA in allocating the contingency fund. The Forum further noted the future DfE plan to centralise funding allocations and remove LA discretions, with these factors unlikely to be carried into a "hard" Funding Formula. It was noted that lobbying to protect local discretionary schemes was ongoing.

Having provided their views on the LA's proposals regarding the 2022/23 budgets, the Forum noted and supported the LA's recommendations:

- Continuation of the current ICSF and pupil growth funding formulae as described at Annex 2, subject to the cash limiting previously agreed by the Forum.

- Continuation of the agreement to maintain the LA centrally retained budgets at their current levels as per paragraphs 23 to 27.
- Continuation of the de-delegation of funding from the schools formula funding for the primary behaviour support service, as described at paragraph 36.

Richard advised that Annex 3 outlined the priorities for the F40 which were agreed in January. The update was noted.

8. Safety Valve update

Maxine Squire provided a presentation on the Designated Schools Grant (DSG) Recovery Plan.

Forum members noted the context to the inclusion review which had taken place within the city.

Maxine outlined the work streams identified to deliver the project and how they would be monitored:

- Clear governance structures to link delivery of the review through the SEND partnership board, with working groups in place to support a number of specific strands
- Strong partner and stakeholder buy in
- Clear oversight from the CFO and COO as well as Elected Members
- Quarterly updates provided to Portfolio holders and the corporate management team to ensure delivery

Maxine outlined the aim to achieve a balanced High Needs Block budget by 2025/26, with a number of actions identified to deliver this ambition.

Forum members noted the work already undertaken by the Inclusion Review:

- Mitigation of in-year pressures on DSG
- Reduced monthly taxi costs for the Danesgate Community
- Review of all current out of city placements and identification of timelines to cease plans
- Clear transitional planning at each stage of development
- Increased challenge in EHC panel both on decisions to issues and requests for uplift following annual review
- Movement to needs-led approaches to support greater positive impact on children and young people
- Parent carer forum involvement to support change
- Clear linking of plans with the LA's written statement of action
- Support to schools to integrate mainstream educational support

Maxine presented the financial plan for the High Needs Block, outlining the impact of continuation of the historical approach without further mitigation, and the improved financial position that the plan was designed to deliver. The Forum noted that failure to act would result in a deficit of £38.3m by the end of 2025/26. Maxine advised that the planned actions would bring the in-year position into balance by 2025/26 and would reduce the cumulative carried-forward deficit to c£17m. Maxine further advised of the LA's confidence that delivery of the plan to balance the in-year position would incline the DfE to write-off the cumulative deficit at the end of the Safety Valve project. It was noted that York was not the only LA in this position.

Richard outlined the importance of the work being undertaken with the DfE and the issues that would follow if the deficit was not addressed. Maxine advised that specialist provision had increased places but that further capacity was also needed within the Enhanced Resource Provision (ERP) sites. Maxine advised of a gap around transition from some primary settings to secondary phase which brought increased demand from

parents for specialist secondary provision. It was noted that improved transition arrangements would require cooperation from all colleagues to ensure appropriate support for all children and young people, with specialist provision allocated to those with the appropriate level of need. Maxine advised that some training would be provided to support mainstream settings in accommodating SEND pupils.

Discussion followed. Concern was expressed regarding the pressure on mainstream settings due to the rising level of need. Maxine advised of the need to consider the use of capital funding to ensure physical school provision was supportive of pupils remaining in mainstream settings. It was noted that a capital response would be required.

Lee Probert advised that transport remained a live issue which required a city-wide response, with York College spending c£1m per year on transport. The Forum noted the potential opportunity to introduce competition to reduce costs.

Discussion followed regarding the pressures on mainstream education settings.

Lee Probert left the meeting at 11.00am.

Maxine outlined the need to address issues around physical space as existing accommodation was not always supportive of SEND children and young people, with this placing pressure on settings that were better able to provide a supportive environment.

Discussion followed, with a comment made that central government support and SEND funding was inadequate. Maxine advised that the 2014 review had not been fully costed and had delivered the opposite outcome of its original intention. It was noted that the impact of the pandemic had added to the challenge, with an increased number of pupils requiring support not necessarily due to SEND but as a reaction to their experience of the last two years.

It was acknowledged that pupils in the lower phases would move through their education with significant needs and challenges. Helen Gration advised that two-year checks undertaken by Health Visitors continued as they had pre-pandemic and could be updated to be more useful.

Maxine outlined the process to submit and then deliver the plan once accepted by the DfE.

9. Schools Forum forward plan

Richard Hartle outlined the forward plan:

May 2022

- YSAB report on new priorities and support for the Education Futures Plan / School Improvement Commissioning Budget update
- Safety Valve
- Capital plan

Maxine Squire advised that she was keen to see Forum members bringing item for discussion, with the LA willing to work with the Chair and Vice Chair to deliver increased engagement with the work of the Forum.

In response to a question regarding capital funding allocations for 2022/23 at central government level, Maxine advised that some consultation processes were underway, with consideration at local level around EY support for SEND short breaks.

The Forum revisited the need to elect a Chair.

Dave Hewitt was elected as Chair of the York School Forum.

10. Any other agreed business

There was no other business.

11. Date and time of future meetings

The next meeting would take place on **3rd May 2022 at 9.00am.**

Maxine advised that the LA was keen to hold the next meeting in-person if possible, with meetings to alternate between virtual and in-person going forward.

The meeting closed at 11.20am.

Information from the DfE's Early Years funding guidance for 2022/23, provided by Richard Hartle following the meeting in relation to item 7:

Local authorities with Mainstream Nursery Schools (MNS) will continue to receive supplementary funding for the 2022/23 financial year. This funding is provided to enable local authorities to protect their 2016/17 funding rates for the universal 15-hour entitlement for MNS (that is, the rates that existed before the Early Years National Funding Formula) and the government expects it to be used in this way.

As mentioned in [the] universal base rate [guidance], all providers must be paid the same hourly base rate; this also applies to MNS. However, authorities may continue to use 'lump sums' to distribute additional funding to MNS.

6. York Schools and Academies Board and use of retained School Improvement Funding 2021-22

Summary

1. This paper provides an update on the work of the York Schools and Academies Board and on the allocation and use of retained School Improvement funding in 2021-22.

Background

2. The York Schools and Academies Board (YSAB) is the strategic board representing all schools in the City of York. It is responsible for allocation and oversight of the centrally retained school improvement funding which is used to support schools causing concern. In 2021-22 YSAB have also supported city-wide school improvement through the development and implementation of the Education Futures Plan to support Covid recovery.
3. Covid-19 continued to create challenges for all schools throughout the academic year 2021-22 and the work of YSAB continued to be dominated by the city wide response to the pandemic.

Use of retained School Improvement Funding 2021-22

4. Annually the retained school improvement funding is **£400k** and is used to support interventions in schools causing concern and to promote city wide school improvement priorities. During 2021-22 a total of **£264,455** was committed to supporting individual schools and city-wide priorities. In 2021-22 YSAB have allocated funding to the following schools and city-wide work streams:
 - **Carr Infant** (maintained) – **£9,755k** was allocated to provide support for the school to improve middle leadership and support collaborative curriculum planning with Carr Junior School.

- **St Barnabas CE Primary** (maintained) – St Barnabas is a school causing concern. **£58,208k** was allocated to commission support from the Pathfinder MAT. The focus of this support has been additional leadership capacity and support to develop the quality of teaching and learning.
- **St Aelred's RC Primary** (St Margaret Clitherow MAT) – **£8,558** was allocated to the MAT to provide additional capacity to support improvements in behaviour and attendance.
- **Naburn Primary School** (maintained) – **£47,064** was allocated to support the school's improvement plan following the school being placed in special measures in December 2021.
- **York High School** (South Bank MAT) – **£73,162k** was allocated to support the STAR centre. The STAR centre provides support for children at risk of exclusion.
- **Early Talk for York** – **£15k** to support the city-wide roll out of the Wellcomm toolkit.
- The Early Talk for York group set an ambitious target of 50% uptake of WellComm
- Toolkits across all organisations serving early years aged children in York to promote
- universal screening of all children annually and to share this data with the Local
- Authority (LA). This target has been met in PVI's and maintained schools.
- **Education Futures Plan** – resources have been allocated to support the priorities in the city-wide Covid recovery plan. This has included the development of teaching and learning through the WalkThrus training sessions delivered by the Pathfinder Teaching School Hub (**£18,180**), providing an 80% subsidy to support attendance at the headteacher conference (**£10,240**) and the attendance project (**£24,288**)

7. The board's agendas this year have also included the Inclusion Review, school attendance and emotionally based school avoidance and the development of the Place Planning Strategy.
8. In 2021-22 YSAB has also continued to meet with teaching and non-teaching unions this has helped to support an effective dialogue which has supported the development of a collaborative approach to meeting the challenges of the pandemic and supporting education recovery.
9. Commissioning priorities for 2022-23 include:
 - The Education Futures Plan, including improving attendance
 - Early Talk for York
 - Support for individual schools causing concern

Next Steps

19. Details on the funding balances for 2022-23 will be brought to the July 2022 meeting of the forum following the completion of the financial closedown of accounts for 2021-22.

Recommendations

18. The forum is asked to note the contents of this report.

Contact Details

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7. The Safety Valve Agreement and SEND Capital Plan

Summary

- 1 This paper provides the members of School Forum with an update on the Safety Valve agreement following the submission of the city's dedicated schools grant (DSG) recovery plan to the Department for Education. It also provides information about the plans for the use of SEND capital to support the delivery of the outcomes of the inclusion review, which is an important element of the DSG recovery plan.

Background

- 2 In 2020-21 the Department for Education (DfE) introduced the safety valve programme for local authorities that were facing significant deficits on the high needs element of their dedicated schools grant. York was invited to join the programme in November 2021 and was required to produce a DSG recovery plan to show how it proposed to address the in-year pressures in the DSG. In March 2022 the local authority was successful in gaining support to address its historic cumulative deficit through entering in to a Safety Valve agreement with the DfE (see appendix 1).
- 3 The Safety Valve agreement will ensure that the projected cumulative deficit of £17.1 million would be written off by the DfE on delivery of the actions in the DSG recovery plan. The local authority were also invited to submit a request for additional capital funding to support the delivery of actions in the DSG recovery plan.

The Safety Valve DSG Recovery Plan

- 4 The development of the DSG recovery plan has been previously shared with the members of Schools Forum. In developing the plan the local authority wanted to ensure that the plan would support actions that were already being taken through the Written Statement of Action and the Inclusion Review.
- 5 The actions identified in the Safety Valve agreement strongly align with the proposals in the recently published SEND Review Green Paper. The specific priorities identified in the plan are:
 - a) Manage demand appropriately by supporting more children and young people in mainstream settings and appropriate and timely ceasing of education, health and care plans;

- b) Reduce the costs of SEND transport and support independence by improving commissioning and contract management
 - c) Support inclusion in mainstream to support the transition of children with a primary need of autism and associated SEMH needs to reduce out of city placements;
 - d) Increase the number of young people with SEND in employment in 19-25 age group by better preparation for adulthood;
 - e) Build successful pathways out of education and in to employment and training;
 - f) Access relevant capital bid opportunities to enhance support in schools;
 - g) Implement additional training and support for mainstream settings and schools
- 6 The work on the Safety Valve actions is being managed through a number of task and finish sub-groups reporting to the SEND Partnership Board. Membership of these sub groups is being draw from across the SEND partnership to include representatives from education (including settings, schools and colleges), health and care and the parent/carer forum.
- 7 The sub-groups are as follows:

Sub Groups	Potential Leads
Finance and Performance	Richard Hartle and CCG rep (to be identified) / Sue Day
Autism pathway and implementation	Sue Day / Ruth Thompson
Post-16	Lynne Johns / Emma Mosely
Sufficiency including delivery of the inclusion review outcomes	Maxine Squire
Joint Commissioning	Susan De Val / Katie Brown
Co-production and Communication	Laura Brown / Ruth Thompson

8. As part of the terms of the Safety Valve agreement the council is required to submit quarterly progress reports to the Department for Education and the details from these reports will also be shared with School Forum.

The SEND Capital Plan

9. To support the delivery of the Safety Valve agreement the local authority has made a request for additional capital funding. This is in addition to the £5

million of SEND capital funding that will be received over the next two years and will allow York to ensure that the sufficiency issues identified through the Inclusion Review have been addressed.

10. Ensuring sufficiency of in-city provision is an important focus of the Safety Valve plan as this will impact on reducing both the overall costs of provision and will reduce the costs of SEND transport.
11. Central to the capital investment plan is the need to restore parental confidence in mainstream provision, particularly for children with autism and communication and interaction needs. This has caused us to identify the need to develop additional small group and enhanced resource provision in secondary schools.
12. The Inclusion Review was used to identify the city's gaps in sufficiency and between May and June 2021 we ran a city wide consultation with all stakeholders including parents and carers and children and young people. The purpose of the consultation was to gain feedback about the current city-wide provision for children with special educational needs and/or disabilities (SEND) in order to inform proposals about future provision. The consultation asked questions about mainstream and specialist provision and the perceived sufficiency gaps in our current provision. The consultation ran for a period of 4 weeks and in total over 600 people accessed the consultation documents. The outcomes from the consultation were:

The majority of parents/carers would like their children to access mainstream education with appropriate support in place.

There was support for enhanced resource provision across all age ranges.

There is a need to provide training and support for mainstream schools and teachers to support a consistent approach to special educational needs and disabilities across the school system

There is a need to improve support for families – particularly linked to SEMH/Autism/ADHD.

In 2021/22 the local authority has invested in capital works at both the Danesgate Community and Applefields Special School which will help to manage current and immediate sufficiency pressures in the city's specialist secondary settings. This has also been to remodel existing space on both sites to make it more fit for purpose for children with complex autism and SEMH as their areas of primary need.

There has been an increase in children unable to attend school due to low mood/high anxiety since 2019 and this has created an increase demand for the home tuition service. To support the development of a successful re-integration pathway plans are in place to develop a small group teaching base for the home tuition service which will act as a bridge between home

and school. This will be delivered through the development of a new community library in the Clifton area of the city.

The specific capital programmes are aligned with the primary need pressures which we have identified through our sufficiency mapping. We have seen an increase in the numbers of pupils in our secondary schools over the last 3 years, this has resulted in more pressures on group size and pupil/teachers ratio in our secondary schools. In York land prices are high and as a small city we have limited space for new development so we have specifically targeted school sites and areas where we have room for expansion. We have also reviewed the changes in the primary demographic and have started to map the opportunities for using available space in primary schools. We have started work to refresh our school place planning strategy through co-production with the York Schools and Academies Board. Agreement has been reaching in principle to work together and co-deliver the city strategy.

We are proposing to invest in early intervention through the further development of enhanced resource provision in early years, primary and secondary.

To deliver our Safety Valve plan it is proposed that appropriate spaces are developed in each secondary school to support inclusion in mainstream. This is for children who need small group teaching but do not require an enhanced resource provision placement. This work is currently underway and involves a detailed survey of each school site to re-profile the use of existing space. The capital expenditure will be used to ensure that suitable internal remodelling is takes places to support neuro diverse young people.

The capital plan will be developed through the work of the Sufficiency task and finish group and representation from settings and schools are being invited for this group.

Next Steps

19. A further monitoring report will be brought to the July 2022 meeting of the forum.

Recommendations

18. The forum is asked to note the contents of this report.

Contact Details

Author of the Report

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8. Home to School Transport Policy 2022/23

Summary

1. This paper provides the members of the School Forum with a briefing about the updating of the Home to School Transport Policy 2022/23.

Background

2. The home to school transport budget is significantly over spent and the Local Authority is looking for substantial reductions in expenditure to reduce the overspend in future years and to meet agreed savings targets. The current home to school transport policy lacks the detail needed to inform parents/carers that some transport requests are not a statutory duty for the LA to provide. As part of the annual process of review the policy has been re-written to provide greater clarity about eligibility for home to school transport and to manage future expectations and lower the risk of successful challenges.
3. Local Authorities have a statutory duty to publish annually their home to school transport policy by 31st May.
4. The Home to School Transport Policy 2022/23 is attached at annex 1.
5. It should be noted that in future years there may be more fundamental changes to Home to School Transport Policy and these will require member decision making and public consultation with schools, parents and other local authorities.

Main Clarifications to the 22/23 Policy

6. Parents have the right to ask for a particular school to be named in their child's Education, Health and Care Plan (EHC plan) and this school may not be the nearest school that can meet their child's needs. The policy now clearly states that the LA do not have a duty to provide free home to

school transport to a parent's choice of school which is not their nearest suitable school.

7. The LA do not have a statutory duty to provide transport to children who are not of compulsory school age. The policy now emphasises this point more clearly.
8. Post-16 Transport is discretionary and currently costs approximately 290k per year. The policy has been amended to make it much clearer that transport assistance is not a statutory duty of the LA.
9. The desire to get as many children and young people to travel independently has been reinforced throughout the policy and that there will be annual assessments of need where transport has been agreed.

Next Steps

The policy will be published on the council website.

The criteria within the refreshed policy will be applied in a more consistent way.

Recommendations

School Forum members are asked to note the amendments to the Home to School Transport Policy for 2022/23.

Contact Details

Author and Chief Officer Responsible for the report:

Helen Garnham, Children and Young People Transport Manager

Maxine Squire, Assistant Director, Education and Skills

Annexes

Annex 1 – Home to School Transport Policy 2022/23

9. School Wellbeing Service – Year 5 Outcome report – September 2021

Overview

The School Wellbeing Service (SWS) is a school-based early intervention mental health (MH) support service. The service structure includes 6 substantive School Wellbeing Workers (SWWs) linked to the 6 geographical school clusters across the city, and a team leader overseeing clinical and operational aspects. The SWWs are employed and managed by the Local Authority, based in schools/settings with clinical supervision provided by CAMHS. The service has 3 key outcomes. The progress and achievements against these outcomes for the academic year 2020-2021 delivery are outlined in this short report.

Outcomes

The three service outcomes are:

1. School staff will have increased knowledge and confidence in supporting children and young people (CYP) with emotional and mental health needs.
2. Children and young people are identified early and supported effectively within schools/settings to prevent needs increasing and the requirement for specialist intervention where appropriate
3. Increasing number of children and young people that feel more able to cope with mental health needs within a school setting

Funding

The service is jointly commissioned, and partnership funded, between City of York Council (CYC), Vale of York Clinical Commissioning Group (CCG), NHS and York Schools via the Schools Forum (SF). The following funding was agreed from April 2019 onwards: 139K from the CCG and 50K from CYC on a reoccurring basis. Funding from York Schools and Academy Board (YSAB) is currently 105K for the academic year 2021-22.

SWS Offer

The following service is offered to all schools and FE colleges

Consultation

Direct work and co working

Weekly presence in school where need is identified through consultations

Bespoke group work (where need is identified)
Universal whole school approach
Mental Health Champion (MHC) peer support

Problem solving support for pastoral staff (individual/ group)
MH training
Evidenced based resources

Outcome one: Staff will have increased knowledge and confidence in supporting children and young people with emotional and mental health needs.

Key Performance indicator – Number of school staff reporting increased confidence and knowledge.

The SWS aims to achieve this outcome via the consultation process, training opportunities and providing school staff with SWS intervention packs.

- The SWS is actively engaged in offering a service to every primary, secondary and college, inclusive of specialist provision.
- 61% of schools /settings completed the SWS survey at the end of the academic year 2021 with the following feedback:
 - Staff reported a 78% increase in staff knowledge of emotional and mental health
 - Staff reported a 83% increase in staff confidence in supporting children with SEMH
 - 100% of schools agreed the school wellbeing service is available and accessible, reliable and punctual.

Consultation

Consultations with the SWS aim to enhance school staff's knowledge and confidence in supporting children and young people's emotional and mental health. This process involves information gathering to explore the mental health needs of the student, provisions currently in place and a problem solving discussion which leads to a shared plan. 97% of school staff felt the consultation process successfully leads to a shared plan that effectively meets the emotional and mental health needs of the child or young person.

School staff feedback

We meet our SWW termly to have a planning meeting and consultations. This is invaluable to both myself and my well-being team. SWW's accessibility is extremely helpful as we are able to ask quick questions and rather than waiting for planned meetings (Primary Inclusion Leader)

The quick and effective communication works well too, SWW always responds quickly and with the relevant information (Secondary HOY)

Case study

A consultation was held with the SWW, SENCo and Wellbeing Lead regarding a year 6 student who was on a My Support Plan. The student was presenting with low self-esteem, intrusive thoughts and had been struggling with their recent Autism diagnosis. The student was withdrawing from peers and finding it difficult to express and manage their emotions. A parent consultation enabled the parent's perspective to be gained, in which they expressed, that as a family they were finding the recent Autism diagnosis difficult and agreed their child's self-esteem was low. This consultation led to a comprehensive shared plan with school. This included direct work from the SWS and signposting the family to the Specialist Teaching Team, who helped support the family with the ASC diagnosis. A 10 session SWS intervention was delivered which focused on self-esteem, confidence building and emotional literacy. The SWW also attended the MSP review in which the progress and impact of the SWS intervention was fed back to school and parents. During the review it was reported by both parents and school that the student's self-esteem had improved and they were able to express their emotions more effectively. The student was also learning about their ASC diagnosis and had begun to share this with peers. They described the SWS intervention as being helpful as they were able to talk about themselves without upsetting anybody. This case study demonstrates how the collaborative discussion with school staff, STT and parents via the consultation process enabled a positive outcome for year 6 student.

Training

The SWS training offer was limited this academic year due to Covid 19 safety measures, but included the below:

- Working alongside ELSA/Pastoral to provide 121 co-delivered sessions
- Working alongside ELSA/pastoral staff to provide co-delivered group sessions
- One training/advice session to ELSA/ Pastoral staff on how to deliver an intervention with regular reviews
- SWS intervention/resource training

Co-working

Co-working opportunities with the SWW are offered to school staff when deemed appropriate via consultation. This can be on a 121 or group basis. 91% of school staff reported school/settings facilitate effective co-working with pastoral staff, although this was limited due to covid safety measures this academic year. 9 co-delivered 121 sessions and 2 co-delivered groups were completed by the SWS.

Case study secondary group work

A cohort of year 10 girls were identified via consultation with emotional base school avoidance due to anxiety and deemed appropriate for the SWS positive learning intervention. This was co-delivered with pastoral staff as a training opportunity to

observe how the SWW delivered the intervention. The students used CBT and solution focused activities to explore worries and unhelpful thoughts and feelings around attending school and practiced cognitive reframing and calming techniques to help manage difficult situations that presented in school. The delivery of the group was interrupted by the limited school access in January and consequently, participants engaged in a 121 session with the SWW before their return to school to discuss any concerns. This was positively received.

Student feedback

'It was useful as it helped me find out techniques that help me with my anxiety and stress. They also taught me ways not to worry and that there is people there to help (year 10 student).

Staff feedback

' Co-delivering the group with the SWW allowed me to observe how the intervention was delivered and the different approaches that were used such as CBT and solution focused. This was very useful and the student really engaged with this and did not want the intervention to end. I then delivered the intervention to another group, which was supported by a uni student. This received positive outcomes and feedback (Secondary Welfare and Safeguarding Lead).

Case study co-delivered 121 Primary

A primary school student was discussed in consultation due to presenting with anxiety. The student was worried about contracting covid and was displaying OCD type behaviours, along with facial and vocal tics linked to anxiety. After a parent consultation it was agreed that a SWS intervention would be appropriate and that this would be co-delivered with the ELSA. Due to the limited school access period, the sessions were delivered virtually on Attend Anywhere with the ELSA and student being present in a room in school. 7 sessions were completed that focused on exploring worries using a CBT model and practicing relaxation techniques such as mindfulness. A wellbeing plan was completed at the end of the intervention that was passed to home and school. The Student's pre and post SDQs showed an improvement of -5 and parental feedback described the intervention as having a positive impact as the student's tics had significantly reduced, they were sleeping better and not engaging with ritual behaviours. Due to the complexity of the SEMH needs, the co-delivered session allowed the ELSA to observe how the SWW delivered the worry intervention and the language that was used to engage the student. This enabled the ELSA to learn these skills and techniques and raise their confidence in delivering the intervention again and also to support the student further within school.

Staff feedback

The SWS anxiety resources used are excellent, it was useful to watch how the Well Being Worker use the resources effectively and in particular watch and learn effective ways to communicate and work with the child. e.g. language used, problem solving, what pace to work at, excellent emotion coaching modelled.

Managing My Worries/Emotions Workbooks has since used with more confidence by the school ELSA. Emotion Coaching used more confidently too (Primary ELSA)

One session training

Training was delivered by the SWS to secondary school tutors on how to conduct an emotional check in using a solution focused approach. This enabled tutors to confidently engage in discussions with students regarding their emotional wellbeing and monitor and review this over a period of time.

'The WW gave my form tutors some training on how to do an emotional check in. That was really useful (Secondary HOY).

Meerkat Whole school intervention

Due to Covid restrictions, only 1 specialist primary school received the Meerkat intervention which included staff training and the delivery of workshops to 2 classes. This received positive feedback.

School staff feedback

'The training was very clear and objectives explained. SWWs went through how they would deliver the workshop to the children and discussed how this intervention can be used in our group. Fantastic model we can use in school....We are already using it when talking to the children about their feelings throughout the school day – in the process of putting up a display'(Primary Teacher).

Resources

The SWS have created intervention packs covering numerous mental health topics such as anxiety, self-esteem, low mood, emotional regulation, and self-harm. They are based on various approaches including solution focused and cognitive behavioural therapy. When providing school staff with intervention packs, the SWWs offer advice and guidance and the opportunity to review the progress of the intervention whilst it is being delivered. This can be directly via co-delivered work, or indirectly if school staff are delivering this independently. This is to raise staff confidence and offer reassurance whilst the intervention is being delivered.

School staff

feedback on SWS intervention packs

'Extremely useful, students are able to take these away and use the tips themselves whenever they need to' (Secondary Welfare and Safeguarding Lead)

'School often uses the self-esteem and anxiety resources which are very effective' (Secondary deputy safeguarding Lead)

'The intervention packs were very helpful through school closures and reintegration of children back in to school during covid 19' (Primary Deputy safeguarding, Wellbeing and Behaviour)

'These packs have been useful, in particular bereavement, separation/anxiety/my helpful workbook. Resources have been shared with ELSA staff and delivered effectively to children. These resources have been used via our wellbeing year group representatives to support children whilst in tighter Covid bubbles.' (Primary SENCo and Welfare Officer)

'These are an excellent resources and our ELSA uses them regularly' (Primary SENCo)

'We have used the worry booklets for both KS1 and 2 children. We have used talking mats, personalised tasks and resources. Our current well-being worker have been fantastic at answering our questions and queries to ensure we provide the right kind of support.' (Primary Inclusion Leader)

'Packs made by the SWS have been widely used by staff in school. These are always useful and have a positive impact. More of these and regularly updated would be brilliant.' (Primary SENCo)

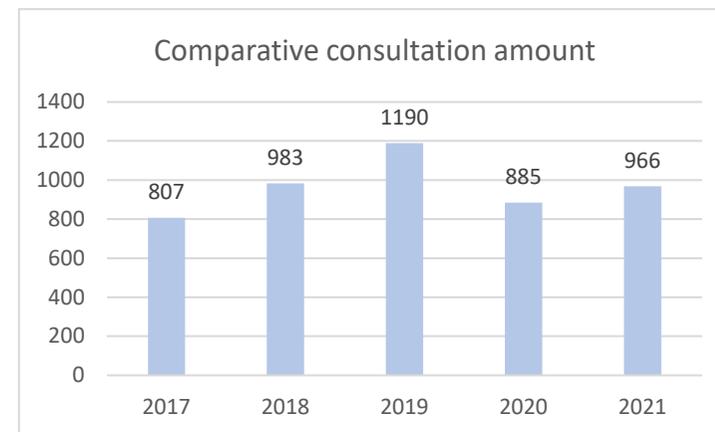
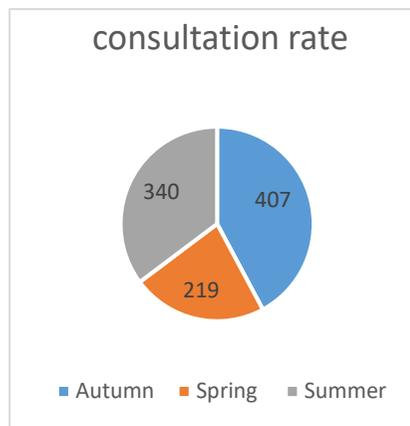
'These have been invaluable' (Primary Wellbeing Lead)

Outcome two Children and young people are identified early and supported effectively within schools/settings to prevent needs increasing and the requirement for specialist intervention where appropriate

Key Performance Indicator - 1. Number of consultations taken place 2. Number of children and young people accessing support

Consultations

966 Consultations were conducted across the 2020-2021 academic year in each primary, secondary, specialist and further education provision. The pie chart demonstrates the SWS made an impressive start to the academic year and completed 407 despite a reduced team, due to a recruitment period. The spring term was interrupted by the pandemic and the limited school access, which involved the SWS offer being delivered remotely and consultations with school staff taking place via telephone. The summer term saw an expected increase in consultation rate due to students returning to school. As the comparative consultation amount bar chart demonstrates, there was an increase of consultations this academic year in comparison to 2020, in which the SWS offer was impacted by lock down.



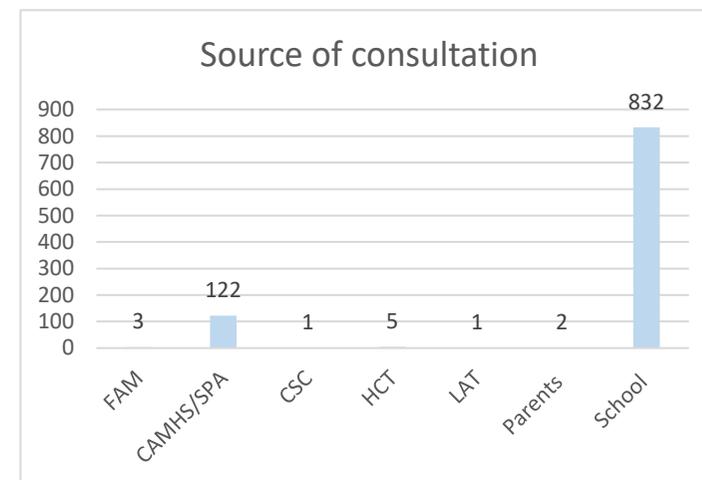
Source of consultations

School is the highest source for consultations (**832**) followed by CAMHS/SPA (**122**). The SWW have been attending the Fair Access Meetings to enhance multiagency working. 100% of staff stated this was helpful describing:

- *‘it helps to liaise over pupils who may be moving into our setting’ and ‘Gives them an insight into most challenging children especially if moving between schools helps links up the story and professionals involved. Also reminds staff of the SWS availability for appropriate referrals.....(Primary pastoral Lead)*

One school provided a positive example of joint working as a result of the FAM.

- *‘Yes, recently we have discussed a child at FAM, and that child then moved to another school. It is helpful to know the SWS had knowledge of that children from previous work or newly allocated if needed’*

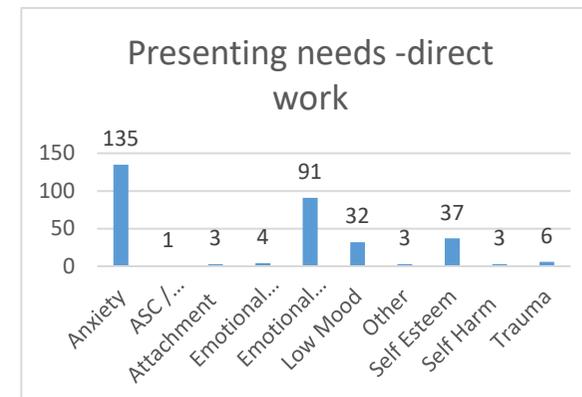
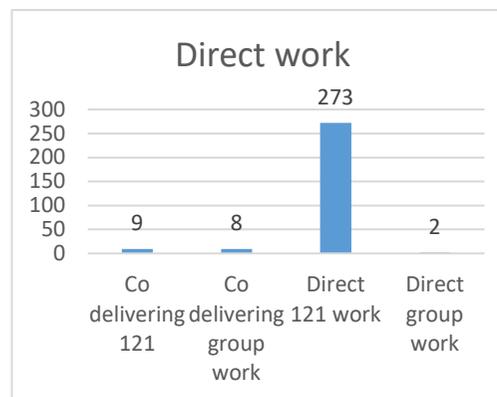


Direct work

- **292** children and young people received direct work to support their mental health needs. This included **273** 121s, **9** co-delivered 121s, **2** co-delivered positive learning groups (Y10 x5) (Y8x3) and **1** direct self esteem group (x2 Y5s).
- In addition to this figure, 22 direct 121s and 1 co-delivered 121 were offered before the end of the academic year 2021, which are to start in September.
- **88%** of school staff reported that direct work delivered by the SWS is having a positive impact on children and young people.

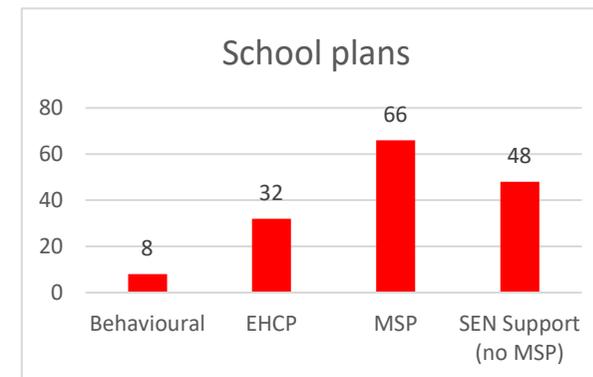
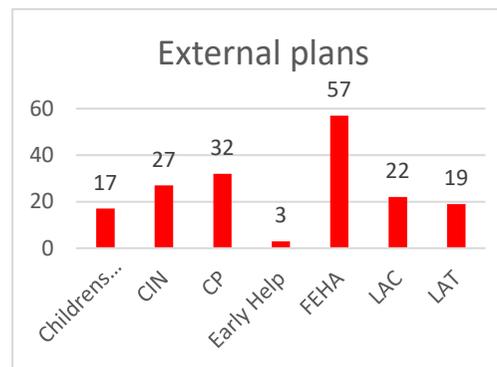
As the data reports, direct 121 has significantly increased this academic year and is the highest reported in the SWS history. The covid pandemic and lockdown have played a significant role in the increase of cyp's mental health needs in York and the request for SWS involvement.

Group work over the past 2 years has been significantly lower due covid safety bubbles and schools being unable to organise groups. The SWS is hoping to conduct more co-delivered groups with schools in the academic year 2021-2022, to reach a larger population and to give pastoral staff the opportunity to be trained in delivering the SWS interventions.



Consultation for students on external and school plans

- **154** consultations have taken place for cyps with school plans including SEN support, MSP, EHCP and behavioural contracts.
- **177** consultations have taken place for cyps with external support – including CSC (17), CP (32), CIN (27), Early Help (3), FEHA (57), LAC (22), LAT (19), Single Assessment (1), Young Carer (3)



Case studies

Primary direct work

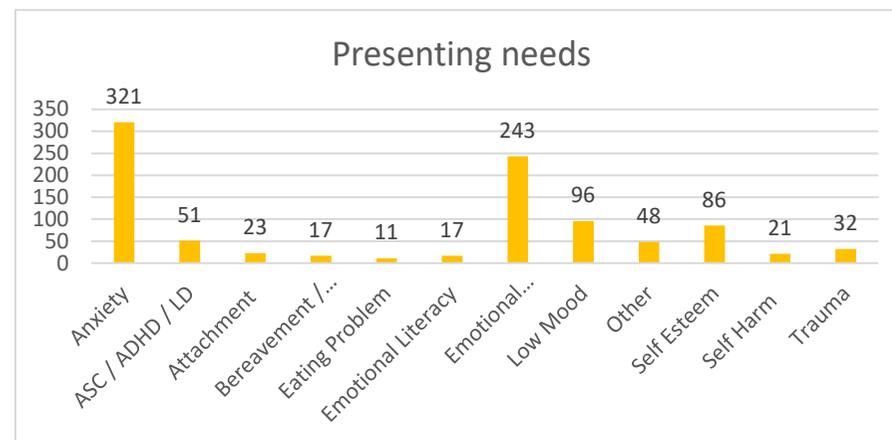
A consultation was undertaken with the school head teacher and assistant head teacher in regards to a Key stage two student, who was presenting with increased worry which had escalated due to lockdown and COVID19. ELSA work had been completed however the student was finding it difficult to use the strategies, thus SWS direct 121 work was offered to focus on managing worries. A parent consultation was completed to gain their perspective on the student's presentation at home and any further information that would support the sessions. Information was also sent to parents around how they could support the student manage their worries at home and a review meeting were scheduled. The student completed the 6 session SWS intervention which used the approach of CBT, strategies around reframing negative thinking patterns and relaxation techniques. At the start of each session the SWW started with discussing positives and also completed a mood check in sheet. This was particularly helpful in incorporating solution focussed strategies that highlighted and strengthened pupil voice. The student engaged well with the intervention enabling a safe space to talk about their worries and how this impacted their day. Strategies and coping mechanisms were practiced throughout the week after the session and the student discussed how this had been effective in reducing worry. Parents and teachers reported a significant difference in the student, reporting the positive impact of the targeted intervention. The school wellbeing sessions were integral in helping the young person understand how to manage their worries and prevented the student from continuing to be distressed at home and school. The student had been finding it difficult to attend school and engage in extracurricular activities parents had planned, which may have impacted on academic attainment and social interaction if the SW session did not take place. There was a significant shift in pre and post SDQ assessment, Parent (-2)

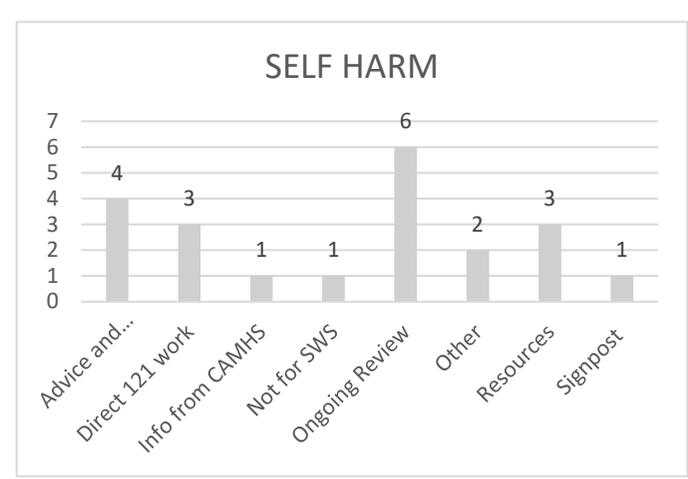
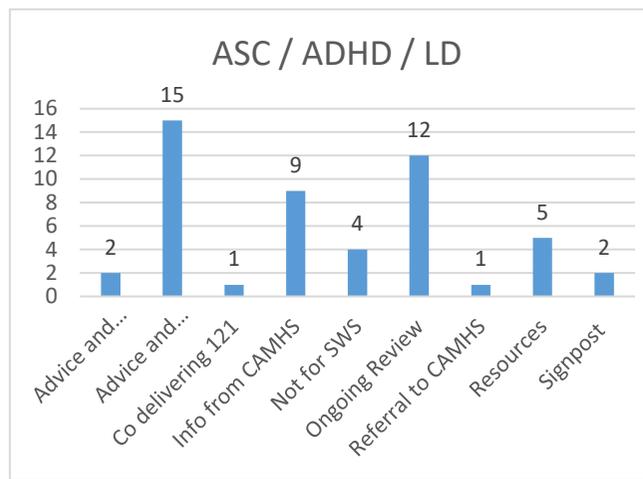
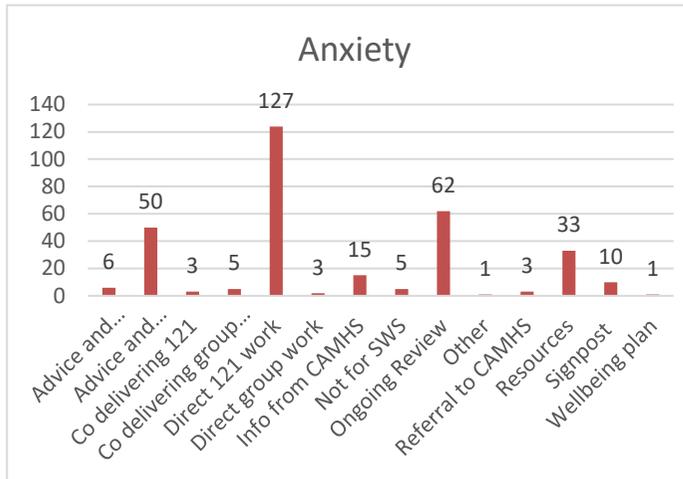
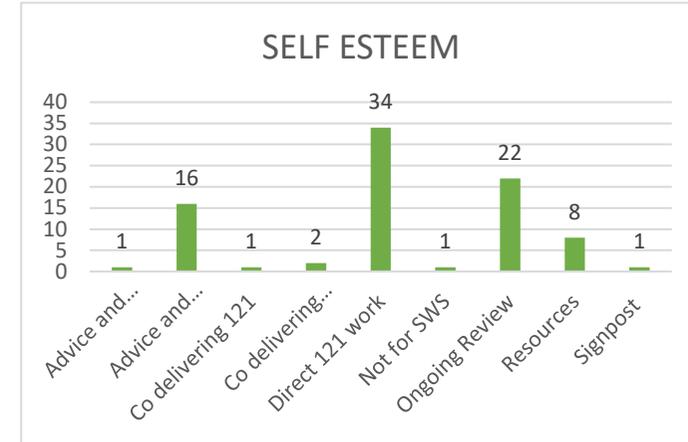
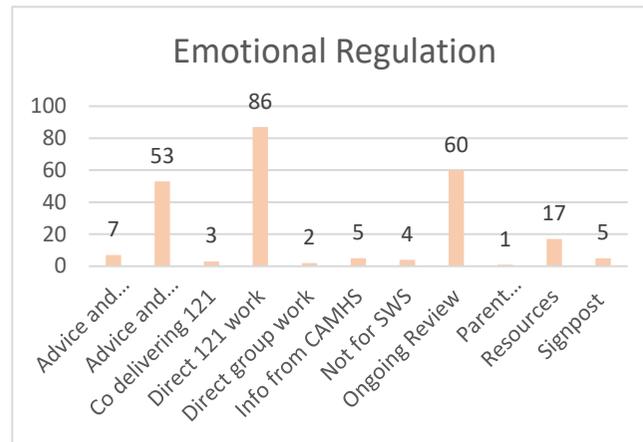
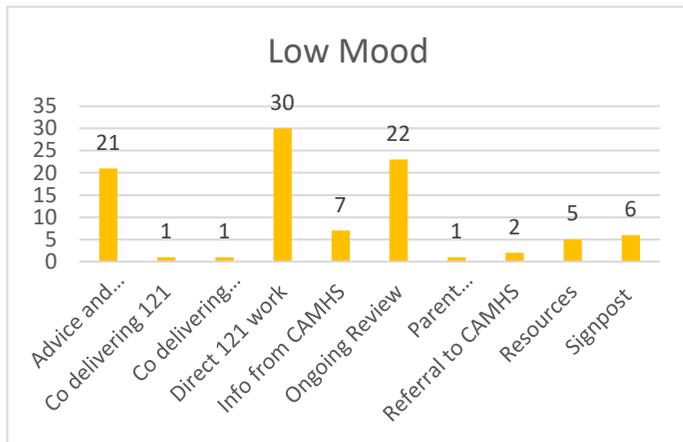
Pupil (8) which indicated the SWS intervention was effective. Parents also reported a positive change at home and school reported the student was more settled in class and proactive in using strategies identified from the school wellbeing sessions.

Secondary Direct work

A year 9 student was brought to consultation described by school as presenting with low mood and anxiety. They had struggled when returning to school at the beginning of year 9 due to the lockdown in March 2020 and this was managed pastorally within school. However, when returning to school after the limited school access in January 2021, the student's mental health needs escalated and attendance issues presented. To prevent the student becoming a persistent absentee, direct 121 with the SWW was agreed in the consultation's shared plan. The student completed the positive learning intervention over 8 sessions, which used a CBT and solution focused model to explore unhelpful thinking styles around school and build confidence in being in school physically. The student engaged really well and all 3 SDQs reported improvement Parent -11 Student -5 and teacher -8. The student's attendance had improved and they presented more settled within the school community. The student gave positive feedback scoring a 9/10 for session being helpful and 9/10 for SWS understanding their difficulties and described *'I find it quite helpful just to talk about things'* (Year 9 student). The student's parent also give positive feedback stating that they see a huge improvement in their child's ability to manage difficult situations and emotions, especially around school, which was reflected in their improved attendance. School reported the student is more visibly confident in school. If the SWS intervention had not taken place there was a risk that the student would become a persistent absentee which would have impacted on their academic attainment and social interaction with peers

The bar graph demonstrates that anxiety and emotional regulation were the mental health needs most consulted on during the academic year 2020-2021. The series of bar graphs below present the consultation outcomes for the highest consulted presenting mental health needs. The data reports that anxiety, emotional regulation, self-esteem and low mood received the highest direct work.

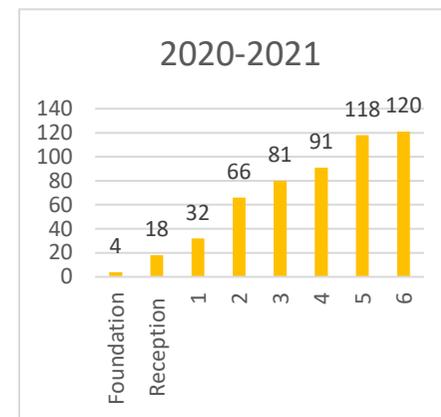
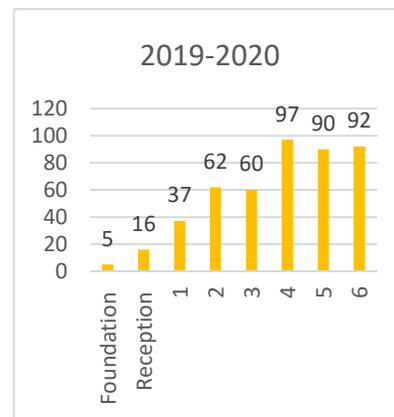
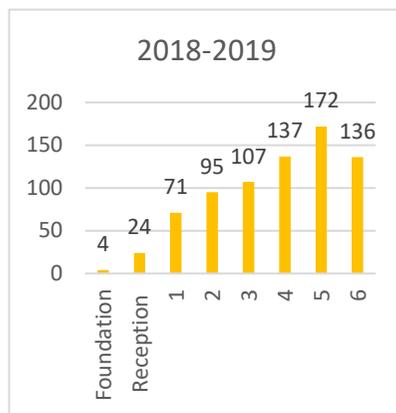
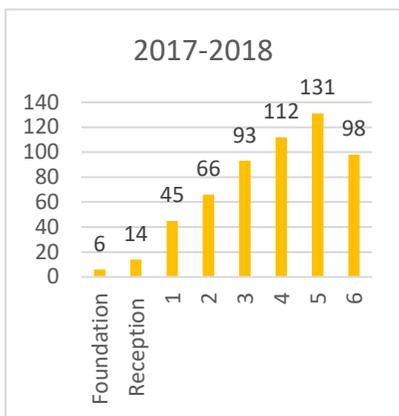
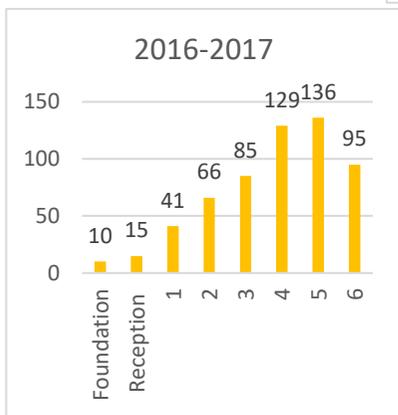
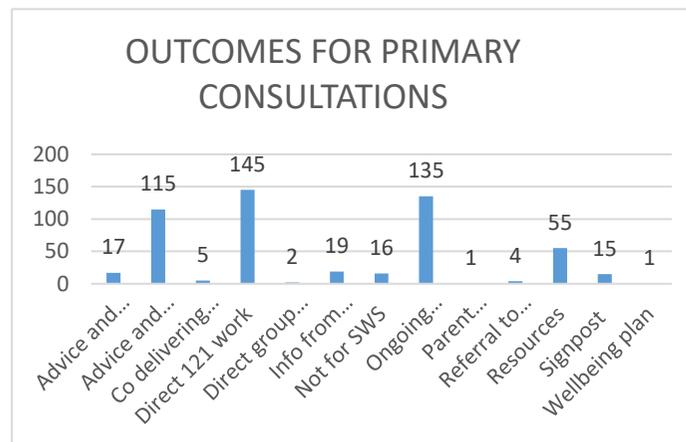
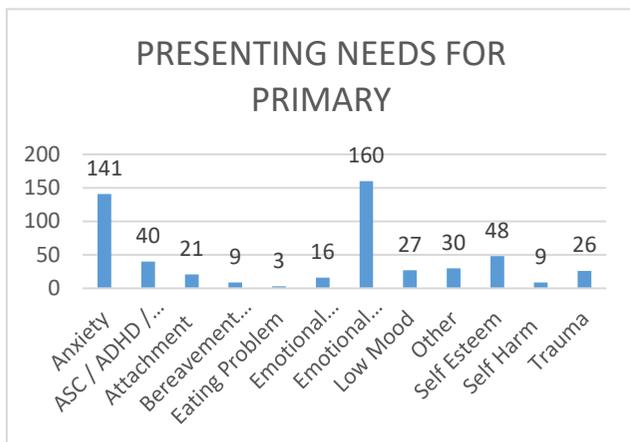




Primary consultations

The data reports that anxiety and emotional regulation are the highest presenting mental health needs brought to consultation, followed by self-esteem. The outcome data shows that 145 direct 121 interventions were delivered to primary students with 135

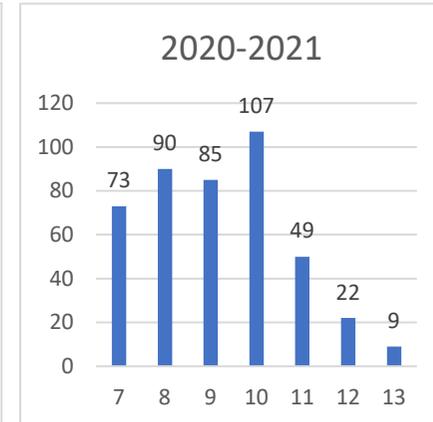
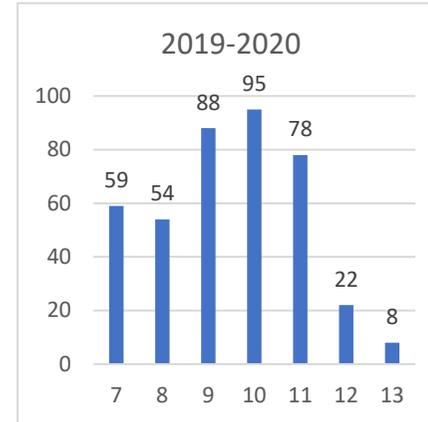
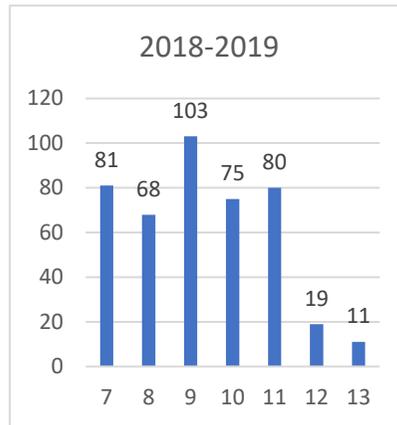
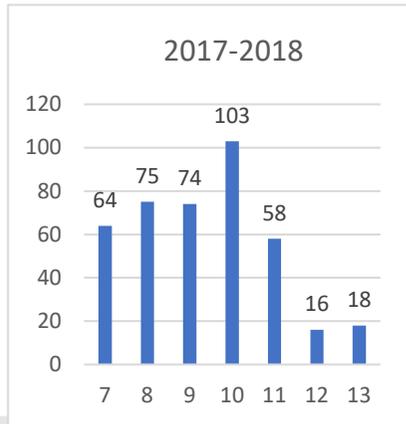
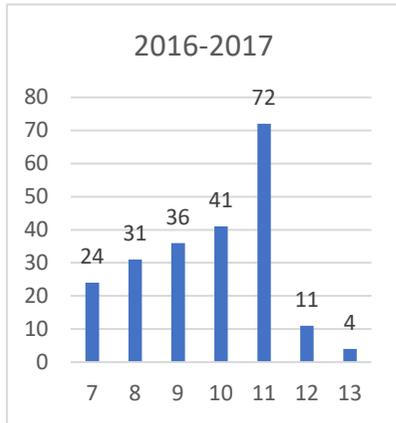
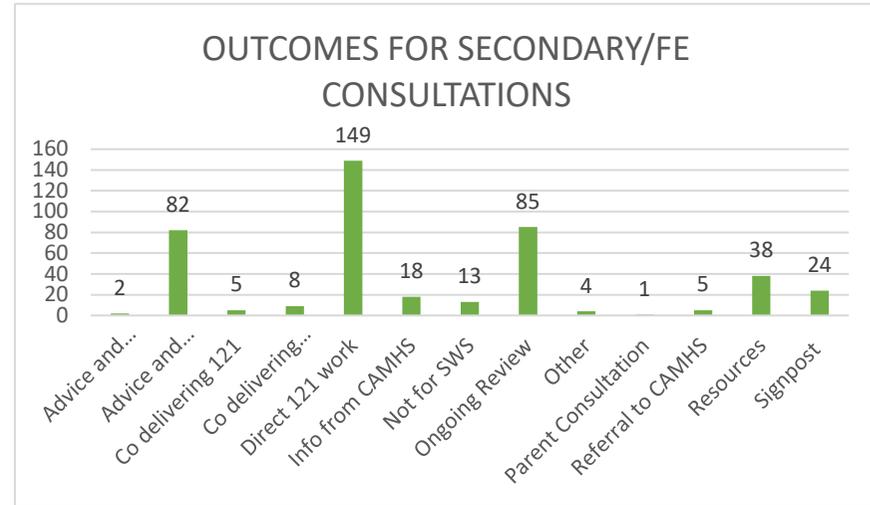
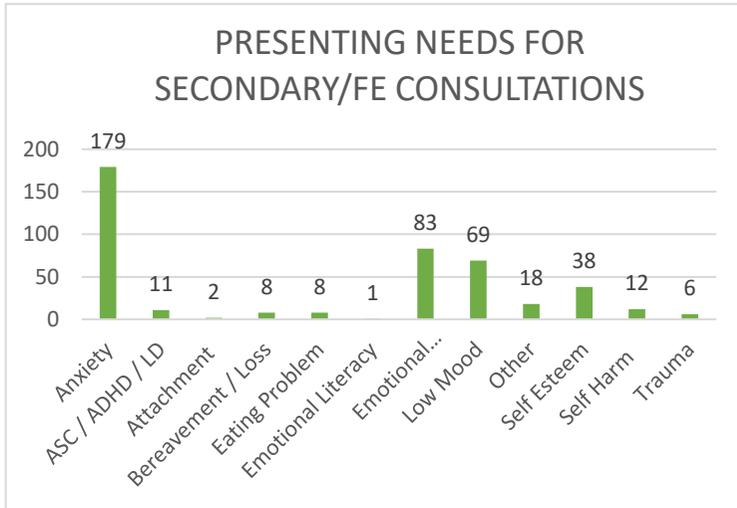
students having ongoing reviews, which included school staff delivering SWS interventions independently, with indirect support and reviews from the SWW. The comparative data over the past 5 years indicates that KS2 students continue to be the highest consulted on with Year 5 and 6 students being the highest in the academic year 2020-2021.



Secondary Data

The data demonstrates that anxiety is significantly the highest mental health need discussed in SWS consultation, followed by emotional regulation and low mood. 149 secondary and FE students received direct 121 and 8 students received group work. The comparative data shows that the last 2 years has seen year 10 students being the most consulted year group, with year 11s

reducing this year. Consultations for year 7s and 8s has significantly increased this year. A contributing factor of this has been that students have found it difficult to settle into secondary schools due to covid restrictions and not being able to engage with the usual transition days.



Service impact on Specialist CAMHS

- Communication with CAMHS and SWS continues to be an area of strength for both services. This includes:
- Fortnightly multiagency meetings with CAMHS, STT and SWS to discuss mental health support for students across the city.
- Notifications from CAMHS to SWS where CYPs have not met the threshold for specialist CAMHS intervention
- Half termly meetings with SWS and SPA to discuss referral and service updates
- SWS can gain information from CAMHS regarding students where parent/carer consent has been gained.
- SWS advising school on the content of appropriate CAMHS referrals

Communication

The school surveys reported that staff felt there was a 69% increase in communication between school and CAMHS. School staff also reported:

'Having the support of the SWW and manager, has helped us to gain better communication with CAMHS (Secondary Safeguarding Lead)

The SWW can liaise with CAMHS to see where a referral is up to. This information comes through a lot quicker with the SWW involvement. Gives parents reassurance (Secondary HOY)

SWW will look into different referrals to find out what stage CAMHS are at with them. (Primary SENCo)

Case study

An example of enhanced communication between school, SWS and CAMHS involved a year 5 student who was receiving a co-delivered SWS intervention for anxiety, concerns around eating and potential ASC type behaviours. Due to the complexity of the mental health needs and the family situation, enhanced communication was needed to firstly get parental consent for the referral and collating the evidence to include in the referral. This included a meeting with the SENCo, SWW and Pastoral Lead to discuss the content of the referral and liaising with the School Nurse to gain additional information. Once the referral was submitted, the SWW monitored the referral and supported CAMHS and school to arrange a convenient time for the Initial Comprehensive Assessment with parents to take place. The SWW also ensured that the ASC screening questionnaires were completed by home and school and received by CAMHS. Reviews with the SENCo and SWW after the SWS intervention reported that the year 5 student became more settled in school and was demonstrating academic resilience. The school nurse continue to monitor weight and there were no further concerns around eating problems.

CAMHS referrals

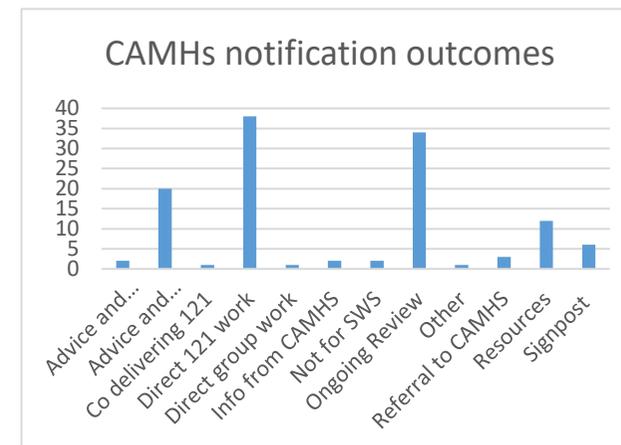
All referrals to CAMHS are discussed with the SWS Team Leader to ensure appropriateness of referral. The SWS advised 8 CAMHS referral this year for ASC (2) Anxiety (2) Low mood (2) OCD and Auditory and visual hallucinations

Out of the 4 referrals made 3 of these referrals have had SWW intervention, I have received Support with writing the referral with advice for what evidence was needed. We have been able to consult with SWW regarding information on children who are under CAMHS service. (Primary Pastoral Lead)

CAMHS Notifications

Notifications from CAMHS to SWS continues to be a strength for both service. Students who have not met the CAMHS criteria, but have an emerging mental health need, are raised with the SWS and then discussed in consultation with the SWW and school.

SWS received 121 notifications from CAMHS which lead to consultations with SWW and schools. The bar graph demonstrates that direct 121 work, ongoing reviews and advice and guidance for schools were the most frequent outcomes for CAMHS notifications.



Feedback from School Staff

‘One referral was made via the parent which then this had SWW involvement. A telephone conversation took place between the service and the parent. This was very supportive in terms of support for the family. A clear conversation was had between school and the service and clear lines of communication backed this one particular referral.’ (Primary SENCo and Wellbeing Lead)

Feedback from SPA practitioner

The SWS are very efficient at responding to notifications that are sent via email from the SPA that have not met the criteria for specialist CAMHS and completing the consultations with school. The regular meetings with the School Wellbeing Team Leader half termly also enhances the communication between SPA and the SWS enabling regular updates to be discussed and any complex cases (SPA Practitioner)

Case Study

A CAMHS notification was received by the SWS regarding a year 4 student who had been referred by parents via the Single Point of Access due to concerns around anxiety, low mood and stomach migraines, but did not meet the criteria for specialist

CAMHS intervention. A consultation was held with school, who were unaware of the parental referral and did not see any concerns with the students mental health needs. A parental consultation was completed in which the discussion revealed the student's presentation at home was different as he was masking his feelings whilst at school. It was agreed that a SWS intervention would be completed. The SWS intervention ran over 9 sessions, focusing on worry, self-regulation/emotional regulation and strategies to help promote coping mechanisms to help manage their worries. The intervention also attempted to 'normalise' the worries the student was feeling/experiencing and psychoeducation around how your body feels when you are worried help the student recognise these feelings and implement strategies to manage this. The CAMHS notification to the SWS instigated the consultation with school who were unaware of the students mental health needs. Without this communication, school would have been unaware the CAMHS referral was made and of the students mental health needs and the support would not have been put in place. Once the SWS intervention was completed, parents reported significant improvement the student's presentation at home regarding worrying about school and that the wellbeing plan had supported the student to implement strategies which helped them manage their worries before becoming overwhelmed.

Outcome three : Increasing number of children and young people feel more able to cope with emotional and mental health issues within a school setting

Key Performance Indicator: Number of children and young people reporting increased wellbeing and resilience

Pupil Service evaluation

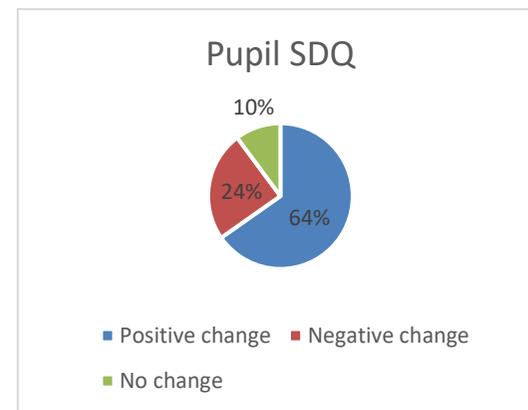
As the data demonstrates 64% of student's SDQs reported a positive change. On the pupil's evaluation feedback survey, a score of 88% was received for the SWW understanding the pupil's difficulties and a score of 90% for the SWS interventions being helpful.

Qualitative feedback from students regarding SWS intervention

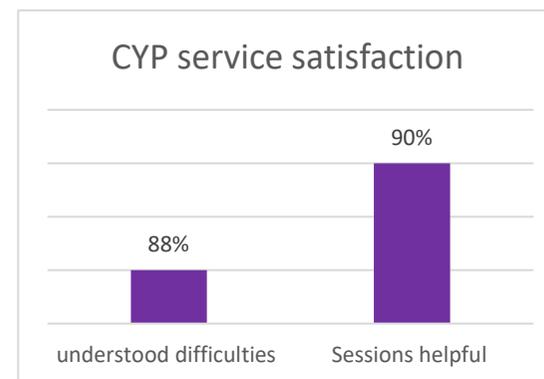
'Thank you, I like using squeeze the lemon'. (year 2)

"I feel good because I really liked SWW. I liked doing 'would you rather' with her" (Y2)

I don't worry as much, I found the sessions fun and making my letting worries go tree.' (year 3)



SWW helped me with my temper and flipping my lid. (Y5)
 It has been helpful to speak about how I am feeling and say my worries. (y5)
 I feel like I can make myself feel better in school when I am worried and I know how to remind myself using the flowchart (year 5)
 It was nice working with SWW and she has given me helpful tips and she is really helpful and funny (Year 6)
 It has been helpful being able to talk to someone who won't judge you. Talk about your worries what you feel you can't tell someone else (Year 6)
 SWW has helped me understand how to face my anxiety and has helped me a lot. (year 9 student)
 Thank you for listening and helping me challenge myself (Year 8)
 It was good to talk about it and get help (year 8)
 She helped me a lot. I am very thankful for helping me get through everything. Thanks to SWW, I'm less stressed and negative and always think of the positives to help me get through everything. (Y11 Student)
 It has been really helpful in learning new techniques to manage my anxiety, body image and self esteem. (Y11 Student)

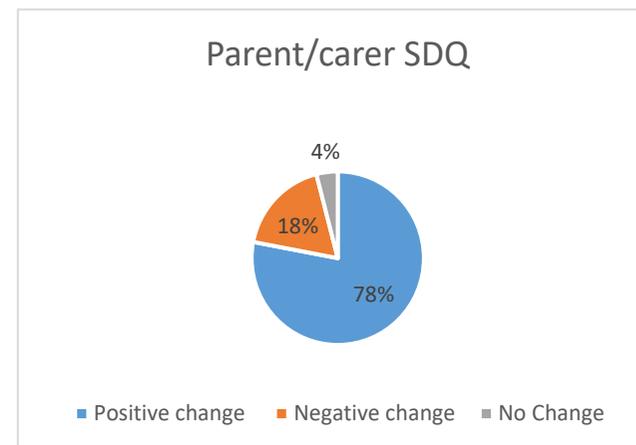


Parent/carer service evaluation

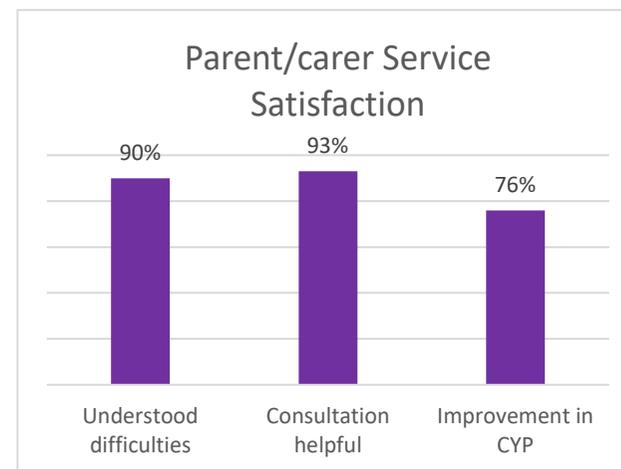
As the data demonstrates parent/carer SDQs reported a 78% positive change after SWS intervention. The parent/carer service satisfaction survey reported a 90% scored for SWS understanding their child's difficulties, a score of 93% for parent/carer consultations being helpful and a score of 76% for parents/carers reporting an improvement in their child's presentation after the SWS intervention.

Parent/carer qualitative feedback

The work done with my daughter has been brilliant as well as the communication. I was kept up to date, midway through the sessions before and after. (Y3 parent)
 "thank you – my daughter seems to have really enjoyed the sessions provided by the wellbeing service" (Y2 parent)
 Really Helpful and made a difference every day (Y6 parent)



X has improved massively with the work and is being excellent (Y5 parent)
SWW really connected with X and got down to his level to understand his worries and work through them with him. He is like a totally different boy now (Y5 parent)
X has learnt to use coping strategies, she just needs to remember to practice them all the time. A huge thank you!' (Y11 parent)
x is calmer than he has been in the last 18 months. (Y8 parent)
Thank you for your help (Y11 parent)



Response to the COVID 19 Pandemic.

During the limited school access period in January 2021, the SWS continued to offer support to schools and to those parents/carers whose children had been receiving direct support from the SWS. Virtual sessions were also offered via Attend Anyway to CYPs who were currently receiving an intervention with the SWS. Weekly wellbeing power points were developed by the SWS and provided to primary/secondary and further education provisions. The SWS also developed new resources to support CYPs manage the new challenges they were facing due to the pandemic. These were created to be accessed by children and young people themselves, as well as professionals and parents supporting them. During this time, the SWS support and resources were well received by schools.

- 91% of schools that completed the survey stated they received effective support from the SWS
- 97% of schools that completed the survey felt that the SWS was accessible, during this time.
- 94% of schools that completed the survey stated that the resources provided were useful.
- 79% of schools that completed the survey stated that the offer of virtual sessions was helpful.

School Staff feedback

The families the SWW was working with, were very grateful for his contact with their children during the pandemic and felt that it helped them through (Primary Pastoral Lead)

During lockdown – positives jar, super hero qualities resilience pack inspired some good remote learning with ELSA pupils. Class teachers used some of the resources to support class PHSE learning too. (Primary SENCo)

The weekly packs produced during lockdown were well received by staff and shared with the school community via our online learning platforms. (Primary School SENCo)

We loaded the SWS wellbeing slides on our website for parents, staff and students to use (Secondary Safeguarding Lead)

Achievements

All schools, colleges and specialist provisions within the City are engaged and working alongside the SWS.

There was no impact on the SWS offer during the recruitment of 3 SWWs and a maternity cover
SWS received positive feedback from schools, families and cyps to the SWS virtual offer during the limited school access period
SWS returned to schools to deliver face to face direct work as soon as it was safe to do so.
SWS have received positive feedback from their engagement with the Fair Access Meetings
SWS presentations to Fair Access Meeting, HCT, Early Years teachers clarified the service offer and received consultations
Enhanced relationships developed with York College and Askham Bryan College.
The Positive Learning intervention was developed and co-delivered with 2 secondary school for students who present with emotional based school avoidance
The SWS supported the Reintegration Support Workers pilot which was conducted by the Specialist Teaching Team.

Enhanced collaborative working with key stakeholder such as Schools, LAT, HCT, Specialist Teaching Team, etc.

Future challenges

Aligning the School Wellbeing Service and Wellbeing In Minds Team's service offers
Responding to the increase of cyps mental health needs due to the impact of the covid pandemic
Responding to the increase of students who are presenting with Emotional based school avoidance

Key Actions

To work collaboratively with the Wellbeing in Mind Teams to strengthen the pastoral mental health systems in participating schools.
To encourage schools to participate in co-delivering the positive learning intervention to groups in primary, secondary and further education provisions to combat attendance issues at a preventative level.
Encourage schools to participate in co-delivered training opportunities on a 121 and group basis
Deliver 121 and Group work to Askham Bryan College
Provide staff training on SWS intervention packs to all schools
To enhance the emotional wellbeing support in the STAR provision
To continue to deliver the whole school meerkat intervention to primary schools

10. Trade Union Facility Time Buy Back – Memorandum of Understanding

Summary

1. This report is for information and updates the Schools Forum on recent discussions between the trade unions representing school based employees and the York Schools Advisory Board (YSAB). The report presents a new Memorandum of Understanding (MOU) between the trade unions and YSAB that also includes proposed increases in the charges to schools over the next six years, for those schools that choose to sign up to the buy back.

Background

2. Up until the start of the 2018/19 academic year, local authority (LA) maintained schools had agreed to an annual de-delegation of funding from their formula funding allocations to fund trade union facility time. Facility time for academy schools has always been subject to a voluntary buy back arrangement. From September 2018 maintained schools decided to cease the de-delegation, and since then all schools have had the option to buy into the service if they wished.
3. The current charge for the service is £3.00 per pupil for the 2021/22 academic year, and all but six of York's 63 state funded schools are currently buying the service. The service is provided jointly by the trade unions and professional associations, with administration provided by the LA for which a small charge is made.

Memorandum of Understanding

4. A copy of the MOU that has been agreed between the trade unions and YSAB is attached at Annex 1. In addition to the MOU the trades unions have agreed to publish an annual service specification that will describe in more detail the service that they will offer to schools and academies under the buy-back arrangement.
5. The MOU also sets out proposed increases in the per pupil charge over the next six years that would take the charge from the current £3 per pupil to £6 per pupil by September 2027. These proposed charges would also be adjusted each year in line with the annual teachers' pay award.

6. The intention of the proposed charges is to enable an increase in the number of facility time days up to the industry standard of 1 day per 200 union members.

Recommendations

7. The forum is asked to note the report and, although it is recognised that the MOU is not binding on either the trade unions or schools, the LA is supportive of the approach being taken.

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Report approved:

Date: 26 April 2022

For further information please contact the author of the report

Annex 1 – Memorandum of Understanding

Home to School & Post 16 Transport Policy 2022/2023

Our vision:

*All York children and young people travel
to their place of learning as independently as
possible*

This policy only applies to Children and Young People who are ordinarily resident in the City of York Council area

Introduction

1. This document sets out City of York Council's policy for providing appropriate home to school travel support for eligible children and young people living in York.
2. The Council is under statutory duties to ensure that suitable travel arrangements are made, promoting the use of "sustainable travel and transport" and where necessary, to facilitate an eligible child's attendance at school. This policy covers those duties under Section 508A and 508D of the Education Act 1996 and subsequent amendments. An eligible child is one of statutory school age which is aged 5 to 16.
3. City of York Council's ambition is that every child and young person in the city achieves their full potential by raising expectations and achievement, enabling enriching experiences and supporting them on their journey to independence.

The Council would like as many children and young people as possible to be able to travel independently to/from school. Travelling independently develops key life skills and leads to increased educational, social and employment opportunities in adulthood, as well as improving health outcomes and contributing to sustainable travel in the city.

This policy supports the Council's priorities to ensure a better start for children and young people, good health and wellbeing and a cleaner and greener city for all.

4. Under Section 509, it is important to note that the law does not treat children with SEN differently from other children in relation to the duties imposed under this legislation.
5. It is the Council's responsibility to provide appropriate and sustainable term-time home to school travel support, as set out in this policy, for eligible children and young people living in York.

The Council will take into account all information provided in support of applications for travel support.

6. Parents and carers are responsible for:
 - Ensuring their child/children attend school promptly and regularly.
 - Meeting other travel support needs including travel to/from work experience placements, extra-curricular activities or any other arrangements they may enter into with their child's school.
 - Informing the Council promptly of any changes which may affect travel support eligibility or transport arrangements, for example due to temporary illness or change of address (the Council reserves the right to suspend transport provision where it is not informed of any changes to arrangements).
7. Where parents choose to send their child/young person to a school other than their nearest qualifying school or nearest school suitable to meet their needs, they are likely to be responsible for making their own arrangements to home to school travel
8. This policy document is divided into the following parts:

Part A

Home to School Transport for Children Attending Mainstream Schools and those on a low income.

Part B

Home to School Transport for Pupils Requiring Special Arrangements

Part C

Discretionary Home to School Transport

Part D

Removal of Free Travel Arrangements

Part E

Post-16 Transport

Part F

Review of Decisions

9. The provisions set out in this policy include places other than schools where a child is receiving education by virtue of arrangements made under section 19(1) of the Education Act 1996 by the local authority.
10. The following points apply to all parts of the policy that follows, unless stated otherwise below.

a. **Transport other than home to school**

The local authority's duty to provide home to school transport does not extend to other transport requests including:

- Work experience placements
- Ad hoc visits to other schools, colleges or other educational establishments
- To attend school outside of the normal school hours
- Breakfast and after school clubs
- Educational provision planned for weekends or bank holidays
- Collected, or taken to any other address, other than the pupils' place of ordinary residence or designated bus stop.

b. **Journey Times**

Home to school transport will be arranged so as to be as quick and non-stressful as possible. Under normal circumstances, the maximum journey time will be no longer than 45 minutes for primary aged pupils and 75 minutes for secondary aged pupils. In some circumstances it may be necessary to increase this timeframe.

c. **Collection and Drop-off Points**

Where appropriate, parent/carers will be expected to take their child to/from a pick up/drop off point.

A

Home to School Transport for Children attending a Mainstream School and those on a low income

1 Statement of Intent

The purpose of this policy is to support the attendance at qualifying schools of eligible children who are of statutory school age by the provision of free transport.

2 Meanings

2.1 Qualifying schools are:

- a. community or voluntary schools;
- b. pupil referral units;
- c. Academies or Free Schools

A qualifying school also includes places other than a school at which a pupil might receive education under section 19(1) of the Education Act 1996.

2.2 Eligible children are:

- a. children who cannot reasonably be expected to walk to their catchment area school because of the unsafe nature of the routes;
- b. children who live more than 2 miles (using the shortest, safe walking route) from their catchment area primary school;
- c. children who live more than 3 miles (using the shortest, safe walking route) from their catchment area secondary school;
- d. children entitled to free school meals, or whose parent/carers are in receipt of their maximum level of Working Tax Credit, who are aged 11 to 16 and attend one of their three nearest qualifying schools which is above 2 miles but less than 6 miles from their ordinary place of residence.

2.3 Distance

Distance is measured by:

- a. shortest, safe walking route for options (a), (b) and (c) in paragraph 2.2 above (using the GIS mapping tool which shows all known safe walking routes in the City of York area. This is the same system used by the admissions team to determine home to school distances when allocating school places.)

- b. shortest distance by road for option (d) in paragraph 2.2 above (using google maps).

2.4 Safe Walking Routes

In assessing the safety of a route, the Council is required to carry out an assessment of the risks a child might encounter along the route and will consider such factors as:

- The age of the child.
- The width of any roads travelled along and the existence of pavements.
- The volume and speed of traffic travelling along any roads
- The existence or otherwise of street lighting.
- Rivers, ditches, speed of traffic and fields of vision for the pedestrian or motorist.
- The condition of the route at different times of the year, at the times of day that a child would be expected to travel to and from school.
- Whether any potential risks might be mitigated if the child were accompanied by an adult.

If a route is determined to be unsafe, the council will then consider the next available walking route, which might be under the statutory walking distance.

2.5 Ordinary place of residence – Home Address

The child's home address will be deemed to be the residence where they live with their parent/carer. Where there is joint residence we will only offer transport assistance to the address;

- which you applied for a school place from
- The address at which your child spends most of their school days
- The address which you give your child's doctor, dentist etc

3 Travel arrangements

3.1 Travel arrangements are those provisions made by the local authority for children to receive free home to school transport.

3.2 The duty to provide free home to school transport will be for the journey at the:

- a. start of the school day; and
- b. end of the school day.

3.3 The school day is deemed to be the session times as approved by the governing body or academy trust of the qualifying school.

3.4 Nothing in the travel arrangements made for any child shall be for any travel between education institutions during the school day. Where a child moves from one establishment to another, in order to receive education that cost will fall to the school to pay.

3.6 Travel options which will be considered by the local authority include:

- a. cycle allowance and/or assistance with the purchase of a bicycle; or
- b. a personalised transport budget; or
- c. a pass to enable travel on a public bus or train service; or
- d. a seat allocated on a dedicated contracted home to school transport vehicle (bus, taxi, mini-bus).

4 Provision of free travel

4.1 Children who cannot reasonably be expected to walk to school.

- a. Where children live within the statutory walking distance of their catchment area school and it is suspected that there is no available walking route to that school the local authority will undertake a risk assessment of the route.
- b. Where the outcome of the risk assessment is that the route is not available to the child (accompanied by the parent/carer) free travel will be provided.

4.2 Children who live more than 2 miles (using the shortest safe walking route) from their catchment area primary school from their ordinary place of residence.

4.3 Children who live more than 3 miles (using the shortest safe walking route) from their catchment area secondary school from their ordinary place of residence.

4.4 Children entitled to free school meals, or whose parent/carers are on a low income and are in receipt of their maximum level of Working Tax Credit.

a. Secondary School

Where a child has attained the age of 11 years and:

- i. is attending a secondary school; and
 - ii. that secondary school is one of the three nearest to their ordinary place of residence; and
 - iii. that school is above 2 miles but below 6 miles from their ordinary place of residence;
 - iv. who have been allocated a place at a nearest suitable school preferred on the grounds of religion or belief where their ordinary place of residence is more than 2 miles, but not more than 15 miles from that school ;
- they shall receive free home to school transport.

b. Where a child is offered a place at a school as a result of an independent appeal for admission to that school, the child will be eligible for free home to school transport where the conditions in paragraph 4.4(a) are met.

c. For pupils transferring into the school following 1 September paragraphs 4.4(a) and (b) shall apply.

d. The date of eligibility for paragraph 4.4(a) shall be 1 September 2022.

5 Eligibility

5.1 The assessment of a child's eligibility for free home to school transport to secondary school, will in the first instance be the 1 March for pupils transferring from primary to secondary school.

5.2 Once eligibility has been determined and confirmed then the pupil will remain eligible for the entirety of the school year for which the assessment is made unless the child's home address changes when a reassessment of eligibility will take place.

5.3 In each subsequent year the child's eligibility will be re-assessed

B

Home to School Transport for Pupils with Special Educational Needs and/or Disabilities requiring Special Arrangements

- 1 The Council will make travel arrangements for:
 - All children of **compulsory school age** who cannot reasonably be expected to walk to school, accompanied by their parent if appropriate, because of their special educational needs or disabilities (SEND).
- 1.2 Parents have the right to ask for a particular school to be named in their child's EHC plan. Where the parent's preferred school is further away from their home than the nearest school that can meet the child's special educational needs, the local authority can name the nearer school if it considers it to be appropriate for meeting the child's special educational needs. Alternatively, they may agree to name the preferred school but are able to ask the parent to provide some or all of the transport funding
- 1.3 The Council has no statutory duty to provide transport for children not of **compulsory school age**. Parents are expected to accompany under 5's to their Early Years provider. However, travel support may be provided for Foundation Stage 2 pupils (Reception) if they meet the SEND eligibility criteria, at the discretion of the Travel Assessment and Training Team.
- 2.1 For those attending the nearest appropriate (catchment) mainstream school, special school, enhanced resource provision, pupil referral unit, or where the local authority names a school where the needs of the child with an EHCP can only be met by that school and not by the nearest appropriate school, free home to school transport will be provided for full time pupils:
 - From foundation stage to the end of key stage 2 where they live more than 2 miles from the school;
 - From key stage 3 to the end of key stage 4 who live more than 3 miles from the school;
 - Where the child is entitled to free school meals, or whose parent/carers are in receipt of the maximum level of working tax credit – and where they attend a secondary school which is one of their three nearest schools to their ordinary place of residence and

the school is above 2 miles but below 6 miles from that place of residence.

Where a child does not qualify for free home to school transport under the above, free transport may be provided subject to an assessment by the local authority.

All applications will be assessed on an individual basis of need and in accordance with this policy and DfE guidance. Please note that having an Education Health and Care Plan (EHC Plan) does not in itself guarantee travel support or the type of support to be provided.

- 2.3 The local authority will consider the individual circumstances of the child and make a determination as to whether or not the child receives free home to school transport on a permanent or short term basis. In making judgements about individual cases the local authority will consider:
- Age and maturity of the child
 - Ability and aptitude of the child
 - Any special educational needs the child may have
 - The distance involved and the safety of the route if accompanied by an adult
 - Whether the child's parent/carers are disabled which would prevent them from accompanying their child to and from school
 - The most appropriate transport option (please see below)
 - Whether the child needs to be accompanied (use of passenger transport assistant)

- 2.5 Where a parent/carer chooses to send their child to a school which is not the nearest appropriate school, the authority will either:
- not provide assistance with transport in accordance with The Education Act 1996 and paragraph 4.49 of the associated SEND Code of Practice; or
 - provide some assistance with transport. However, the level of assistance we will provide may be determined by the difference in the cost of provision of transport between the nearest appropriate school, and the school of parental choice. This may result in the parent/carer having to make a contribution towards the cost of transport.

2.6 Where a child receives free home to school transport it will normally be subject to a review on an annual basis and the local authority will need to make an assessment to determine future transport needs.

2.7 The local authority can determine that the provision of free home to school transport need no longer be provided.

3 Where the child subsequently moves address the eligibility for free home to school transport will be re-determined.

4 Travel arrangements

4.1 Travel arrangements are those provisions made by the local authority for children to receive free home to school transport.

4.2 The duty to provide free home to school transport will be:

a. for children attending a school on a daily basis will be for the journey at the:

- i. start of the school day; and
- ii. end of the school day.

b. weekly residential place:

- i. one journey at the start of the school week; and
- ii. one journey at the end of the school week.

c. termly residential place:

- i. one journey at the start of each half-term; and
- ii. one journey at the end of each half-term.

4.3 The school day is deemed to be the session times as approved by the governing body or academy trust of the qualifying school.

4.4 Travel options which will be considered by the local authority include:

- access to the independent travel training programme ([York Independent Living and Travel Skills – YILTS](#))
- personal transport budget
- cycle allowance and/or assistance with the purchase of a bicycle; or

- a pass to enable travel on appropriate bus or train services;
or
- a seat allocated on a dedicated contracted home to school transport vehicle (bus, taxi, mini-bus)

5 Provision of Passenger Transport Assistants (PTA's)

- 5.1 A passenger transport assistant is not routinely provided. Where large numbers of pupils are travelling together or if a child has significant health or behavioural / additional requirements, a passenger transport assistant may be provided for the route or the individual child.
- 5.2 They will only be provided in exceptional circumstances. These include where there is substantial evidence that demonstrates a child may be at risk or may pose a risk to others on the same route if they travel without supervision.
- 5.3 Any request for an individual passenger transport assistant must be supported by detailed evidence that demonstrates the risk to individuals or others. The evidence provided must include an up to date risk assessment and evidence of other strategies that have been previously applied.
- 5.4 If approved the provision of a passenger transport assistant will be subject to a continuous review by the transport team.

C

Discretionary Home to School Transport

6. Discretionary transport may be provided in exceptional circumstances such as;
- a. Where a child is attending a secondary school and they move house and they are in year 10 or 11.
 - b. Where pupils are absent from their normal place of residence for reasons beyond the control of the parent/carers, the local authority may provide transport for up to three months from a temporary address if it is beyond walking distance from the school attended. The local authority in considering the exercise of discretion will consider whether the parent/carers qualify for free school meals.
 - c. Where a parent/carer is unable to accompany a pupil to school due to their own medical condition or disability
 - i. Evidence of a medical condition is provided from the family Doctor, though the local authority reserves the right to seek further evidence
 - d. Where a pupil of compulsory school age lives within walking distance of school, but is unable to walk to school because of a medical condition, free transport will be considered providing:
 - ii. Evidence of a medical condition is provided from the family Doctor, though the local authority reserves the right to seek further evidence and;
 - iii. The parent/carers meet the eligibility criteria for free school meals.

Discretion is not normally exercised to support pupils who are attending a school that is other than their catchment area school. This is because transport is a parental responsibility for the whole time the child is at the preferred school.

7 Transitional arrangements in the event of the re-organisation of school provision

- 7.1 In circumstances where the local authority proposes to re-organise school provision which involves the discontinuing of existing schools and the establishing of new schools, transitional arrangements may be made in respect of the provision of home to school transport, which may also include the provision of free transport to pupils who would not ordinarily be eligible.

D

Removal of Free Travel Arrangements

1 Behaviour on SEN Transport

- 1.1 If a child/young person displays behaviour that is considered as a risk to themselves or other people, the Council will work with parents and the school to resolve these issues.
- 1.2 In exceptional cases, the Council may exercise the right to remove a child from transport provision in relation to behaviour issues, taking full account of their special educational needs or disability, as applicable. This would be a last resort, however under these circumstances it would be the responsibility of parent/carers to ensure that their child attends school.
- 1.3 The withdrawal of home to school transport (either temporary or permanent) on a particular child shall not imply that travel arrangements were not necessary and should not be provided. The withdrawal would be saying travel arrangements were necessary and had been made, but that the child's behaviour was such that they cannot take advantage of it.

2. Behaviour on Mainstream Transport

- 2.1 The local authority shall withdraw the provision of free home to school transport where it is considered that a child has demonstrated such poor behaviour whilst using that transport as to put at risk:
 - a. the driver of the vehicle; or
 - b. other passengers; or
 - c. used threatening or violent language; or
 - d. damage to the vehicle.
- 2.2 The withdrawal of free home to school transport will be:
 - a. temporary; or
 - b. permanent.
- 3 Temporary shall be a specified number of weeks and permanent shall be for the remainder of the school year.

- 4 Where a permanent withdrawal is imposed during the Spring and Summer terms the local authority will consider continuing imposing the withdrawal of transport for the equivalent of three school terms.
- 5 The withdrawal of home to school transport (either temporary or permanent) on a particular child shall not imply that travel arrangements were not necessary and should not be provided. The withdrawal would be saying travel arrangements were necessary and had been made, but that the child's behaviour was such that they cannot take advantage of it.
- 6 Nothing in this policy prevents the operator of a commercial service to exclude a child if they demonstrate poor behaviour as set out in paragraph 2.

D

Post-16 Transport Eligibility

- 1 There is no automatic entitlement to free or subsidised home to school or college transport once a student is over 16 and beyond statutory school age students are now required to be in education, employment or training until their 18th birthday which could involve mixing full time work with study, an apprenticeship, continuing full time in school or college, or combining part time training with volunteering. There has not however been any change to the compulsory school age and consequently there is no extension to the entitlement to free transport beyond the end of a secondary education.

- 2 All young people carrying on their education post 16 must reapply for travel support. 'Sixth form age' refers to those young people who are over 16 years of age but under 19 or continuing learners who started their programme of learning before their 19th birthday (years 12,13,14). Local authorities also have a duty to encourage, enable and assist young people with learning difficulties / disabilities to participate in education and training, up to the age of 25. This policy uses the term 'Post 16' to include both learners of sixth form age and those with learning difficulties / disabilities up to the age of 25. Education or training refers to learning or training at a school, further education institution, a council maintained or assisted institution providing higher or further education, an establishment funded directly by the Education Skills Funding Agency, learning providers delivering accredited programmes of learning which lead to positive outcomes and are funded by the council, for example, colleges, charities and private learning providers.

- 3 **Mainstream**

- 3.1 For students over compulsory school age the policy of the local authority to enable a student to qualify for free transport is that they must fulfil the following conditions:
 - a. the student must be aged 16 but under 19 on the 31 August 2021; and

- b. the students' parent/carers must be in receipt of one of the following benefits:
 - i. Income Support or Employment and Support Allowance (Income-related)
 - ii. Income-based not Contribution-based Jobseekers Allowance
 - iii. Child Tax Credit with an annual household income below £16,190 and not receiving Working Tax Credit
 - iv. Support under part VI of the Immigration and Asylum Act 1999
 - v. Guarantee element of State Pension Credit.
 - vi. Universal Credit – where your annual household earnings is less than £7,400 per year
- c. the educational establishment the student is attending is more than 3 miles using the shortest, safe walking route from their ordinary place of residence; and
- d. the student is attending a full-time course (more than 16 hours per week) at the nearest publically funded school, college or educational establishment to offer their course, or they are attending the school serving the catchment area where their home address is located.

3.2 Discretionary transport support may be considered in exceptional circumstances. Families will need to support their applications with full details including where appropriate medical documentation.

3.3 Assistance is normally restricted to the purchase of a bus pass on behalf of the student however in exceptional circumstances other forms of assistance may be considered. The maximum amount of assistance in any one academic year will be restricted to £500

3.4 For students who are not eligible for assistance under the authority's policy, can occupy seats on a concessionary basis on a vehicle contracted by the local authority for home to school transport work if places are available.

3.5 Services are available to Fulford School and Huntington School. Details of these services and concessionary fares can be found on <https://www.yorkpullmanbus.co.uk/school-services/home-to-school-transport-services>

3.6 York College and Askham Bryan College provide a transport service for its students, Details of the services available can be found on the following websites:

<http://www.yorkcollege.ac.uk/contact-us.html>

<https://www.askham-bryan.ac.uk/students/student-transport>

3.7 Information on public transport options, journey planning, and fares, is available on <https://www.itravelyork.info/>

3.8 Some educational establishments may offer financial support for post-16 transport provision.

More information is available at <https://www.gov.uk/1619-bursary-fund>

Support for young parents under the age of 20 is available via the Care to Learn scheme, more details can be found at

<https://www.gov.uk/care-to-learn>

4 SEND – Young People with Special Educational Needs and/or Disabilities

4.1 Young People previously in receipt of bespoke transport provision while at school will have their transport arrangements reviewed on transferring into post 16 education regardless of whether the student remains in a school setting or college.

4.2 Families will need to apply annually for Post 16 transport provision by means of completing an application form detailing the young person's additional needs. They will also need to prove their family circumstances impact on their own ability to support transport to school or college.

4.3 Transport support will only be considered after an assessment has taken place.

- 4.4 It is the Council's intention that subject to their needs, age and ability Young People with SEND will be expected to progress towards more independent travel. The Council will provide Independent Travel Training where appropriate.
- 4.5 Young People attending. If a Young Person has to attend a specialist residential school or which cannot be accessed by daily travel, help may be available subject to the criteria set out in this policy.
- 4.6 Transport support when agreed will be based upon the most economical options available including provision of a bus pass, Personal Transport Budget or a place in a shared vehicle or a taxi.
- 4.7 City of York Council will not fund additional transport during the day, inter-site transport, work placement transport or induction/enrolment days. Any transport provision made will be limited to one outward journey and one return journey, timed for the start and finish of the school or college day.
- 4.8 Wherever possible the Council expects parents/carers of pupils with SEND to make arrangements for the Young Person to attend school/college in much the same way as for parents/carers of pupils without an Education, Health and Care Plan. This includes using public transport.
- 4.9 All decisions made with regards to what assistance will be provided in helping a young person get to school or college will be based on the needs of the young person. The decision to provide help with getting a student to school or college cannot be made to fit in with parents' social or other family or work commitment

E

Review of Decisions

- 1 Any parent/carer who makes an application for transport support under the provisions set out in the local authority's policy and that application is refused will have the right to have their case reviewed.
- 2 The review procedure is set out below.
 - 2.1 Stage 1
 - a. The parent/carer can ask for a review of the decision to decline their requested support for transport, provide written
 - b. The documentation relating to the parent/carer's case will be reviewed by a Senior Officer of the local authority, who will be given the authority to review the original decision.
 - c. Where the Senior Officer upholds the original decision they will inform the parent/carer in writing and offer the right to continue to Stage 2 of the review process.
 - 2.2 Stage 2
 - a. Parent/Carers can request a review by 3 elected members who will consider the appeal by means of a meeting of all parties involved including the Local Authority representative and the parent/carers.
 - b. Parent/Carers will submit a review form and any other supporting evidence to request this review.
 - c. A meeting shall be convened within 40 working days to consider the parent/carer's case based on the documentation provided.
- 3 The procedure for hearing the appeals shall be as follows.
 - a. Local authority representative to give evidence on the authority's decision.
 - b. Panel to ask questions of the local authority representative.
 - c. Parent/carers to ask questions of the local authority representative.
 - d. Parent/carers to give evidence in support of their appeal.
 - e. Local authority representative to ask questions of parent/carers.

- f. Panel to ask questions of parent/carers.
- g. Summing up by local authority representative.
- h. Summing up by Parent/carers.
- i. Local authority representative and parent/carers to retire.
- j. Panel decision.
- k. Decision to be sent in writing to parent/carers.

- 4 Notification of the decision made at the review will be sent to the parent/carers in writing giving a reason for the decision.
- 5 Nothing in this review procedure prevents parent/carers making a complaint to the Local Government Ombudsman.

How to Apply for Transport Support including sending photo's – Link to EForm

To Follow

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