

Supplementary Papers for Children's Services Overview and Scrutiny Committee

Date: Monday, 29 March 2021



10. Items for Information

F_PRO

The following item will be circulated to the Committee Members following this Committee for Information Only.

- BCP Schools and Providers Preparation for Return to Wider Opening from March 8th 2021
- Education Performance and Exams 2020
- Send Strategy 2021 – 2024
- Send Improvement Plan

Published: 06 May 2021

This page is intentionally left blank

Agenda Item 10

Information Only Items

- BCP Schools and Providers Preparation for Return to Wider Opening from March 8th 2021
- Education Performance and Exams 2020
- Send Strategy 2021 – 2024
- Send Improvement Plan

This page is intentionally left blank

Overview and Scrutiny

Briefing subject	Wider Opening of Schools from 8th March
Date	3 rd March 2021
Purpose	To outline plans for schools re-emerging from lockdown on 8 th March
Author /Tel No.	Julia Coleman School & Provider Standards 0-19 Quality & Commissioning julia.coleman@bcpcouncil.gov.uk 07796094198
Consulted	All schools and post 16 in BCP and office of the Regional Schools Commissioner South West (Hannah Woodhouse) Joanne Wilson Public Health Dorset

Background

1. Since January 4th and January 5th (primary phase) has returned to lockdown. Just as a year ago, all schools and on this occasion Bournemouth and Poole College, remained open on their sites for both Critical Worker (CW) and vulnerable group (VG) pupils/students.
2. Since then primary schools have been open with a much increased roll compared to the lockdown in March-May 2020, with 22-40% of those on roll in attendance. Secondary phase education has had 6% of pupils attending.

3. Schools are now half-way through their 2 week preparation window for a return to all educational phases from March 8th.
4. The Government's case for the wider opening of schools from March 8th
 - a) It is healthier for pupils and young people to be in school; they have educational and emotional deficits that outweigh the risks to them getting Covid
 - b) The R rate has reduced and this was the reason why schools were closed, except for those pupils who need help most and the children of critical workers
 - c) Chris Whitty has said schools/FE have good systems of control and new ones are to be added with the increased use of face masks in secondary phase and Covid-19 testing of wider education staff and secondary-aged pupils. Chris Whitty also shared his [evidence statement](#) on the risks and harms of missing education.
 - d) Evidence from the Public Health England-led Schools Infection Study continues to show that infection rates in schools mirror infection rates in the wider community, suggesting schools are not the main driver of infections. For example, the [Schools Infection Study \(SIS\)](#) has showed that COVID-19 infection rates in schools among staff and pupils mirrored infection rates in the wider community
5. The difference between this return compared to that of the summer of 2020 or January 2021
 - a) The **return is universal** across all schools', phases, Early Years, SEND and clubs/wrap around care or activities
 - b) The **guidance** has come out simultaneously across all settings (see links below)¹
 - c) Rates of the disease in the communities around schools in BCP are reducing. They have been high but are now close to [national averages](#).
 - d) **HE and FE** (Higher and Further Education) are asked to prioritise applied learners who need face to face aspects to complete course validation so there will not be an aggregated return to education with travel and other practical implications. Most HE and FE students will remain with remote learning.
 - e) Clinically Extremely Vulnerable (clinically defined) pupils and staff will "stay away" until vaccination is more widespread.
 - f) Face masks in secondary phase are mandated where Safe Distancing is not possible including in classrooms-transparent masks can be used and may be encouraged in SEND settings
 - g) CEV school staff and some people who work in schools will have been vaccinated and in BCP some SEND staff will have been vaccinated
 - h) Unlike in previous "relaxations" no other loosening will happen until the end of March so other than pupils, most people will still have to stay at home until 29th March

¹ The SEND school/setting guidance came out substantially after that for secondary phase in January

- i) Testing of staff and pupils will be amended as follows over March 2021;
 - i) **Private nursery workforce** Twice weekly from 22nd March
 - ii) **Primary schools**-pupils **no** testing; staff to continue bi-weekly home testing
 - iii) **Secondary FE**/staff twice weekly home testing to be introduced (this was previously allowed on site only)
 - iv) **Secondary pupils**; 4 tests on return-3x assisted testing opportunities in school and then 1 at home; schools are asked to retain a small on site testing facility for pupils who want a test but struggle to do it/need help
 - v) **FE**. Twice weekly home testing for older students in Colleges and testing by demand for independent and adult providers

6. The issues and challenges that schools and settings are working through in preparation for the 8th March?

- a) In secondary phase the key challenges will be re-setting up their test centres and being able to get pupils into schools through this safely, without too much close contact. They are allowed to phase that return and many will start testing some pupils later this week to avoid bottle necks.
- b) Home testing (which will dovetail with BCP community testing) is allowed from the 15th March and this may take a substantial reduction in the need for close contact tracing in the future.
- c) Pupils will be able to return after they have had a negative test.
- d) In primary phase pupils will not be tested but there will be more testing in families later in the term.
- e) The key barrier to a return is parental nervousness following the high numbers of cases in BCP schools in January. There were more cases in 3 weeks than in the previous 2 months. Schools and the Council are doing much to reassure parents and we are also giving them guidance about how they can help support a safer return for their own children and the schools.
- f) As BCP schools have jointly risk assessed with each other and Council departments, they are accomplished at escalating and addressing issues and have good systems in place.

5) Supporting schools in their preparation for the wider return and what will be done

- a) The DSC has written to parents reassuring them of the safety precautions in place and of the importance of a return to schools for Vulnerable Group pupils in particular.
- b) Schools have asked for further support from volunteers to help with testing as they did in January 2021.
- c) Transport requests are to be forwarded by Wednesday 3rd March and transport officers will be asked to arrange “drop by” visits to support re-opening, as they did in June and September last year.
- d) HT meetings this week will identify any other needs that are required.

- e) Guidance is now available for the examination sessions in summer 2021 and an agreed BCP approach will be agreed this week.
- f) All schools are expected to open from the 8th March and BCP officers will continue to monitor for cases as in January.

6) Links to the operational guidance on the full opening of schools;

- [early years and childcare providers](#)
- [Schools Covid-19 operational guidance](#)
- [Further education Covid-19 operational guidance](#)
- [Additional operational guidance for special schools, special post-16 institutions and alternative provision](#)
- [Contingency framework: education and childcare settings](#)
- [There is also a very useful summary of the key changes on SchoolsWeek](#)

Overview and Scrutiny

Briefing subject	Learning from Examinations' Sessions 2019/20
Date	3 rd March 2021
Purpose	To outline the learning from examination and other performance data in BCP education in 2019/20
Author /Tel No.	Julia Coleman School & Provider Standards 0-19 Quality & Commissioning
Consulted	Neil Goddard – Service Director QAC John Spracklen-Education Data & Performance Analyst Simon McKenzie SEND Improvement Director Georgie Pinder 11-19 Adviser Judith O'Hare Primary Adviser All secondary phase schools and post 16 in BCP

1. Background

Last week the government announced the outcome of the latest Ofqual consultation on how examinations will be conducted in Spring and Summer 2021. The link to this is set out [here](#) and further details are in the end note.

Usually at this time of year, a report would be available on both outcomes and progress of students in Years 11 and 13. This year the data we have, does not enable us to do that in the normal way, however it does have some things to teach us about how to prepare and approach the revised situation this year. There is no data available on primary phase at all.

This has now been the situation for 2 assessment seasons.

Last year the government set the expectation that examinations would continue and later asked schools/colleges to issue centre assessed grades (CAGs) based on prior performance of students in Year 11 and 13.

2. BCP Response to the Examinations issues in 2020.

In 2020, schools were asked to provide a CAG (Centre Assessed Grade) in May to which there was no standardisation or process or moderation.

In April 2020, SW Heads of School Improvement and headteachers raised that the proposed process by Ofqual was likely to produce unequal results, disadvantage fast improving schools and produce anomalies in smaller subjects, where a computer would find it difficult to differentiate based on fewer students.

BCP HTs and the college met before both results days to form a collective response, both towards the government and to ensure that Years 11 and 13 were properly supported.

By August other home nations had decided to base results on CAGs as the “least worst” option. When the results were sent to schools/college concerns were raised as to the whether the results met expectations and or were fair

Disadvantaged groups suffered even more disparity in outcomes than their peers and whilst the overall “number” was not much different, at a human and student level, they did not meet the expected outcomes from schools/college.

As students were at risk of losing places at college, university or apprenticeships schools and BCP school support officers took the following action;

- As members of the Southern University Network (SUN) online guidance for pupils in our disadvantaged wards was provided to ensure that they did not miss out on places
- FE and HE in BCP upheld places from existing offers and allowed appeals to take place and all created new places in case appeals were won
- Schools wrote to Ministers, and BCP MPs were amongst the most in favour of reverting to CAGs which happened within a week

3. What can be learned from last year about performance?

BCP officers are enormously grateful for schools and the college sharing data with us from the examination season in Summer 2021. However, given that have now been 2 years without assessment in primary and secondary phase, the pillars of evidenced school and college improvement is not as solid as it was.

A Level Results before the results were amended showed on the surface a 2-3% increase in outcomes at cohort level compared to 2019 (see Table 1). However at students' level (and varied by subject) the student grades were moderated down by up to 2 grades and in some subjects, grades such as U were awarded that had never been awarded to any pupil in a school in BCP ever (see Table 2).

Nearly 37% of students were downgraded by one grade at least on average with almost 3% by 2 grades or more. Over 60% of CAGs were reduced.

Table 1 A Levels

Measure A Level	National 2019	National 2020
% A*-A	25.2	38.1
% A*-C	75.5	87.5
% A*-E	97.5	99.7

Table 2 A Levels

Moderated down by 1 grade	Maximum 59.4%	Mean 36.6%
Moderated down by 2 grades	Maximum 6.9%	Mean 2.8%
Moderated down by 3 grades	Maximum 1.3%	Mean 0.2%
Overall moderated down	Maximum 62.6%	Mean 39.8%

Such was the reaction to this, locally and nationally that the government changed the system by GCSE results day and CAGs were in essence awarded.

Despite the issues above there are things we can deduce from the results last year;

- a) Vocational and applied results at GCSE and A Level continues to be an important and steady part of the system with 11/18 centres having a mixed approach; disadvantaged pupils and boys particularly benefit from these courses and their destination data looks good
- b) At GCSE when grades were revised we could see that the BCP attainment 8 score increased by 5.2 and that BASICS Level 4 and Level 5 have increased from 71.9% to 79.9%
- c) BASICS Level 5 (strong GCSE pass) went up from 52.1% to 60.9%
- d) The proportion of pupils that were entered for the EBacc fell from 45.7% in 2019 to 43.4% in 2020.¹

We have a detailed analysis of 2019-20 based on pre and post Covid data. The areas for improvement remain the same with one addition;

- Reading across all phases
- Boys attainment and inclusion
- Variety of curriculum offer for all but for SEND young people and boys at risk of exclusion
- Working class girls aspirational curriculum
- Writing/handwriting as a result of too much digital learning
- Speaking and listening/language fluency related to reading

4. End note. What will/may happen this year?

The government conducted several reviews last year and the latest one reported last week. Although this is very late in the day, the outcome is closer to meeting the needs of schools and students than that of a year ago.

The main points for A Level and GCSE students are;

- They will have a centre assessed grade (CAG) rather than one produced by an algorithm
- This will be based on what students have been taught and not what they have missed, which could comprise mock results, assessments, coursework, remote and in person learning and from Easter examination based questions supplied by examination boards.
- The headteacher/principal will sign off the grades and they will be sent to awarding bodies for spot checking and review.

¹ It will be interesting to see whether this is a response to the new Ofsted framework which focuses on the right curriculum for the pupils in a school.

- Vocational qualifications will largely be treated the same way and there is provision in place for better reviewing of applied parts of learning than last year
- Private candidates such as elective home educated (EHE) students will need to work with an authorised examination centre such as a school to have evidence reviewed.
- Results will be awarded earlier on the 10th August to give longer for appeals and to help universities to cope with any increased demand for places

5. How can we help schools and the college to help Years 11 and 13?

- Discussion will take place this week on a BCP approach; this proved very successful in transition last year.
- We are seeking agreement on an approach that will mean that pupils/students have a similar quality of experience across all settings and that centres are supported to moderate and gauge work fairly.
- In addition to the excellent work that schools and the college did on transition last year, we would like to see pupils moving to their next phase certain of what they actually need to work on to make sure they are successful whether they get training, a place at university or an apprenticeship.
- To support this further our postponed Careers and Apprenticeship Show will take place on the 20th May and will champion the best local and national pathways for pupils and students in BCP. Their parents will also be able to access this support.

This page is intentionally left blank

Report subject	Special Educational Needs & Disabilities and Inclusion Strategy
Meeting date	26 May 2021
Status	Public Report
Executive summary	<p>Children and young people with special educational needs and disability (SEND) have high aspirations for their future. In Bournemouth, Christchurch and Poole we want to support all children and young people to enjoy their childhood and develop the skills, confidence and resilience to achieve their goal of a positive and successful adult life.</p> <p>The Special Educational Needs & Disabilities (SEND) and Inclusion Strategy has been created in partnership with stakeholders. It sets out our ambition for children and young people with SEND, supporting delivery of the council's Big Plan.</p> <p>The ambitions in the strategy will be realised through the delivery plan, overseen by the SEND Improvement Board.</p>
Recommendations	<p>It is RECOMMENDED that:</p> <p>Cabinet notes how the strategy was developed in partnership and agree the strategy.</p>
Reason for recommendations	<p>To agree BCPs shared partnership ambition for children and young people with special educational needs and disabilities.</p> <p>To support BCP Council in meeting its legal responsibilities in relation to special educational needs and disabilities.</p>

Portfolio Holder(s)	Councillor Mike White, Portfolio Holder for Children and Young People Councillor Nicola Greene, Portfolio Holder for Covid Resilience, Schools and Skills
Corporate Director	Elaine Redding, Interim Corporate Director, Children's Services
Contributors	Simon McKenzie, Head of Service, SEND Claire Webb, SEND Improvement Programme Manager
Wards	All wards
Classification	For decision

Background

1. Within BCP all stakeholders have high aspirations for children and young people with special educational needs and disabilities (SEND). In order to ensure children and young people achieve their potential it is crucial that local partners work together including children and young people themselves, their parents and carers, the council, health, education providers, and the voluntary and private sectors.
2. SEND describes a broad spectrum of needs. This could be a child needing occasional support in school through to a child requiring 24 hour support and care. The level of support may vary during their life depending on their circumstances.
3. In 2014, the Children and Families Act was introduced with a view to reforming the delivery of support and services for children and young people with SEND to ensure:
 - the participation of children, their parents and young people in decision- making
 - the early identification of needs and early intervention to support them
 - greater choice and control for young people and parents over support
 - collaboration between education, health and social care services
 - high quality provision
 - a focus on inclusive practice and removing barriers to learning
 - successful preparation for adulthood, including independent living and employment
4. The creation of the new BCP area has created the opportunity to create a new strategy. SEND strategies were already in place for Bournemouth, Christchurch (via Dorset County Council) and Poole, this new strategy both replaces and builds upon existing strategies providing one BCP strategy.

5. This report explains how the strategy has been developed and provides an overview of the goals and aspirations of BCP Council.

Developing the strategy

6. This strategy has been developed in consultation with stakeholders including the Local Authority, children and young people and their parent carers, schools and our health colleagues.
7. The starting point was gathering the views of children and young people with SEND and their parent carers. This included a workshop with young people with SEND through Chatterboxes YMCA Youth Project (disability action group) and SPACE LBGTQ (a youth group for lesbian, gay, bisexual, trans and questioning young people) who ran a SEND specific engagement event. This event had a focus on the future and preparing for adulthood.
8. This was complimented through reviewing our performance data with a focus on outcomes and service delivery as well as findings from the SEND Joint Strategic Needs Assessment, national research and best practice from other areas.
9. The Local Government Association (LGA) SEND peer challenge in January 2020 recommended the wider involvement of parents, parents/carers and children and young people. A stakeholder event was planned, however, due to Covid alternative arrangements had to be made:
 - a. Stakeholders including parent carers, schools/education providers, health, the council were invited to identify their priorities and feedback on the draft strategy via email.
 - b. Children and young people with SEND were invited to share their views through two different routes:
 - i. Tells us what makes them happy (this was part of a wider piece of work to also inform the new Children and Young People's Plan)
 - ii. 'Tells us': What is important to you? What could make things even better? What stops you doing the things you want to do? What do you like about school/college? And What do you want to do when you are older?
10. During April/May 2020 a survey for all pupils (with and without SEND) was carried out to understand their sense of belonging and connection to their school during the Coronavirus school closure and what schools could do to support them. A total of 3158 children and young people completed the survey and the summary of responses considered.
11. Children and young people with SEND have told us that they typically find online engagement difficult, and we know that it is not accessible to the those with more complex needs. This was further hampered by covid 19. Whilst overall feedback was from good range of children and young people, engagement and response levels were lower than we had hoped. Key to the strategy is our commitment to co-production and

work has been commenced to increase participation with children and young people going forward.

12. This feedback has informed and shaped a revised draft strategy which was approved on 22nd March 2021 by the SEND Improvement Board. This is the local area partnership Board driving improvement in SEND outcomes which reports to the Health & Wellbeing Board. The Board which was established in the Summer 2020 has representatives from parent carers, health, the Local Authority, across the education sector, voluntary sector, and is independently chaired by an LGA advisor.

Overview of the strategy

13. The strategy sets out the mission of local partners, including BCP Council, to ensure that all children and young people with SEND have brighter futures, fulfilled lives and are part of their local communities:

- Experiencing inclusion in every aspect of their lives.
- Achieving their full potential.
- Being partners, alongside their families, in developing provision and services.

14. Central to the strategy are the 5 priorities principles across the parentships:

- a. Strong Leadership and Governance Across Partners
- b. Working Together (co-production)
- c. Young people are prepared for adulthood and achieve their full potential
- d. Inclusion in education and the local community
- e. SEND Joint commissioning

15. These priorities drive the collective work of partners underpinning the improvement work being undertaken and the final section of the strategy sets out how partners will ensure the strategy is delivered.

Summary of financial implications

16. The strategy outlined is for service improvement. Delivery of the plan is overseen by the multi-stakeholder BCP SEND Improvement Board, which is independently chaired, with representatives from BCP Council, Parent Carers Together, Dorset Clinical Commissioning Group, the education sector, the voluntary and community sector, and health providers. This Board was set up following a peer review of SEND services and has no representation or remit to consider or monitor finances. Ofsted in inspecting services similarly do not take financial considerations into account and services are graded on performance only.

17. The strategy will be delivered by partnership working with budgets across the system being used to support children identified with additional needs.
18. Budgets for council services supporting children with SEND will be monitored in the usual way and any significant variances reported to Council. These budgets include, for example, commissioned SEND school transport services and staffing costs supporting service activities in the strategy.
19. The cost of education provision for children with high needs is funded through the ring-fenced dedicated schools grant (DSG). This grant is allocated to the council by the Department for Education and how it is spent and reported on is highly regulated. Some funding for pupils with high needs is delegated to mainstream schools through a formula. A central budget provides for costs above delegated amounts and funding for special schools, other specialist providers and centrally provided services. Latest projections for 2021/22 include that a central budget of £57 million is required in 2021/22.
20. The DSG retained high needs budgets have experienced growing demand and cost pressures for some years. The funding gap identified currently is £8.3 million for 2021/22. This financial position and the associated accumulated deficit recovery plan will be considered going forward through a new High Needs Recovery Board, chaired by the chief executive. The aim of the strategy is to re-direct funding to better value for money services, including more locally available school places. Other services supporting the children and families across the partnership spectrum will also need to be agile and responsive to this high need group, especially as the demographic projections indicate that the numbers of children and young people with complex needs will continue to increase over the next 5-25 years.

Summary of legal implications

21. There are no direct legal impacts arising from this strategy, it will however support the Council in meeting its legal responsibilities regarding SEND.

Summary of human resources implications

22. There are no direct human resource impacts as a result of the strategy, any human resource impacts arising from the implementation of the strategy will be assessed through the delivery plan/associated implementation work.

Summary of sustainability impact

23. There are no sustainability impacts arising from this strategy, any sustainability impacts arising from the implementation of the strategy will be assessed through the delivery plan/associated implementation work.

Summary of public health implications

24. There are no direct public health impacts. As a result of the strategy, however the work arising from the strategy is in part intended to support children and young people to stay healthy.

Summary of equality implications

25. A full equality impact assessment has been carried out (Appendix 2). No actual or potential negative outcomes from the strategy have been identified. The proposed strategy will have a positive equality impact in relation to the following protected characteristics: age, disability and special education needs. We also know from service data that children and young people can also have additional needs or face additional challenges due to being in care or care experienced for example.
26. National research shows that SEND can be a result of poverty as well as a cause of poverty: across the UK, children with SEND are more likely to experience poverty than others and are less likely to experience a fulfilling education or leave school with outcomes that reduce the chances of living in poverty as adults (Joseph Rowntree Foundation Special educational needs and their links to poverty, February 2016). This indicates that the strategy could also have a positive impact in terms of socio-economic status.

Summary of risk assessment

27. There are no direct risks created by the strategy, risks will be assessed through the delivery plan/associated work to implement the strategy. The absence of a strategy potentially risks the Council and local area partners being less effective in working together to improve outcomes.

Background papers

None.

Appendices

Appendix A – BCP SEND and Inclusion Strategy

Appendix B – Equality Impact Assessment

2021-24

Special educational needs and disabilities (**SEND**) and inclusion strategy



PARENT CARERS TOGETHER

Bournemouth Christchurch Poole



Foreword



BCP Council is committed to ensuring that all children and young people in Bournemouth, Christchurch and Poole are fulfilled, happy, resilient and included.

They are connected to their communities with an outstanding quality of life where everyone plays an active role. This vision supports the scale and ambition set out in 'Our Big Plan' for the BCP city area of Bournemouth, Christchurch and Poole to be one of the best coastal areas globally for people to live, work, invest, and play where children and young people can live, learn and grow up with the best life chances. As Councillor and Portfolio Holder for COVID Resilience, Public Health and Education, I am determined to make this a reality for our children and young people.

The Special Educational Needs and Disabilities and Inclusion Strategy sets out how the council is working with local partners to achieve our collective vision for children and young people with additional or special educational needs. Children, young people, and their parent carers have told us that it is important they experience inclusion in every aspect of their lives, are included in decisions about provision and services and that they realise their aspirations.

Children and young people with special educational needs and disabilities are some of our most vulnerable young residents and should be provided with opportunities and rights to achieve their potential. Local partners across the council, health services, education, voluntary sector and parent carers are working with children and young people and their families to deliver this plan, achieve our aspirations and make the improvements needed. We are committed to improving outcomes for children and young people with additional or special educational needs and we will report back to you regularly on progress.



1 Our vision for children and young people with SEND



Children and young people with special educational needs have high aspirations for their future. In Bournemouth, Christchurch and Poole (BCP area) we want to support all children and young people to enjoy their childhood and develop the skills, confidence and resilience to achieve their goal of a positive and successful adult life.

This strategy focuses on children and young people who have special educational needs and/or disabilities (SEND) including those who are placed in alternative provision (AP).

Our vision is that all children and young people with SEND have brighter futures, fulfilled lives and are part of their local communities:

- experiencing inclusion in every aspect of their lives
- achieving their full potential
- being partners, alongside their families, in developing provision and services.

This vision has been developed from what children and young people with SEND and their families have told us is important to them – complemented by our knowledge of the outcomes and experiences of children and young people with SEND in the BCP area.

This strategy provides an overview of how we will achieve our vision in close partnership with children and young people, parents and carers, early years settings, schools, colleges, health, the council, other local services and providers working together to improve the outcomes for children and young people.

2. National context



In 2014, the Children and Families Act was introduced to reform the delivery of support and services for children and young people with SEND. The reforms were ambitious – placing children and young people at the heart of the system.

In October 2019, the Commons Select Committee for Education stated that “implementation has been badly hampered by poor administration and a challenging funding environment in which local authorities and schools have lacked the ability to make transformative change”

The Select Committee reported that aside from the funding shortfall from central government, the key requirements now for improving services to children and young people with SEND will be to ensure there is a culture change of empowerment and inclusion across local authorities, schools, colleges and other settings to increase accountability within the system.

National policies and guidance documents have supported the development of our vision and strategy including:

- SEND Inspection Framework 2016
- Rochford Report 2016
- Care Act 2014
- Think Autism 2014.

This plan has been created during the very time that the world has been plunged into a new pandemic – COVID-19 – with severe and far reaching effects that cannot yet be fully known.

As partners, we have worked together to understand and respond to the specific needs of children and young people with SEND and their families. We are using this learning to inform service planning and delivery.

The last word on COVID-19 and its demographic and economic effect won't be written for many years, as the mass of data accumulates. There will be impacts on employment and employment patterns and living arrangements even in relatively well-off areas in pockets of deprivation. The inability of many children to access full time school as a result of successive lockdowns is expected to be reflected in an increasing attainment gap. The £1 million Family Investment Fund being made available by the council will help children and families make up lost ground and go some way to restore 'lost childhoods'. Historically pandemics have been agents of great change. It is too early to say what kind of change COVID-19 will bring, but change there will be, for no society comes through an event like this unscathed, and the effects of change will be felt for many years and decades from now.



3. Local context



BCP Council was formed on 1 April 2019, bringing together the preceding authorities of Bournemouth, Dorset (Christchurch area only) and Poole, creating a new single council, a single parent carer forum and significant change to partnership working across the area. Such a complex re-organisation of local government has not taken place anywhere in the UK since 1974.

This of course brought some challenges including bringing together three different service offers, policies, procedures and budgets in BCP Council and forming new partnerships, working relationships and ways of working. It also brought many new opportunities including sharing learning and expertise across the area, a renewed vision and drive to improve outcomes and the potential to achieve more across a larger area.

BCP Council has launched 'Our Big Plan' which sets out multiple projects to deliver big changes across our whole area and support the creation of new jobs, growth for businesses, and livelihoods for our families, creating vibrant communities and outstanding quality of life for our residents.

The vision aims to create an outstanding quality of life for all our children, young people, parents and carers.

One of the driving ambitions of the council's Big Plan is to ensure that the BCP city region becomes one of the best places in which children and young people can live, learn and grow up, with opportunities in their adult life to stay in the area after they leave school, whether to go to university, further education, residential settings or to train or work. This means supporting the health, wellbeing and development of children from birth, through their early years, right through their education and into adulthood.

Our joint strategic needs assessment (JSNA) for SEND identifies the following key challenges locally:

- changing child demographics including an increasing population of young people approaching 16 years old
- high levels of speech, language and communication needs
- increasing complexity of need
- a medical model culture which persists in some local approaches
- increasing demand on our statutory services across the continuum of need
- supporting greater inclusion within schools
- improved understanding of the impact on outcomes for those pupils with education, health and care plans (EHCPs)
- increasing confidence in our 'Local Offer'.

The challenges have informed the development of this strategy and the response to them is embedded within the SEND Learning and Improvement Plan (our partnership delivery plan), with the overall aim of ensuring all children and young people are fulfilled, happy, included, and resilient.





4. What children, young people tell us is important



This strategy is driven by what's important to children and young people with SEND. Some of the key issues that they told us about are in this strategy.

Here are some of the things they told us they need so they can achieve their aims when they are older:



Children and young people with SEND have high aspirations that they want to achieve in their future – from travelling the world, writing songs, to making a difference in their community and having their own home; they want to be doctors, footballers, carpenters, youth workers and DJs – and some aren't sure yet.

Children and young people with SEND also told us what needs to change to make things better now – and so they aren't stopped from doing the things they want to do.



Children and young people with SEND identified these current barriers and challenges:





5. How we will achieve our vision



To achieve our vision, we have identified five priorities. These have been informed by what children and young people with SEND and their families have said needs to improve, local needs, our self-assessment, best practice elsewhere and national policy and guidance.

A. Strong leadership and governance across partners

To achieve this priority, we will:

- build trusted working relationships and multi-agency governance across the local area
- track progress in delivering against our priorities, review performance against a wide range of indicators and assess the quality and impact of our work focussing on the experience of children and young people and their families
- make effective use of external support and expertise, and evidence the difference and impact this achieves
- be the best corporate parents to our children and young people with SEND in care; we will set high expectations and promote their needs
- train and support those working with children and young people with SEND and their families to promote inclusion, support children and young people to achieve their full potential and to co-produce solutions.

- ensure education, health and care plans (EHCPs) are completed and reviewed in a timely manner and are both high quality and outcome focused
- identify needs early through the BCP Early Help offer, and put in place the right support.

B. Working together (co-production)

To achieve this priority, we will:

- ensure children and young people, their parents and carers have opportunities to participate as little or as much as they want
- communicate effectively with young people, parents and carers so that it is clear what is happening with their individual cases and about the opportunities to be involved in shaping services and outcomes
- build effective co-production into how we work and deliver services and support so that children and young people and their families experience it positively and service providers experience it adding value to their work
- make practical improvements (both big and small) to enable and encourage co-production:
 - better communication and information giving (both general/group and on an individual basis)
 - change templates, forms and process
 - have children, young people, parents and carers as part of the recruitment for key posts in the SEND system.

C. Young people are prepared for adulthood and achieve their full potential

To achieve this priority, we will:

- build a culture of high aspirations, creating opportunities for young people in their adult life to stay in the area, supporting them to achieve their aspirations
- have high quality information, advice and guidance on preparing for adulthood; support parents, carers and young people to understand their options, make decisions about their future, and seek help where required
- provide access to a variety of opportunities in school or college to promote high aspirations and prepare young people to move into adulthood as independently as possible
- ensure young people aged 18 – 25 who have EHCPs, will have access to a variety of community- based learning opportunities to support them to develop skills for independence
- create a seamless transition into adult social care and adult health services for those who need care and support in adulthood
- have supported housing options which will enable young people to live as independently as possible and get the most from life.

D. Inclusion in education and the local community

To achieve this priority, we will:

- promote and create inclusive cultures and practice across schools in the BCP area
- have a team of professionals working together around schools, with an extended specialist service offer for schools which will support inclusion
- make changes that young people have told us will help make them feel safe, included, and active members within their local community.

E. SEND Joint commissioning

To achieve this priority, we will:

- jointly commission education, health and care services to be joined up and responsive to need, so that they create better outcomes and experiences for children, young people, and their families
- shape services around the journeys of children and young people; supporting the health, wellbeing, and development of children – from birth, through their early years, right through their education and into adulthood
- develop local provision, particularly for children and young people (0-25 years) with autism, social, emotional, and mental health difficulties (SEMH) and physical disabilities, to meet the needs of young people.





6. Delivering our strategy



This strategy drives our plans and work. A SEND Learning and Improvement Plan (LIP) sets out in detail how the priorities will be delivered and how we will know we have been successful.

Delivery of the Plan is overseen by the multi-stakeholder BCP SEND Improvement Board which is independently chaired, with representatives from BCP Council, Parent Carers Together, Dorset Clinical Commissioning Group, the education sector, the voluntary and community sector, and health providers.

The Board meets every six weeks and is responsible for ensuring the Plan is robust, whole system and outcome focussed, reviewing and challenging performance and delivery against the Plan, agreeing remedial actions where outcomes are not being met and driving system wide improvement.

A partnership quality assurance framework, including performance management framework, is in place across partners to ensure there is a strong line of sight to practice at the front line and outcomes for children and young people.

Quality assurance activity, performance data, and progress against the LIP is tracked monthly and reported to the SEND Improvement Board. Every six months the SEND Multi Agency Quality Assurance Group reviews a wide range of quality assurance data and uses this to improve services, share learning and inform commissioning. On an annual basis, the SEND self-assessment is updated and annual performance reports are produced to assess progress, which in turn informs the Learning and Improvement Plan. We will report on progress through the Local Offer.

Resourcing this strategy over the next few years will be challenging. Council funding for high needs is through the high needs block (HNB) of the dedicated schools grant (DSG). At present BCP Council has a HNB which is anticipated to increase year on year in line with national trends; this is in part a reflection of increased complexity of need/demand, and proportionally high use of independent special and alternative provision.

It is well evidenced that exclusions and the use of independent schools rarely have a positive long-term impact. This practice can leave children and young people disengaged and isolated from their local community. Our strategy aims to increase inclusion in education and to embed early preparation for adulthood, alongside the council investing £10m in new capital projects.

A new High Needs Recovery Board will support the Council to address the year on year deficits in the High Needs Block and to ensure value for money within the approved level of budget.



This information is issued by BCP Council

Contact us: simon.mckenzie@bcpcouncil.gov.uk

Simon McKenzie
BCP Council
Bourne Avenue
Bournemouth
BH2 6DY

Published March 2021

bcpcouncil.gov.uk



BCP Equality Impact Assessment Template

Executive Summary and Conclusions

Once the Equality Impact Assessment Template has been completed, please summarise the key findings here.

The proposed BCP Special Educational Needs & Disabilities (SEND) and Inclusion Strategy will have a positive equality impact in relation to the following protected characteristics: age, disability and special education needs. We also know from service data that children and young people can also have additional needs or face additional challenges due to being in care or care experienced for example. The strategy will achieve its stated aims through focussing the collective efforts of partners in the local area on agreed priorities.

Furthermore national research shows that SEND can be a result of poverty as well as a cause of poverty: across the UK, children with SEND are more likely to experience poverty than others and are less likely to experience a fulfilling education or leave school with outcomes that reduce the chances of living in poverty as adults (Joseph Rowntree Foundation Special educational needs and their links to poverty, February 2016). This indicates that the strategy could also have a positive impact in terms of socio-economic status.

No actual or potential negative outcomes have been identified.

Part 1 - The Project

Policy/Service under development/review:	Special Educational Needs & Disabilities and Inclusion Strategy (partnership strategy)
Service Unit:	n/a partnership strategy
Service Lead:	Children's Services
Equality Impact Assessment Team:	SEND Improvement Programme Manager SEND Working Group members

BCP Equality Impact Assessment Template

Part 1 - The Project

Date assessment started:	January 2020
Date assessment completed:	January 2021 (longer process due to Covid)
What are the aims/objectives of the policy/service?	To improve outcomes for children and young people in the BCP area with special educational needs and disabilities (SEND), through partnership working.
What outcomes will be achieved with the new or changed policy/service?	<p>The strategy proposes a vision:</p> <ul style="list-style-type: none"> A. Children and young people with SEND experience inclusion in every aspect of their lives B. Children and young people with SEND achieve their full potential C. Children and young people with SEND and their families, are partners in developing provision and services <p>To be achieved through 5 strategic priorities:</p> <ul style="list-style-type: none"> A. Strong leadership and governance across partners B. Working together (co-production) C. Young people are prepared for adulthood and achieve their full potential D. Inclusion in education and the local community

BCP Equality Impact Assessment Template

Part 1 - The Project

	E. SEND Joint commissioning
Are there any associated services, policies or procedures?	<p>Yes, as detailed in NEXUS online for Children's services (for BCP Council)</p> <p>Key plans/strategies include:</p> <ul style="list-style-type: none"> ▪ Health & Wellbeing Strategy ▪ Virtual School Plan ▪ Corporate parenting strategy ▪ Preparation for adulthood development plan ▪ Safeguarding Strategy
Please list the main people, or groups, that this policy/service is designed to benefit, and any other stakeholders involved:	<p>To benefit:</p> <ul style="list-style-type: none"> ▪ Children and young people with SEND and their parents/carers who live in the BCP area ▪ Children and young people with SEND who attend BCP schools <p>Stakeholders involved (* represented on the SEND Improvement Board):</p> <ul style="list-style-type: none"> ▪ Children and young people with SEND ▪ Parent Carers Together* strategically representing parents and carers in BCP ▪ BCP Council* ▪ Dorset Clinical Commissioning Group* ▪ Education sector (primary, secondary, FE and special schools)* ▪ Community and voluntary sector* ▪ Health providers*

BCP Equality Impact Assessment Template

Part 1 - The Project

With consideration for their clients, please list any other organisations, statutory, voluntary or community that the policy/service/process will affect:

For some specific aspects of the strategy (e.g. inclusion in the local community) the strategy seeks to affect a wider range of organisations such as shopping centres or leisure providers.

Part 2 – Supporting Evidence¹

Please list and/or link to below any recent & relevant consultation & engagement that can be used to demonstrate a clear understanding of those with a legitimate interest in the policy/service/process and the relevant findings:

- Stakeholders were consulted virtually over the summer 2020 (due to Covid intended workshops could not take place): children and young people, parents/carers, school SENCOs, Alternative Providers, and members of the SEND Transformation & Development Board. The priorities identified by stakeholders have informed the revised strategy and supporting Learning & Improvement Plan
 - Most stakeholders comments related to “children and young people with SEND will experience inclusion in every aspect of their lives” i.e. this was seen as a very/the most important issue
 - Specific issues of importance reflected in responses were co-production (including virtual co-production as its seen as a leveller and increases the likelihood of CYP and Parent/Carer engagement); education provision including exclusion and attendance; preparation for adulthood; the EHCP process; health; accessible language being used in the strategy and the Learning & Improvement Plan

¹ This could include: service monitoring reports, research, customer satisfaction surveys & feedback, workforce monitoring, staff surveys, opinions and information from trade unions, previous completed EIAs (including those of other organisations) feedback from focus groups & individuals or organisations representing the interests of key target groups or similar.

BCP Equality Impact Assessment Template

Part 2 – Supporting Evidence¹

- The Director of Inclusion & Family Services wrote an open letter to parents and carers inviting them to share their experiences, views and suggestions (during Covid) June 2020. Key issues for improvement during Covid included:
 - Communication (individual and wide/general)
 - Education provision
 - Summer programmes/activities
 - Accessing outdoor space
 - Resources for families

The views of children and young people with SEND were sought, this included a workshops with young people with SEND through Chatterboxes YMCA Youth Project (disability action group) and SPACE LBGTQ (a youth group for lesbian, gay, bisexual, trans and questioning young people) who ran a SEND specific engagement event. This event had a focus on the future and preparing for adulthood.

Children and young people with SEND were invited to share their views through two different routes, response included a number of classes, youth groups, and some individual responses:

- i. Tells us what makes them happy (this was part of a wider piece of work to also inform the new Children and Young People's Plan)
- ii. To tells us: What is important to you? What could make things even better? What stops you doing the things you want to do? What do you like about school/college? And What do you want to do when you are older?

During April/May 2020 a survey for all pupils (with and without SEND) was carried out to understand their sense of belonging and connection to their school during the Coronavirus school closure and what schools could do to support them. A total of 3158 children and young people completed the survey and the summary of responses considered.

A survey of parents/carers was carried out June 2019. Key themes raised included:

BCP Equality Impact Assessment Template

Part 2 – Supporting Evidence¹

Finance: Parents/carers were not convinced high needs funding was spent on their child but the whole school needs. They commented that financial constraints and lack of resources appear to be at the forefront of professionals planning and decision making.

Speech and Language Therapy: Feedback received said there was not enough speech and language therapy to meet the needs of the children and young people with speech, language and communication difficulties across BCP.

SEMH and Behaviour Difficulties: It was reported that there was not enough provision for children with these presenting needs and mainstream schools are not given enough support. There were concerns with regard to not meeting CAMHS thresholds and not enough services for children at the lower tier thresholds. Parents/carers reported that it was difficult to secure a placement if a child had behavioural difficulties.

Holiday, After School Provision, Childcare and Respite: There is a consistent thread of there not being enough of these services and or lack of information about them. In particular for young adults post 16 but a general thread through out the responses is there is not enough provision.

Partnership Working: A more holistic approach to the whole statutory assessment process was requested and improved linkages between partner agencies. An increase in the number of social workers was raised as a need. NHS professionals were requested to be more readily available throughout the statutory assessment process and at annual review. EHCP's were seen as being top heavy in education provision and other areas of need were not reflected well.

Specialist Provision: Feedback received said there was a lack of local specialist provision for children with ASD and SEMH. More early help and preventative services were requested.

Preparing for Adulthood and Phased Changes: Parents/carers reported that the transition and preparation for adulthood process was not structured or person centred. Young people identified that they didn't feel safe in the community.

BCP Equality Impact Assessment Template

Part 2 – Supporting Evidence¹

- Through on-going co-production work with families on preparation for adulthood, parents/carers identified a lack of confidence in local post 16 provision, their primary concern is that their young people are safe, and many parents view the 3 day week mainstream post 16 offer as not covering enough days/meeting needs.

POET (Personal Outcome Evaluation Tool) feedback Summer 2020

From parents/carers:

- Well over a third of parents from BCP said that the support their child receives is good in two out of the eleven areas asked about; to enjoy relationships with family and friends (42%) and the quality of their support (37%).
- A half or more of parents from BCP reported that the help and support that they received was poor in six of the areas asked about; Choice and control (66%), Flexibility of support(59%), meets the needs(57%), planning for the future(56%), practitioners worked well together (53%) and being part of their local community (50%).
- A wide range of professionals are involved in children's support planning.
- 46% of parents/carers said their views had been fully included when their child's support was planned (54% nationally).
- 46% said their children had achieved outcomes within their support plan, 13% were satisfied with the progress they had made.
- 38% said the support their child had received over the last year made their quality of life worse.
- 43% of parents/carers said the school hold their personal budget (25% nationally), but 67% new the amount of money allocated (25% nationally).

Feedback from parent carers and schools on the experience of services during Covid and the impact of Covid on children and young people with SEND was sought and also reviewed to inform the strategy.

If there is insufficient consultation or engagement information please explain in the Action plan what further consultation will be undertaken, who with and how.

BCP Equality Impact Assessment Template

Part 2 – Supporting Evidence¹

Please list or link to any relevant research, census and other evidence or information that is available and relevant to this EIA:

- The SEND Joint Strategic Needs Assessment
- Data from the SEND performance framework (this includes monitoring data in relation to protected characteristics and service delivery)

Please list below any service user/employee monitoring data available and relevant to this policy/service/process and what it shows in relation to any Protected Characteristic:

1. BCP has areas which are among the most and least deprived in the country, with approximately 9,400 children (under 16) live in families with a low income. A higher proportion of children and young people with SEND live in the more deprived wards
2. The rate of unemployment is 2.7%, compared to 4.2% nationally (a high employment rate is likely to increase demand for childcare places and shortbreaks)
3. National research shows that SEND can be a result of poverty as well as a cause of poverty: across the UK, children with SEND are more likely to experience poverty than others and are less likely to experience a fulfilling education or leave school with outcomes that reduce the chances of living in poverty as adults.
4. If you are a child or young person with an EHCP maintained by BCP, you are less likely to be in mainstream provision than you are nationally: 33% of children with an EHCP had mainstream provision named on their plan in January 2019, this was 6 percentage points lower than national; 10% were INMSS, compared to 5% nationally.
5. More boys have SEND than girls in BCP.
6. For children and young people with SEND in 'specific circumstances' as defined by the SEND Code of practice (Dec 2019):

BCP Equality Impact Assessment Template

Part 2 – Supporting Evidence¹

- 18.7% are children in care, we are their corporate parents
- 6.9% of care experienced young people have an EHCP
- 15.6% children and young people with SEN and social care needs, including children in need
- 14.8% are educated out of borough
- 24 children and young people are educated at home
- 4% are in alternative provision
- 8 C&YP are the children of service personnel (data last quarter)
- 2 are in youth custody

7. The September 2020 SEND dashboard with data broken down by pupil and those resident in BCP across SEN support and EHCPs (gender, ethnicity, deprivation and age) and other data.

If there is insufficient research and monitoring data, please explain in the Action plan what information will be gathered:

BCP Equality Impact Assessment Template

Part 3 – Assessing the Impact by Equality Characteristic

Use the evidence to determine the impacts, positive or negative for each Equality Characteristic listed below. Listing negative impacts will help protect the organisation from potential litigation in the future, it does not mean the policy cannot continue. [Click here](#) for more guidance on how to understand the impact of the service/policy/procedure against each characteristic. If the impact is not known please explain in the Action plan what steps will be taken to find out.

	Actual or potential positive outcome	Actual or potential negative outcome
1. Age ²	The strategy aims to improve outcomes for children and young people with a specific focus on preparing children and young people to be prepared for adulthood, so they can achieve their ambitions and live as independently as possible.	None identified
2. Disability ³	The strategy aims to improve outcomes for children and young people with a disability.	None identified
3. Sex/Gender	More boys than girls have SEND. The strategy aims to improve outcomes for all children and young people.	None identified
4. Gender reassignment ⁴	None identified	None identified
5. Pregnancy and Maternity	None identified	None identified

² Under this characteristic, The Equality Act only applies to those over 18.

³ Consider any reasonable adjustments that may need to be made to ensure fair access.

⁴ Transgender refers to someone who considers that they do not identify strictly to one gender to the other, identifying themselves as neither male nor female.

BCP Equality Impact Assessment Template

Part 3 – Assessing the Impact by Equality Characteristic

Use the evidence to determine the impacts, positive or negative for each Equality Characteristic listed below. Listing negative impacts will help protect the organisation from potential litigation in the future, it does not mean the policy cannot continue. [Click here](#) for more guidance on how to understand the impact of the service/policy/procedure against each characteristic. If the impact is not known please explain in the Action plan what steps will be taken to find out.

	Actual or potential positive outcome	Actual or potential negative outcome
6. Marriage and Civil Partnership	None identified	None identified
7. Race	None identified	None identified
8. Religion or Belief	None identified	None identified
9. Sexual Orientation	None identified	None identified
10. Any other factors/groups e.g. socio-economic status/carers etc ⁵	National research shows that SEND can be a result of poverty as well as a cause of poverty: across the UK, children with SEND are more likely to experience poverty than others and are less likely to experience a fulfilling education or leave school with outcomes that reduce the chances of living in poverty as adults. This indicates that the strategy could have a positive impact in terms of socio-economic status through aiming to support	None identified

⁵ People on low incomes or no income, unemployed, carers, part-time, seasonal workers and shift workers

BCP Equality Impact Assessment Template

Part 3 – Assessing the Impact by Equality Characteristic

Use the evidence to determine the impacts, positive or negative for each Equality Characteristic listed below. Listing negative impacts will help protect the organisation from potential litigation in the future, it does not mean the policy cannot continue. [Click here](#) for more guidance on how to understand the impact of the service/policy/procedure against each characteristic. If the impact is not known please explain in the Action plan what steps will be taken to find out.

	Actual or potential positive outcome	Actual or potential negative outcome
	children and young people to be prepared for adulthood and achieve their full potential.	
11. Human Rights	The strategy is in line with the United Nations Convention on the Rights of the Child, addressing specific articles including for example those relating to health, education and respect for their views.	None identified

Any policy which shows actual or potential unlawful discrimination must be stopped, removed or changed.

Part 4 – Equality Impact Action Plan

Please complete this Action Plan for any negative or unknown impacts identified in the assessment table above.

Issue identified	Action required to reduce impact	Timescale	Responsible officer
------------------	----------------------------------	-----------	---------------------

BCP Equality Impact Assessment Template

Data for employment and housing measures needs to be for those up to 25-year-old only, is not available	Break down data by age so that outcomes/impact for those with SEND up to 25 yrs of age can be monitored	Octo 2020	Vikki Whild - COMPLETED
---	---	-----------	-------------------------

Key contacts for further advice and guidance:

Equality & Diversity:

[Sam Johnson - Policy and Performance Manager](#)

Consultation & Research:

[Lisa Stuchberry – Insight Manager](#)

This page is intentionally left blank