Notice of Children's Services Overview and Scrutiny Committee

Date: Tuesday, 26 July 2022 at 6.00 pm

Venue: Committee Room, First Floor, BCP Civic Centre Annex, St Stephen's Rd, Bournemouth BH2 6LL

Membership:

Chair:
Cllr R Burton

Vice Chair:
Cllr S Gabriel

Cllr L Lewis	Cllr M Haines	Cllr S Phillips
Cllr D Butt	Cllr S Moore	Cllr R Rocca
Cllr E Coope	Cllr L Northover	Vacancy

Parent Governor Co-opted Representatives
Peter Martin, E Hall (Academy) and S Welch (Academy)

Diocesan Co-Opted Representatives
Mark Saxby

Youth Parliament Representatives
D Rees-Coshan and Z Sosic

All Members of the Children's Services Overview and Scrutiny Committee are summoned to attend this meeting to consider the items of business set out on the agenda below.

The press and public are welcome to view the live stream of this meeting at the following link:

https://democracy.bcpcouncil.gov.uk/ieListDocuments.aspx?Mld=5023

If you would like any further information on the items to be considered at the meeting please contact: Louise Smith on 01202 096660 or email louise.smith@bcpcouncil.gov.uk

Press enquiries should be directed to the Press Office by email at press.office@bcpcouncil.gov.uk or tel: 01202 118686

This notice and all the papers mentioned within it are available at democracy.bcpcouncil.gov.uk

GRAHAM FARRANT
CHIEF EXECUTIVE

18 July 2022
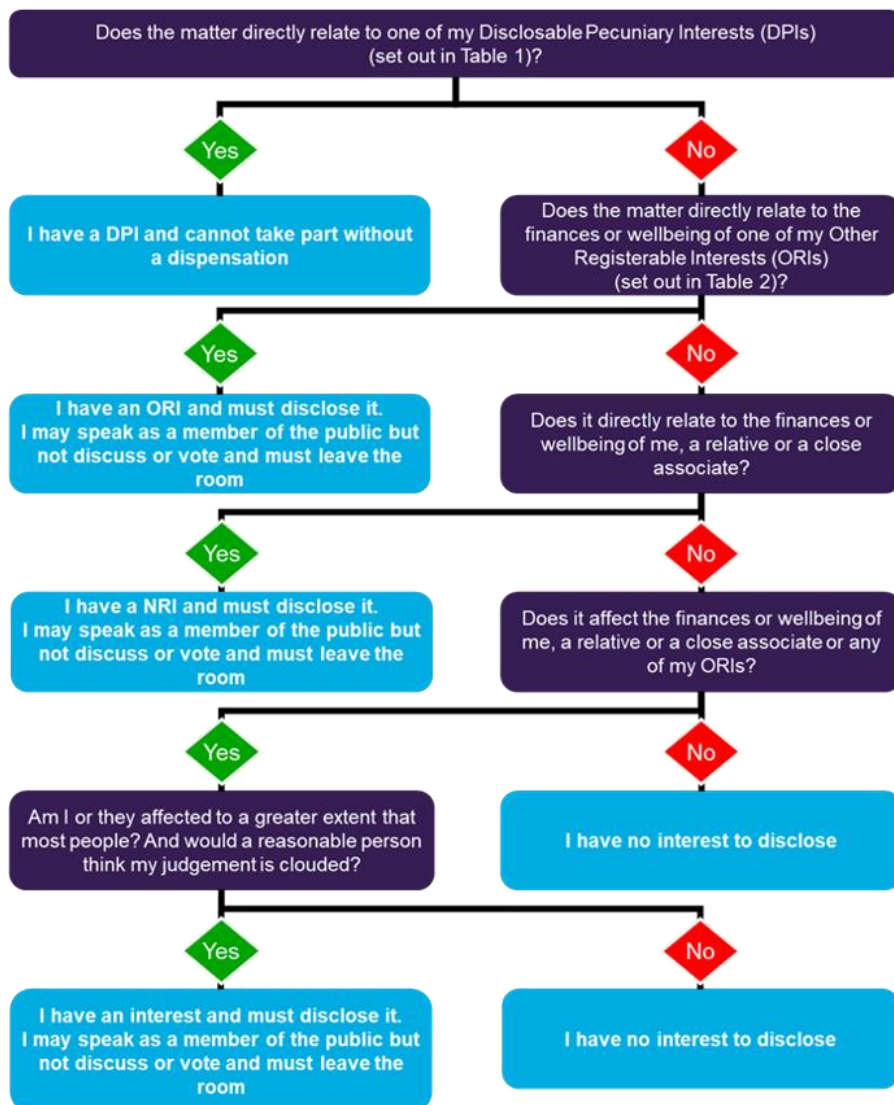
Available online and on the Mod.gov app

Maintaining and promoting high standards of conduct

Declaring interests at meetings

Familiarise yourself with the Councillor Code of Conduct which can be found in Part 6 of the Council's Constitution.

Before the meeting, read the agenda and reports to see if the matters to be discussed at the meeting concern your interests

> Does the matter directly relate to one of my Disclosable Pecuniary Interests (DPIs) (set out in Table 1)?

Yes → I have a DPI and cannot take part without a dispensation

No → Does the matter directly relate to the finances or wellbeing of one of my Other Registerable Interests (ORIs) (set out in Table 2)?

Yes → I have an ORI and must disclose it. I may speak as a member of the public but not discuss or vote and must leave the room

No → Does it directly relate to the finances or wellbeing of me, a relative or a close associate?

Yes → I have a NRI and must disclose it. I may speak as a member of the public but not discuss or vote and must leave the room

No → Does it affect the finances or wellbeing of me, a relative or a close associate or any of my ORIs?

Yes → Am I or they affected to a greater extent that most people? And would a reasonable person think my judgement is clouded?

No → I have no interest to disclose

Yes → I have an interest and must disclose it. I may speak as a member of the public but not discuss or vote and must leave the room

No → I have no interest to disclose

> What are the principles of bias and pre-determination and how do they affect my participation in the meeting?

Bias and predetermination are common law concepts. If they affect you, your participation in the meeting may call into question the decision arrived at on the item.

Bias Test
In all the circumstances, would it lead a fair minded and informed observer to conclude that there was a real possibility or a real danger that the decision maker was biased?

Predetermination Test
At the time of making the decision, did the decision maker have a closed mind?

If a councillor appears to be biased or to have predetermined their decision, they must NOT participate in the meeting.

For more information or advice please contact the Monitoring Officer (susan.zeiss@bcpcouncil.gov.uk)

Selflessness
Councillors should act solely in terms of the public interest

Integrity
Councillors must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships

Objectivity
Councillors must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias

Accountability
Councillors are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this

Openness
Councillors should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing

Honesty & Integrity
Councillors should act with honesty and integrity and should not place themselves in situations where their honesty and integrity may be questioned

Leadership
Councillors should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs

AGENDA

Items to be considered while the meeting is open to the public

1. **Apologies**

   To receive any apologies for absence from Councillors.

2. **Declarations of Interests**

   Councillors are requested to declare any interests on items included in this agenda. Please refer to the workflow on the preceding page for guidance.

   Declarations received will be reported at the meeting.

3. **Substitute Members**

   To receive information on any changes in the membership of the Committee.

   Note – When a member of a Committee is unable to attend a meeting of a Committee or Sub-Committee, the relevant Political Group Leader (or their nominated representative) may, by notice to the Monitoring Officer (or their nominated representative) prior to the meeting, appoint a substitute member from within the same Political Group. The contact details on the front of this agenda should be used for notifications.

4. **Confirmation of Minutes**

   To confirm and sign as a correct record the minutes of the Meeting held on 7 June 2022.

a) **Action Sheet**

5. **Public Issues**

   To receive any public questions, statements or petitions submitted in accordance with the Constitution, which is available to view at the following link:

   https://democracy.bcpcouncil.gov.uk/ieListMeetings.aspx?CommitteeID=151&Info=1&bcr=1

   The deadline for the submission of a public question is 4 clear working days before the meeting.
   The deadline for the submission of a public statement is midday the working day before the meeting.
   The deadline for the submission of a petition is 10 working days before the meeting.

6. **SEND Improvement Journey - Theme: permanent and fixed term exclusions**

   In May 2021, BCP Council's Children's Services commissioned an Appreciative Inquiry into inclusive practices across schools in Bournemouth, Christchurch and Poole. Recommendations were made to

improve practice. In addition, BCP Council and Dorset Clinical Commissioning Group (CCG) were required to submit a Written Statement of Action following a local area Special Needs and Disabilities (SEND) inspection. Several of these actions aim to reduce exclusions.

7. **SEND Mainstream Banding**

The purpose of this paper is to outline the changes of the mainstream SEND banding descriptors and provide three banding value options for consideration. One option will need to be adopted by Bournemouth, Christchurch and Poole Council (BCP Council).

This paper outlines how each of the options will contribute to the long-term reduction of the overall overspend in the High Needs Block budget and the commitment required from both mainstream schools and the SEND Service to reduce growth in both Alternative Provision (AP) and Independent Non-Maintained Special School provision (INMSS).

Implementation of the adopted new banding value option will commence from October 2022.

8. **Children's Services Improvement Plan – Workforce Stability - Resource Management**

In the December 2021 Ofsted ILACs one of the areas of improvement for Children's Services was;

The recruitment and retention of a workforce that is experienced, competent and confident to deliver improvements, so that children no longer have multiple changes of social worker or personal advisor.

In the June Monitoring Visit this was also an area covered by the inspection.

9. **Members of Youth Parliament - Update**

The Members of Youth Parliament began their two-year term of office on 1st March 2022.

This report outlines the Members of Youth Parliament's work to date and their national and local priorities and plans

10. **Portfolio Holder Update**

To receive a verbal update from the Portfolio Holders.

11. **Forward Plan**

To consider the Committee's Forward Plan.

12. **Dates of Future Meetings**

To agree the date of the next Children's Services Overview and Scrutiny Committee as 20 September 2022.

No other items of business can be considered unless the Chairman decides the matter is urgent for reasons that must be specified and recorded in the Minutes.

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BOURNEMOUTH, CHRISTCHURCH AND POOLE COUNCIL

CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE

Minutes of the Meeting held on 07 June 2022 at 6.00 pm

Present:-

Cllr R Burton – Chair

Cllr L Lewis – Vice-Chair

Present: Cllr E Coope, Cllr S Gabriel, Cllr M Haines, Cllr J Kelly, Cllr S Moore, Cllr L Northover, Cllr R Rocca, Cllr J Edwards, Cllr S McCormack and Cllr D Kelsey

Co-optees: P Martin (Parent Governor) Mr S Welch (Academy Parent Governor), M Saxby (Diocesan Representative) H Maftah and Z Sosic (Members of Youth Parliament)

1.   Apologies

Apologies were received from Councillors Geary, Kelly and Phillips.

Councillor Sarah Anderson was in attendance for the Home to School transport item.

2.   Substitute Members

Councillor McCormick substituted for Councillor Geary, Councillor Edwards substituted for Councillor Kelly and Councillor Kelsey substituted for Councillor Phillips.

3.   Election of Chair of the Children's Services Overview and Scrutiny Committee

RESOLVED that Councillor Burton be elected as Chair of the Children's Services Overview and Scrutiny Committee for the ensuing 2022/23 Municipal Year.

4.   Election of Vice Chair of the Children's Services Overview and Scrutiny Committee

RESOLVED that Councillor Gabriel be elected as Vice Chair of the Children's Services Overview and Scrutiny Committee for the ensuing 2022/23 Municipal Year.

5.   Declarations of Interests

There were no declarations of interest received on this occasion.

6.   Confirmation of Minutes

RESOLVED that the Minutes of the Children's Services Overview and Scrutiny Committee held on 3 May 2022, having previously been circulated, be confirmed as an accurate record and signed by the Chair.

7.   Action Sheet

The Chair highlighted that some of the actions had been completed.

8.   Public Issues

There were no public issues received on this occasion.

9.   Youth Justice Service - Annual Youth Justice Plan

The Service Manager, Dorset Combined Youth Justice Service presented a report, a copy of which had been circulated to each Member and a copy of which appears as Appendix 'A' to these Minutes in the Minute Book.

The purpose of the report was to present the Youth Justice Plan for 2022/23. There was a statutory requirement to publish an annual Youth Justice Plan which must provide specified information about the local provision of youth justice services. The report summarised the Youth Justice Plan for 2022/23, with a copy of the Plan appended. The Youth Justice Plan needed to be approved by the full Council.

The Committee discussed the report, and comments were made including:

- In response to a query regarding recording gender identity, the Committee was advised that nationally there was still a position to identify as male or female based on birth sex, but the desired position would be to have two markers, where a selected gender could be recorded in addition to birth sex.
- A Committee Member stated that the report was very readable and understandable and enquired about accounting rules for reoffending rate and if changed regularly how was it possible to have comparison data sets, in response the Committee was advised of nine new indicators which were currently being consulted upon and would be used for youth justice nationally.
- A Committee Member highlighted the diagram on page 30 of the plan which detailed all the multi-agency services which could be involved with a young offender and in response to a concern about too many contacts dealing with them, the Committee was reassured that the relationship with the youth justice worker was central to the Youth Justice Service's work and whilst it may be needed to bring in some additional workers as highlighted on the diagram, it was done cautiously, with the case manager being the main contact with the young offender

- In response to a query regarding the Annual Youth Justice Grant and the reduction shown, the Committee was advised that the level of reduction had been absorbed, helped by merging the Youth Justice Service across the two local authorities and provided resilience to streamline and manage the budget successfully
- It was acknowledged there was currently pressure in the assessments capacity of the speech and language therapists which was resulting in prioritisation of those most in need
- In response to a query regarding the percentage of youth offenders who had past trauma or childhood experiences, the Committee was advised most under the age of 13 who were entering the had experienced some form of childhood trauma, such as being a witness of domestic violence
- In response to a query regarding the first-time entrant's reduction for BCP and a bigger reduction for Dorset, the Committee was advised that whilst the demographics across the two authorities were similar, there was differences between living in a rural area and a urban setting. It was also highlighted that whilst Dorset where further ahead in its development of a strategic approach to early intervention. It was noted that this area needed to be strengthened across BCP
- A Member of the Youth Parliament highlighted the link between early childhood trauma and links to crime and was pleased that this was being highlighted, she advised that there were systems in place in schools to help those children, raising awareness and working together to ensure they don't resort to crime.
- The Service Manager summarised the work which was ongoing in relation to previous childhood trauma to ensure the children got the support they needed.
- In response to a query regarding fixed term and permanent exclusions, the Committee was informed of the work undertaken by fair access panels and how more work was being focused on a coordinated response to make positive recommendations for the child
- In response to a query about what early intervention looked like, the Committee was advised of the importance of a strategic response, to ensure the right support was provided, at the right time in the child's life to ensure they have a better future
- In response to a query regarding exclusions, the issues were highlighted and the importance of building an inclusive environment to ensure children receive an education was important. It was noted that Officers were setting up a pre-exclusion panel which schools would refer pupils to before an exclusion took place to try and consider different options and reduce exclusions.

The Chair summarised the discussions as follows:

- Gender identity reporting
- Moving target due to data recording changes

- Relationships between offender, case manager and multi-agency response
- Annual youth justice grant, merger helped managed cost
- Speech and language
- First time offenders, importance of early intervention
- Childhood trauma
- Permanent exclusions

RESOLVED that the Children's Services Overview and Scrutiny Committee endorse the Youth Justice Plan so that Cabinet can recommend its approval to the Full Council.

Voting: For – unanimous

10. <u>Child exploitation to include information on County Lines and Knife Crime</u>

The Service Manager, Dorset Combined Youth Justice Service and the Director of Corporate parenting and Permanence presented a report, a copy of which had been circulated to each Member and a copy of which appears as Appendix 'B' to these Minutes in the Minute Book.

The report provided an update on the actions and progress in identifying and supporting children and young people who were victims of child exploitation and the increased focus that had been placed on those who may be vulnerable to exploitation, based on well-known indicators.

The report also highlighted the collaborative and close partnership work with the police and other agencies to intervene and disrupt the activities of those who target the most vulnerable children and young people.

The Service Manager, referred to the report and wanted to make a correction regarding the Governments drug strategy 'From Harm to Hope', highlighted at Paragraph three, it was clarified that where it stated BCP ranked within the top ten nationally, in terms of youth drug use and complex needs, the paper actually referred to specifically Bournemouth and crack and opiate adult use, however it was acknowledged that this did have an impact on the supply and demand within the area, which in turn had a knock on effect for opportunities for young people.

The Committee discussed the report and comments were made, including:

- The Committee Member that requested the item expressed concern that there had not been much progress within the last three years with regards to county lines, sexual exploitation and knife crime. It was suggested that multi agency group would be beneficial to try and progress this and work on a strategy to improve the situation
- The Service Manager acknowledged that there had not been much progress and that the Community Safety Partnership would lead in this area so suggested scrutiny of its work would be a starting point for the Committee

- There was consensus from the Committee that this area needed to have further scrutiny and there were discussions about the way this could be progressed and who should be involved, and the Chair advised he would take this away for further consideration
- The MYP advised the Committee that part of their role was to find out about issues like this and highlighted the findings which they had discovered which included the differing levels of awareness from pupils from different schools which was shown by the amount of information was being provided by schools
- The Portfolio Holder for Council Priorities and Delivery highlighted that under the new Overview and Scrutiny arrangements, the Community Safety Partnership would sit under the new Corporate and Community Overview and Scrutiny Committee but acknowledged that this Committee was solely interested in the impact these issues had on the children and young people of BCP. The Chair advised he would discuss this with the Chair of the Corporate and Community Overview and Scrutiny Committee **ACTION.**
- The Service Director for Children and Young People referred the Committee to paragraph 20 where it highlighted the proposed plan for the expansion of the safeguarding team in BCP to ensure wider multi agency working and be positive for better collaborative working.
- In response to a query regarding the Safeguarding team relocating to the Multi Agency Safeguarding Hub, it was confirmed that where they will be based had not been decided yet and it was acknowledged that there would be issues surrounding security of them being located in the MASH, however the Committee was reassured that their location would not hinder the multi agency working.

It was Proposed and Seconded and agreed by the Committee that in depth scrutiny in this area was required. The details of the method to be determined with an update to be brought to the November Committee. **ACTION**

The Chair summarised discussions as follows:

- What had happened and how work was moving forward, the Committee expressed disappointment in the lack of movement
- Agreed to do a deep dive into the issue – send out and invite everyone, feedback outcome in November Committee
- Brief discussion on location of Safeguarding team.

RESOLVED that the in-depth scrutiny in this area be arranged with an update to be brought to the November Committee.

Voting – For – unanimous

11.   Home to School Transport

The Team Manager, School Admissions presented a report, a copy of which had been circulated to each Member and a copy of which appears as Appendix 'C' to these Minutes in the Minute Book.

BCP Council was legally required to have a single home to school transport policy. A BCP Council Policy had been drafted to replace the three existing policies. The draft policy had been developed to ensure consistency across the conurbation. It would provide a single point of reference for families and officers regarding eligibility and how it was assessed.

Permission to determine the policy was being sought from cabinet following a public consultation held January-February 2022. The consultation was held in accordance with the requirements of the Department for Education's statutory guidance. Key stakeholders were targeted during the consultation period.

The Committee discussed the report and comments were made, including:

- In response to a query regarding the low level of responses which appeared to be very personal to their own circumstances, the Committee was advised that they had tried to change the layout of the policy to make it clear what it meant to the individuals. The method of engaging with consultees was highlighted and the communications report surrounding the consultation, but unfortunately those had not resulted in people taking the time to engage.
- A Committee Member referred to the section in the policy of what wasn't covered including if a child became unwell during the school day, transport would not be paid for, the Committee was reassured that discussions with the school would be had in order to safeguard the child and would do utmost to help whilst acknowledging limitations
- A Committee Member commented regarding the exceptions and exceptional circumstances that cause parents concern and was therefore pleased there was still an appeals process in place involving elected members. The Committee was advised of the process which would be undertaken before an appeal was necessary to ensure officers took time collectively to ensure appropriate consideration to any requests from parents was given.
- In response to a query regarding free transport for a grammar school, it was advised that this would not be covered unless it was one of the three closest schools to the child's home.
- In response to a query regarding fuel wear and tear and sustainable options, there was discussion regarding active travel such as bikes and it was noted that there were separate webpages in response to the active travel strategy, however purchasing bikes for pupils was not something which would be covered by this strategy

- It was noted that petrol wear and tear was one of the last options considered under the strategy and made up a small percentage of those currently using the home to school transport scheme.

RESOLVED that the Children's Services Overview and Scrutiny Committee recommend

(a)   Cabinet agrees to determine the Home to School Transport policy, and

(b)   Delegates authority to the Director of Education, Children's Services to implement the policy for eligibility requests from 2022/23 academic year.

Voting: For - unanimous

Due to the Officer not yet being in attendance for the item 'Children's Services Improvement Plan – Quality Assurance Framework', the Chair advised the Committee it would move to the next item on the agenda.

12.   SEND Improvement Plan

The Director of Education and Skills presented a report, a copy of which had been circulated to each Member and a copy of which appears as Appendix 'E' to these Minutes in the Minute Book.

Following submission of BCP Council and Dorset's Clinical Commissioning Group's Written Statement of Action (WsoA), monitoring visits would be held every three months. The Department for Education (DfE) would use these meetings to scrutinise progress towards the delivery of the WsoA. This paper summarised the information given to the DfE during the first monitoring meeting. Feedback from DfE was due imminently.

The Committee discussed the report and comments were made, including:

- A Committee Member highlighted that it was the SEND Improvement Board scrutinising and providing challenge and that there was a large amount of work ongoing, it was noted that the Board did look at some of the concerns raised and hopefully would be in a position to update after the school holidays
- In response to a query regarding recruitment, the Committee was provided with a positive update on the current position with seven new case officers recruited, two new posts were being recruited to and shortlisting was underway for the Head of SEND
- In response to a query about recruiting more education psychologists, the Committee was advised that contact had been made with Southampton University to encourage its graduates to join BCP, it was noted that there was currently only one vacancy in this area but more educational psychologists were required to meet the demands of the Education, Health and Care Plans (EHCPs)
- In response to a query from the Chair about what the Director was most concerned about, the Committee was advised that the main

challenge was the increased request for EHCPs assessments which was up by 59%, the reasons why the increase had happened were highlighted, including an increase around complex mental health needs and the capacity the service would need to manage the increase in demand over the next three to five years

The Chair requested the Committees thanks be passed to the outgoing Head of SEND. **ACTION**

The Chair summarised discussions as follows:

- Recruitment success
- Increase in EHCPs

RESOLVED that the Committee note the progress towards the delivery of the WSoA.

13.   Children's Services Improvement Plan – Quality Assurance Framework

The Head of Quality Assurance, Safeguarding and Partnerships presented a report, a copy of which had been circulated to each Member and a copy of which appears as Appendix 'D' to these Minutes in the Minute Book.

There was evidence of some progress in relation to Quality Assurance because of the leadership 'buy in' and change to the Quality Assurance Framework, which was now more meaningful, engaging and impactful. Compliance and quality had begun to increase and there was now accountability of actions and a clear learning loop.

The Committee discussed the report and comments were made, including:

- In response to a query regarding the changes to Practice Learning Reviews (PLRs), the Committee was given a detailed response of the improvements that had been made which included a reduction from two to one PLRs a month had been implemented to improve the quality of the work undertaken. It was noted this resulted in approximately 10% of work being quality assured, it was also highlighted that the PLRs were collaborative with the managers working alongside the case workers.
- The Committee was also advised that a Practice learning reviewer/auditor had been allocated to each team to support managers to get more confident at auditing works
- It was highlighted that 20% of LPRs work would be moderated to ensure audits were accurate, showing more consistency and alignment and that each on had actions which were tracked.
- In response to a concern about consistency of social workers interacting with children and families, the Committee was advised that stability in this area should be addressed through the recruitment and retention strategy which was being progressed
- In response to a query from the Chair about the Josh MacAlister Independent Review of Children's Social Care particularly in relation

to unlocking the potential of family support, the Committee was advised it also highlighted that significant financial support was necessary and it was highlighted that the national safeguarding report would also be considered when looking at the direction of changes and whether any would need to be developed in BCP Children's Services

- In response to a query from the Chair about what the Corporate Director was concerned about, the Committee was advised of the need for financial support to back any progress, whether Children in Need could be placed within the early support service and the Committee was reassured that all of these issues would be considered by the Government in conjunction with the ADCS which was the national body of Directors of Children's Services.

The Chair summarised the discussions as follows:

- PLRs and changes to and improvements
- Possible changes due to McAlister report
- Direction of travel

RESOLVED that the content of the report be accepted as a summary of the progress in relation to Quality Assurance.

14. Covid update – lasting impact to include academic progress and mental health

The Service Manager Schools & Provider Standards 0-19 from the Education and Skills Directorate presented a report, a copy of which had been circulated to each Member and a copy of which appears as Appendix 'F' to these Minutes in the Minute Book.

The report summarised the impact of the Covid-19 pandemic two years after its first effects on BCP schools and examines the possible legacy in terms of:
- Attendance
- Pupil and staff mental health and well-being
- Academic progress and any learning deficits likely to continue.

The Committee discussed the report and comments were made, including:

- In response to a query about the differing impacts Covid could have had on young people, and could anything be done to track those most impacted, the Committee was advised that a lot of work had been done in this area and the suffering to children was what teachers and staff most cared about, close attention had been paid to Children in Need, Children in Care, those with EHCPs, virtual school attendees and those who had been attending schools. Schools had been provided with reports to show Ofsted what they had managed to do however it was noted that assessment and

testing had continued as normal this year with no consideration given to the impacts highlighted above

- The impact of long covid on pupils was also highlighted as having a negative impact on a child's education as they needed time to rest.
- The Committee was advised that communication with the Department for Education about what had been done and advised that education boards had done equality impact assessments but aside from placing exams further apart, not much further work had been done in this area
- In response to a query from a Member of Youth Parliament regarding mental health issues and anxiety, the Committee was advised that most schools had a mentoring programme in place to support those children and it was acknowledged that it varied greatly on the impact Covid had had and therefore the support required to the pupils and their families. It was noted that this support was being provided to children who sought it and by schools reaching out to children they felt were in need
- The Committee was advised about the work done by the Children and Young People's partnership board which focused on supporting pupils next steps in education and events to help improve self confidence in face to face interactions
- The Committee was advised by an MYP of feedback from a forum about the differing support provided by schools and the possible link to pupil grades, the Committee was advised that over the last two years grades had not been an issue in schools and the unfairness in the system was highlighted and schools looked hard at what pupils were missing and were focused on education, mental health and wellbeing of pupils and staff.
- In response to a concern about schools prioritising attendance and the issues that presented including achievable grades, university applications and job prospects, the Committee was advised that there was not a simple answer to this but that if someone came back to education to soon, it would have the opposite effect in the long run and this advice was being shared with the children, families and schools
- In response to a concern about many teachers wishing to leave their profession due to the stress, the Committee was advised that there was already a recruitment crisis before Covid and that there was a labour shortage nationally in many professions. It was noted that schools and their staff across BCP had received support from the community, BCP Council and its teams. It was noted that working with mostly unvaccinated pupils increased their vulnerability which added pressure. The Committee was advised of the work that was being done to recruit and support teachers across the conurbation.

The Chair summarised the discussions as follows:

- A very complicated issue with many factors
- Long covid
- Mental health

- Pressures on school and staff and support provided

RECOMMENDED that the Committee note the content of the report into the impact of the Covid pandemic on education in BCP and review, support and agree the draft Long Covid Recovery Attendance Policy which will then be shared as guidance and support for BCP schools.

Voting: For - unanimous

15.   Portfolio Holder Update

The Portfolio Holder for Council Priorities and Delivery thanked the Committee for the scrutiny undertaken during the meeting and wanted to highlight one of the issues at the heart of schools funding was the pressure in the high need block and the work which had been undertaken through to appreciative enquiry and written statement of action to address this. It was noted that it was a pilot scheme running in schools with feedback due over the summer to be considered by this Committee during the Autumn.

16.   Forward Plan

The Committee noted the Forward Plan and the Chair highlighted that consideration would need to be given of the reduction from six to five Committees throughout the Municipal year.

17.   Dates of Future Meetings

It was agreed that the next date for the Children's Services Overview and Scrutiny Committee would be 26 July 2022.

The meeting ended at 8.10 pm

CHAIR

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ACTION SHEET – BOURNEMOUTH, CHRISTCHURCH AND POOLE CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE

Minute number	Item	Action* *Items remain until action completed.	Benefit	Outcome (where recommendations are made to other bodies)
29 March 2021				
	BCP 's Members of Youth Parliament Summary Report	Decision Made: To investigate putting a link to the MYP's work/newsletters/recordings of recent debates on the BCP website. **Action – being considered by Officers**	To enable greater visibility of the MYPs work on the BCP website.	
8 June 2021				
	Covid Impact to include information on Pupil Premium and child poverty	Decision Made: Arrange a meeting between Corporate Director and interested Committee Members to discuss the changes in Pupil Premium funding **Action – Officers aware – Emma Regenhardt**	To enable Councillors to have fuller information surrounding this issue.	
27 July 2021				
	Forward Plan	Decision Made. To consider how to incorporate links to the Children and Young People's Plan in future items coming to Committee **Action – Chair to consider with Officers – TBC.**	To create links within strategies and policies	

21 September 2021				
	School Place Planning Strategy	Decision made: Amend Page 16 regarding Northwest Poole which needed should read Broadstone and Merley, not Canford Heath. **Action – Officers aware – Tanya Smith**	To enable easier identification for Ward Members	
23 November 2021				
	The BCP Appreciative Inquiry into inclusion practices in BCP schools	Decision Made: Arrange a briefing regarding the changes to the High Need Block. **Action – Report on changes to SEND Mainstream Banding on 27 July before consideration by Cabinet to include information on saving which need to be made.**		
	Home to School Transport	Decision Made: To consider transport provision for outside of BCP to reduce NEETs **Action – Officer aware**		
22 March 2022				
	Full ILACS (Inspecting Local Authority Children's	Decision Made: Share the Corporate Parenting Board report regarding HMOs with the Committee.		

	Services) Report	**Action – Officers aware** Decision Made: To provide an update on social workers caseloads at an appropriate time. **Action – Officers aware** Decision Made: To thank all the staff for their hard work and advise that the Committee was fully supportive of the improvement journey they continued along. **Action – the Chair to send thanks on behalf of the Committee in one of the Children's Service newsletters**		
	SEND Improvement Plan Update	Decision Made: To share the financial overview report from the SEND Improvement Board with the Committee. **Action – Officers aware**		
	Portfolio Holder Update	Decision Made: Chair to liaise with the Chairman of the Overview and Scrutiny Board regarding scrutiny of the high needs block funding **Action – Chair to make contact**		

7 June 2022				
	Child Exploitation	Decision Made: Chair to discuss with the Chair of Corporate and Community regarding the Committee's wish to scrutinise the Community Safety Partnership **Action – Chair to make contact** Decision Made: That the Committee do in depth scrutiny in this area with an update to be provided to the November meeting. **Action – Chair and Dem Services to progress**		
	SEND Improvement Plan	Decision Made: That the Committees thanks be passed to the outgoing Head of SEND **Action – Officer aware**		

CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE

BCP Council

Report subject	**SEND Improvement Journey - Theme: permanent and fixed term exclusions**
Meeting date	26 July 2022
Status	Public Report
Executive summary	In May 2021, BCP Council's Children's Services commissioned an Appreciative Inquiry into inclusive practices across schools in Bournemouth, Christchurch and Poole. Recommendations were made to improve practice. In addition, BCP Council and Dorset Clinical Commissioning Group (CCG) were required to submit a Written Statement of Action following a local area Special Needs and Disabilities (SEND) inspection. Several of these actions aim to reduce exclusions.
Recommendations	**It is RECOMMENDED that:** **Members take note of the actions proposed to reduce exclusions in schools in Bournemouth, Christchurch and Poole.**
Reason for recommendations	BCP Council and Dorset CCG will be held to account by Ofsted and monitored by the Department for Education (DfE). Re-inspection is expected in early 2023.

Portfolio Holder(s):	Councillor Nicola Greene, Portfolio Holder for Council Priorities and Delivery
Corporate Director	Cathi Hadley, Director of Children's Service
Report Authors	Sarah Rempel, Director of Education & Skills
	Kelly Twitchen, Head of Virtual Schools and Service Manager for Inclusion
Wards	Council-wide
Classification	For Information

Background

1. The outcome of the Appreciative Inquiry was 45 recommendations to improve inclusive practices across BCP schools. The implementation of these recommendations should reduce exclusions.

2. The Written Statement of Action will ensure delivery of many of the recommendations of the Appreciative Inquiry.

3. There are two types of exclusions: fixed term, now referred to as suspension, and permanent. A **fixed term exclusion** is for a specific period of time. A pupil may be excluded for one or more fixed periods, up to a maximum of 45 school days in a single academic year. The law does not allow for extending a fixed-period exclusion or 'converting' a fixed-period exclusion into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further fixed-period exclusion may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.

4. **A permanent exclusion** involves the child being removed from the school roll. However, the head teacher must not remove a pupil's name from the school Admissions Register until the outcome of the Independent Review Panel, if this route is followed by parents.

5. All schools have a policy which sets out their approach to behaviour and conduct in their school and rewards and sanctions.

6. There are certain groups of pupils with additional needs who are particularly vulnerable to exclusion. This includes pupils with Statements of Special Educational Needs - SEN or an Education, Health & Care Plan – EHCP, and 'looked after' children.

7. Head teachers should, as far as possible, avoid permanently excluding any pupil with a statement of SEN or EHCP or a 'looked after' child. Schools should engage proactively with parents in supporting the behaviour of pupils with additional needs.

Exclusions in BCP

8. Figures from all Schools including primary, secondary, special, alternative provision and pupil referral unit:

	Permanent Exclusions		Suspensions		Number of pupils with 1+ suspension	
	2018 - 2019	2021 - to date	2018 - 2019	2021 - to date	2018 - 2019	2021 - to date
EHCP	1	6	275	393	88	148
SEND Support	39	35	1580	1447	512	520
No SEND	75	31	2290	1620	994	694

9. The academic year 2018/2019 has been used as a comparison due to the pandemic where numbers were understandably lower due to fewer children being in school.

10. In May 2019, BCP had 2264 young people with an EHCP and in May 2022 there were 3177.

Actions

11. Actions being taken to reduce exclusions:

   a) Revising BCP's Managed Move process and guidance

   b) Introduction of extended duties of the Virtual School - now having a strategic approach for all children with a social worker regarding education

   c) Virtual School providing free trauma and attachment training for all schools regardless of the number of Children in Care

   d) Specific team with the Inclusion Service to oversee the number of permanent exclusions and suspensions and work with schools strategically to reduce this.

   e) Audit and review of alternative provision in the local area

   f) Reviewing service level agreements with alternative providers, looking specifically at reintegration to mainstream school, providing places for schools to purchase

   g) Improving referral pathways for diagnosis and support

   h) Setting up a BCP Headteachers Forum

   i) Forming a pre-exclusions panel

   j) Agreeing an Inclusion Standard for schools to sign up to

   k) Co-producing a 5-year education strategy with schools, families and partners

   l) Introducing an Inclusion Quality Mark

m) Providing all schools with a Navigator

n) Strengthening early intervention support through Inclusion and Early Help team

o) Increasing funding for schools to support children with Education, Health and Care Plans

p) Supporting the consistent implementation of graduated response from all schools

q) Increasing resource base and special school provision

Options Appraisal

12. N/A

Summary of financial implications

13. For permanent exclusions, the Local Authority must arrange suitable full-time education for the pupil, again of compulsory school age, to begin no later than the 6th day of the exclusion. This duty is set out in section 19, Education Act 1996.

14. In addition, where a pupil has a Statement of Special Educational Needs or Education, Health & Care Plan, the Local Authority must ensure that an appropriate full-time placement is identified in consultation with the parents.

Summary of legal implications

15. As stated throughout report.

Summary of human resources implications

16. N/A

Summary of sustainability impact

17. N/A

Summary of public health implications

18. N/A

Summary of equality implications

19. N/A

Summary of risk assessment

20. N/A

Background papers

BCP Appreciative Inquiry:
The Appreciative Inquiry into Inclusion Practice in BCP Schools.pdf (bcpcouncil.gov.uk)
BCP Written Statement of Action:
BCP Local Area WSoA for SEND

Appendices

None.

CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE

Report subject	**SEND Mainstream Banding**
Meeting date	26th July 2022
Status	Public Report
Executive summary	The purpose of this paper is to outline the changes of the mainstream SEND banding descriptors and provide three banding value options for consideration. One option will need to be adopted by Bournemouth, Christchurch and Poole Council (BCP Council).
	This paper outlines how each of the options will contribute to the long-term reduction of the overall overspend in the High Needs Block budget and the commitment required from both mainstream schools and the SEND Service to reduce growth in both Alternative Provision (AP) and Independent Non-Maintained Special School provision (INMSS).
	Implementation of the adopted new banding value option will commence from October 2022.
Recommendations	**It is RECOMMENDED that:**
	1. Members review the changes made to the SEND mainstream banding descriptors.
	2. Members review the adoption of the banding value option it deems to be the most viable option for both BCP Council and mainstream schools.
	3. That implementation of the new banding value option is applied to all new cases.
	4. That implementation of the new banding value option is applied to existing EHCP cases when they are evaluated at annual review.
Reason for recommendations	The proposals and recommendations in this paper are in response to the recommendations in the Appreciative Inquiry, the deficit in the High Needs Block, and Children's Services Transformation Programme. They also form a key component of the Inclusion Strategy.
	The revision of the SEND mainstream banding descriptors and the adoption of new banding values emphasise the need for BCP Council to provide suitable financial support to mainstream schools to enable them to meet the needs of children and young people with SEND who reside in the local area and are attending BCP mainstream schools. It also supports BCP Council in delivering its commitment and aspiration of BCP being an inclusive place for children and young people with SEND to thrive.

Portfolio Holder(s):	Councillor Nicola Green, Portfolio Holder for Council Priorities and Delivery
Corporate Director	Cathi Hadley, Director of Children's Services
Report Authors	Rina Mistry, Head of Performance (Interim)
	Sarah Rempel, Director of Education and Skills
Wards	Not applicable
Classification	Information

Background

1. The review of SEND mainstream banding is part of Children's Services Transformation Programme, a response to the recommendations in the Appreciative Inquiry, a key component of the Inclusion Strategy and it will ultimately contribute to addressing the deficit in the High Needs Block (see Appendix 1 for an overview on how SEN is funded in mainstream schools).

2. The main purpose of the review is to work in partnership to support BCP Council to:

   - Deliver its commitment and aspiration of BCP being an inclusive place for children and young people with SEND to thrive.
   - Reduce the overall overspend in the High Needs Block Budget long-term.
   - Provide better support to mainstream schools to meet the needs of children and young people with SEND.
   - Increase the numbers of children and young people attending mainstream schools.
   - Reduce growth of children and young people attending Alternative Provision.
   - Reduce growth of children and young people attending Independent Non-Maintained Special Schools (INMSS).

3. The number of children and young people who require help and support because they have special educational needs and/or disabilities continues to grow. Covid-19 has also been a contributor to this growth. BCP has seen a 14.6% increase in the numbers of children and young people with an Education, Health and Care Plan (EHCP) in March 2021 compared to March 2022.

4. Local Government Re-organisation in 2019 required savings to be made within the High Needs Block and predecessor authorities agreed that the savings would come from the 'top-up' banding funding provided to mainstream schools. This decision led to a funding reduction of 45%. This reduction in funding has meant that mainstream schools are unable to provide the required and relevant support and services to children and young people with an EHCP (confirmed in a consultation exercise undertaken in December 2021 with BCP School Headteachers - see Appendix 2).

5. A consequence of insufficient funding being provided to mainstream schools, is that much higher numbers of children with an EHCP who could and should attend a mainstream setting are attending special schools. Spaces in special schools are therefore limited for children and young people with more complex needs resulting in these individuals attending independent maintained provision which is costly for BCP Council.

6. In BCP, as at March 2022 there were a total of 3,125 children and young people with an EHCP, of which 33% were attending mainstream schools and 11.3% were in independent and

non-maintained provision. Compared to national and statistical neighbour averages (January 22) the proportion of children and young people in BCP attending independent and non-maintained provision is significantly higher – national 5.2% and statistical neighbour 6.8%.

7. To take this review forward a 'SEND Mainstream Banding Review' working group and subsequent sub-working groups were established in October 2021. Members of the working group includes officers from BCP Council, school and partner agency representatives. The sub-working group that revised the descriptors included parents/carers.

Options Appraisal - Banding Descriptors and Values

8. Banding descriptors – these continue to be arranged by the four areas/types of special educational need outlined in the SEND Code of Practice (2015) and by four levels of severity of need. However, the descriptions within each of the four areas of need have been broadened (see Appendix 4 for proposed descriptors). The four areas of need are:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

9. Banding values – these are in a resource ladder format and the current banding and values are detailed in the table below:

Existing Banding Values	Band Z	Band A	Band B	Band C	Band D
	£0	£1,000	£2,300	£3,600	£5,000

Options Appraisal

10. To ensure revision of the banding values (Consideration 2 below) was the best way forward for all stakeholders, four considerations were reviewed. The four considerations are as follows (see Appendix 3 for a high-level scoping document):

Considerations	
1.	No change in the existing process
2.	Adopt new descriptors and values (resource ladder)
3.	Delay implementation – increase banding values with the stipulation the schools to buy back support from BCP
4.	Delay implementation – minimal increase to banding values and create a package offer of support to schools

11. Within Consideration 2, three banding options have been calculated and finalised based on the findings from the pilot exercise and the savings that BCP Council need to make over the next three years (**see section: Summary of Financial Implications for the three options**).

Pilot Exercise

12. During April and May 2022, several schools volunteered to be part of a pilot exercise which trialled the revised banding descriptors with new and existing EHCPs. During the pilot exercise a total of 128 EHCPs were reviewed (equating to 14% of the total number of EHCPs maintained by BCP) against the existing banding descriptors and the proposed descriptors.

The outcome of the pilot exercise has informed the financial modelling of the banding values for Consideration 2: Adopt new descriptors and values.

13. Senior Leadership Team and the High Needs Block Recovery Board will select and approve the option that they deem to be most viable for schools and BCP Council.

14. The revisions of the banding descriptors and values will be communicated to residents and stakeholders via a month-long consultation exercise which will commence on 28 June 2022 and end 27 July 2022. The consultation will seek the views of BCP residents and stakeholders on the suggested changes and these will be taken into account by BCP Council.

Summary of financial implications

15. Before banding options are explored, it is important to understand the financial savings BCP could have potentially incurred if the proportion of BCP children and young people with an EHCP attending a particular provision had met national proportions. The table below details this by provision type the proportions of children and young people considered in budget figures compared to the national proportions as at January 2022:

Provision Type	BCP %	National % (January 22)
INMSS	14.9%	5.2%
Special Schools	28.0%	29.6%
Mainstream Schools	29.3%	40.5%
Alternative Provision	10.8%	2.0%

16. If BCP had mirrored national proportions of children and young people by each provision type in 2022/23, BCP could have potentially saved an estimated £12,290,000 – see table below. This would have meant that out of the 552 children and young people with an EHCP that currently attend an INMSS, 432 would attend a mainstream school and 120 into a special school.

Current Provision	Provision to be located to	Numbers of cyp
INMSS & AP	Mainstream School	432
INMSS & AP	Special School	120
Estimated Saving for BCP (based on current figures only)		**£12,290,000**

17. Taking into account the savings currently declared as per the High Needs Block Savings Plan, the revised descriptors and feedback from headteachers, three options have been proposed for increasing the banding values:

Existing Banding Values	Band Z	Band A	Band B	Band C	Band D
	£0	£1,000	£2,300	£3,600	£5,000
Proposed Options	Band 1	Band 2	Band 3	Band 4	Band 5
Proposed Option 1	£0	£2,500	£4,200	£6,000	£12,000
Proposed Option 2	£0	£2,000	£4,000	£6,000	£14,000
Proposed Option 3	£0	£2,000	£4,000	£8,000	£16,000

18. The tables below provide an overview of the financial implications for proposed banding options 'top-up' values, the full year impact, movement of pupils from the existing bands to the new bands. The financial modelling has been based on a sample size of 22% (198 EHCPs). These savings figures are based on the current number of EHCPs:

| Proposed Options | Banding Values (£) | | | | | Annual Cost (£m) | SAVINGS (£) | | Net saving by year 3 – 24/25 (£m) | Average funding for mainstream 'top-up' (£) |
	Band 1	Band 2	Band 3	Band 4	Band 5		Ending payments for additional AP in MS (£m)	INMSS growth prevention target of 3 pupils per month over 3 years (£m)		
1	0	2,500	4,200	6,000	12,000	1.57	0.3	3.17	1.90	5,000
2	0	2,000	4,000	6,000	14,000	1.63	0.3	3.16	1.83	5,063
3	0	2,000	4,000	8,000	16,000	2.24	0.3	3.12	1.18	5,721

Breakdown on net savings per year

	Option 1	Option 2	Option 3
Year 1 net saving / (cost) - £	5,680	-7,183	-140,666
Year 2 net saving / (cost) - £	365,135	306,808	-298,467
Year 3 (full year) net saving / (cost) - £	**1,897,933**	**1,834,980**	**1,181,704**

Movement of pupils from existing bands to the new bands

Old Band		Z £0	A £1,000	B £2,300	C £3,600	D £5,000	Total
New Band	1	2	0	0	0	0	**2**
	2	0	8	26	7	0	**41**
	3	0	2	10	27	18	**57**
	4	0	0	1	5	48	**54**
	5	0	0	2	1	41	**44**
		2	**10**	**39**	**40**	**107**	**198**

Summary of legal implications

19. The support for children and young people with SEND is covered under the Children and Families Act 2014 and SEN Code of Practice. The starting point for the legal position is the right to request an Education Health and Care needs assessment.

20. If a request is made for assessment the local authority has a legal responsibility to determine whether it may be necessary for special educational provision to be made for the child or young person in accordance with an EHC plan. Section 26(8) of the Children's and Families Act 2014 states: (8) The local authority must secure an EHC needs assessment for the child or young person if, after having regard to any views expressed and evidence submitted under subsection (7), the authority is of the opinion that:

    a) the child or young person has or may have special educational needs, and

    b) it may be necessary for special educational provision to be made for the child or young person in accordance with an EHC plan.

21. The options that have been provided in this paper, will not in any way affect the legal rights of parents or education providers to request an assessment for an education health and care plan. So, if a parent/carer or education provider feels that statutory support is required and as such, wish to request an assessment for an education health and care plan, they are still able to do so. However, the new methodology will provide the school with the financial resource required to be more inclusive and provide the support to better meet the needs of the child or young person.

22. Following advice from Legal Services and as per the Code of Practice, local authorities have a duty to consult. There is no statutory minimum or maximum period of consultation, but the following principles of consultation should apply:

23. Consultation must take place when proposals are at a formative stage.

24. Sufficient information must be provided in the consultation to allow those consulted to make informed responses.

25. Sufficient time to respond should be given.

26. Consultation responses MUST be taken into account/given due regard – this requires sufficient time for consideration of responses before any decision is taken.

Summary of human resources implications

27. Training on the understanding and application of the revised descriptors and adoption of the new banding values will need to be provided to all Case Officers, school SENCOs and all other professionals that contribute to the EHCP and Annual Review process.

28. There is a risk of an increased workload on Case Officers as the introduction of the new banding values and descriptors will be applied to all existing EHCPs. However, this will be mitigated by a robust action plan which will be developed with the SEND Service, setting out clear targets and timeframes for annual reviews. Progress will be monitored and slippage will be dealt with urgently.

29. There is a risk of increased workload for some members of the SEND Service due to potential process changes required to monitor and evaluate the revisions to the banding processes and other work being undertaken by the Written Statement of Action workstreams which overlap and interlink with this review.

30. Resource and support will be required from the Children's Performance Team to monitor and evaluate the impact of the revisions made to the Mainstream Banding.

31. Resource and support will be required from the Children's Finance Team to monitor and evaluate the financial impact of the revisions made to the Mainstream Banding.

32. Resource and support will be required from the Data and Analytics Team to make necessary changes to the systems to facilitate monitoring and evaluation.

Summary of sustainability impact

33. No impact

Summary of public health implications

34. The reviewed bandings will enable mainstream schools to be more inclusive by providing the resource required by schools to retain children and young people with SEND in mainstream provision by support and meeting needs

Summary of equality implications

35. EIA conversation/screening document has been completed and has been sent for approval to the EIA panel on the 30 June 2022.

36. Impact assessment summary is currently under review and a verbal update will be provided

Summary of risk assessment

37. If we continue as we are and do not implement an increase in banding values, then the HNB deficit is projected to increase. Implementation of the revised banding means that there will be a percentage of pupils on existing plans who may receive a reduced funding amount

depending on their level of need on the revised descriptors. However, they will be receiving funding that meets their individual needs.

Background papers

38. None

Appendices

Appendix 1: How SEN is funded in Mainstream Schools
Appendix 2: Headteachers Consultation summary
Appendix 3: Options Scoping
Appendix 4: Revised Banding Descriptors

Appendix 1: How SEN is funded in Mainstream Schools

All mainstream schools receive money for special education needs support and resources and decide how this is spent. This funding is divided into three sections:

Element 1: 'Age Weighted Pupil Unit' which schools receive for every child whether or not they have SEN. This funding is based on actual pupil numbers.

Element 2: 'Notional' or 'delegated' SEN budget to provide SEN support for children who need it. This funding is not based on the school's actual number of pupils with special needs but on a locally determined formula. Element 2 funding amounts to *up to* £6,000 per child identified as having SEN and for those with an EHC Plan will fund the first £6,000 of additional provision for pupils in receipt of 'top up funding'.

Element 3: The 'High Needs Block' – sometimes called 'Top up funding' – paid by the council in addition to Element 1 and Element 2 funding to 'top up' support within the school for individual pupils whose required support costs more than £6,000. This funding is determined by an Education Health and Care needs assessment.
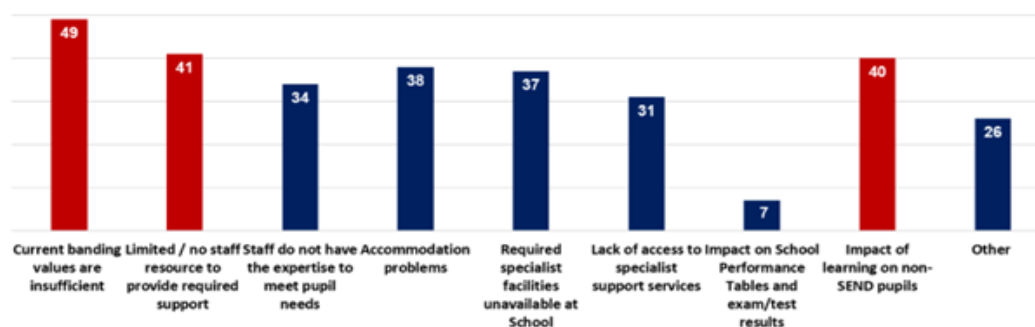
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Appendix 2: Headteachers Consultation summary

Purpose and Response Rate

- Consultation exercise to obtain the views from Headteachers on high needs funding and pupil placement in mainstream schools.
- Want to know from the Schools' perspective, the reasons why schools may state that they are unable to accommodate a high needs pupil within their school, including what the barriers are.
- Views and responses provided will be utilised to inform our way forward.

Response rate = **55%** (52 out of 95 responses were received)

Main barriers faced limiting the number of SEND/EHCP pupil enrolments (option to provide multiple responses)

Barrier	Responses
Current banding values are insufficient	49
Limited / no staff resource to provide required support	41
Staff do not have the expertise to meet pupil needs	34
Accommodation problems	38
Required specialist facilities unavailable at School	37
Lack of access to specialist support services	31
Impact on School Performance Tables and exam/test results	7
Impact of learning on non-SEND pupils	40
Other	26

Other Reasons

All of the above is relevant!! But what does that say?!! Staffing is a huge issue and finding support staff for the money they get paid to work with highly complex and challenging needs is almost impossible! Many of the children who have EHCPs or are going through the process need so much more that mainstream schools can offer. More money needs to be put into funding for skilled staff who are are paid better and can work proactively with the children in order for better progress to be made. There is some need for children who need 1:1 in the classroom as their needs are so extreme and with the highly demanding and face paced curriculum children face on a daily basis many children with SEND are left behind.

The number of students with an EHCP in our setting is increasing. The complex needs and support that these students often demonstrate and require can be detrimental to the efficient education of other students on roll. Needs can be so complex and span C&L, C&I, SEMH and P&S all in one classroom, which places the member of staff under significant pressure. We have to consider the impact that the admittance would have on all others on roll, but the LA often don't give this reason to decline placement the gravity it deserves.

Need very clear and transparent data regarding how students are placed at all schools in BCP

I am determined to be a head of an inclusive school although this is feeling increasingly difficult with finance and staffing pressures

Our school is not geared towards looking after children with complex behaviours which leads to the child, other children and staff not being safe

- Annual review request for increase in funding - poor communication - again a long wait to get the funds agreed
- Banding is vague
- Inconsistencies between one pupil and another e.g. I have a pupil with hearing issue meeting expectations agreed band D, whilst a pupil who needs full time 1:1 working over 3 years behind was given band B and now only has band D - schools continue to cover the cost

Barriers to inclusive education for children with an EHCP? (option to provide multiple responses)

Barrier	Value
Resources and facilities	42
Specialised staff	42
Other	34
Teacher training	18
Flexible curricula	15
Pedagogical techniques	11
Inclusive education practices	7
Lack of enabling policy	2
Strong systems/data management	1

How extra funds would be utilised if the banding values were increased (option to provide multiple responses)

Point "In class support – Resources / Teaching Assistants" Value: 46

- In class support – Resources / Teaching Assistants, 46
- Other , 46
- Speech & Language Therapy, 38
- Occupational Therapy, 23
- Special School Peer Support, 17

Increase in funding enable you to support inclusion and increase the number of EHCP pupils?

"We already educate far more children with EHC plans than the local and national average at our school."

Don't Know, 8, 15%
No, 14, 27%
Yes, 30, 58%
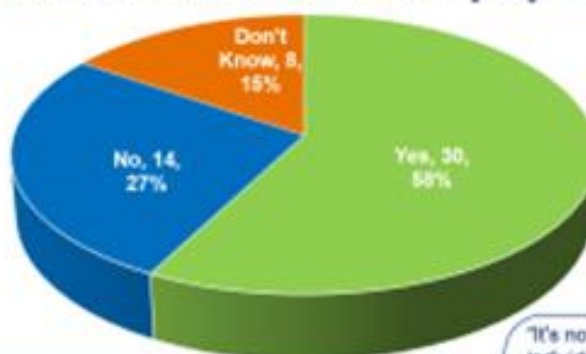
"We would require a fully funded separate specialist provision to provide nurture or small class teaching and learning."

"The funding is only a small part of the wider problem...... I feel it would be much more helpful to engage with inchools and most importantly the SENCOs to devise a way forward...... If BCP wish its schools to become more inclusive in general, then it may help to take ideas and suggestions from schools who are already doing this well, so that this practice can be shared effectively."

"It's not just about funding; it's about meeting individual needs and having the capacity to be flexible with responses and provision. It's also about being creative with provision. ...A 'one size fits all' approach simply doesn't work. .... It would benefit case workers spending some time in schools actually shadowing children with EHCPs to gain a great understanding of the challenges that schools face. "

Further Comments / Suggestions

The quality of EHCP documentation is poor. Turn around times are atrocious. Communication is lax.
Schools need to be networked together to provide better transitions between placements. Please stop randomly divvying up children and look at what the school can offer. We are great for dyslexics and high functioning autistics--when you give us children with socialisation and communication problems who can't handle collaborative activities it runs completely against what we are trying to do!

I would suggest BCP SEN allow the matter of inclusion in its schools be handed over to those schools doing it well, so that best practice can be established and then developed as part of a training programme. I would also suggest that some short-term studies are commissioned, so that practice is backed up by evidence, as this will help support those schools who are less inclusive to move forward ...

EHCPs need to be a working document that can be referred to quickly and easily by staff. The current document isn't teacher friendly or child friendly.

The expectations of what seem to be included in "reasonable adjustments" continue to grow making it ever more difficult to meet the needs of these learners but also difficult to make people understand that sometimes the expectations are just beyond what is reasonable to expect from a mainstream school...

There should be an accurate list of EHCP students in advance to secondary schools, to make us aware of on roll numbers in Sept, allowing enough time for suitable transition programmes for those that need it....

Mainstream schools would better support pupils with learning needs and find supporting those with challenging behaviour/emotional needs much more of a challenge. Areas of secondary need MUST be considered not just primary. It is often this secondary need which causes the biggest challenge for schools.

Key Themes and Moving Ahead

- As expected insufficient funding, resources/facilities and impact on other pupils were the top recurring themes in the responses provided.
- However, the following suggestions were made on how to potentially move forward:
  - Pooling/Sharing of expertise – '...access to the best expertise possible...'
  - Relevant training to be made available to school staff
  - Improved and timely processes implemented by BCP – reduce bureaucracy and paperwork
  - Consistent approach and application of bandings – BCP staff training required
  - BCP to attend Annual Reviews
  - BCP to listen and work together with schools to achieve best outcome for cyp – put a stop to the 'Top down approach'
  - Improved communication
  - Availability of alternative options for cyp
  - Match cyp to school model and not the other way around
  - Health Services needs to play its part
  - Could BCP run a recruitment event to help schools recruit TA's?

Appendix 3: Options Scoping

OPTION	1	2	3	4
PROPOSAL	NO CHANGE	INCREASE BANDING VALUES	**DELAY** IMPLEMENTATION - INCREASE BANDING VALUES WITH STIPULATION SCHOOLS BUY BACK SUPPORT FROM BCP	**DELAY** IMPLEMENTATION - CREATE A PACKAGE OFFER OF SUPPORT
PROPOSAL DETAILS	Banding Descriptors and Values to remain as they are	Implement revised banding values and descriptors	**DELAY** implementation until Nov 22 (half term) and implement revised banding values with the stipulation that Schools buy back support services from BCP Council	**DELAY** implementation until Nov 22 (half term) and implement revised banding values (reduced amount from Option 2 and 3) and a package of support to be developed and delivered by BCP Council with support from Health services
Banding Implementation Start Date	Already in place - no change	From September 2022	From November 2022	From November 2022
IMPACT	HNB Deficit continues to increase as Mainstream Schools are unable to provide SEND cyp with the appropriate level of support - resulting in continued and increasing use of independent provision.	HNB Deficit continues to increase in the short term with an improvement seen by YEAR XX. Mainstream Schools are better financially supported to be able to provide SEND cyp with the appropriate level of support - resulting in decreasing use of independent provision and increase in the numbers of SEND cyp in Mainstream Schools.	HNB Deficit continues to increase in the short term with an improvement seen by YEAR XX. Mainstream Schools are better financially supported to be able to provide SEND cyp with the appropriate level of support. BCP are generating income from Schools by providing the required service/support.	HNB Deficit continues to increase in the short term with an improvement seen by YEAR XX. Mainstream Schools are better financially supported, BCP and Health provide the required support and service required by the school. It would be anticipated that the package of support would contribute to an increase in the numbers of EHCP cyp in Mainstream schools.
RISKS	Mainstream Schools refuse to increase enrolment of cyp with an EHCP, resulting in SEND cyp enrolling into Special Schools or expensive independent provision. -Mainstream Schools are unable to be more inclusive	Continued increase in SEND cyp attending costly independent provision.	Schools refusal to buy back services from BCP BCP currently have limited/no resource to provide the support Schools losing confidence in BCP due to their inability to meet need and deliver	BCP do not have the resource to support the package offer Currently - Health unaware of proposal and therefore no buy-in from Health. Long waiting times for services provided by Health e.g. SALT -Schools losing confidence in BCP due to BCP and partners inability to meet need and deliver -Complex administration process which would result in the proposal being costly rather than cost effective

FINANCIAL IMPLICATION	HNB Deficit continues to increase	HNB Deficit increases in 22/23. Improvement seen from 24/25	HNB Deficit increases for the next X years - Improvement seen from Year X, however schools lose out financially due to the stipulation that they buy back services from BCP. BCP develop an income stream.	HEALTH - buy in and support ART - Commissioning of services - may increase cost for BCP
Confidence levels in this proposal positively impacting the HNB deficit?	LOW	FAIRLY HIGH - IN THE LONG TERM	INCONCLUSIVE	INCONCLUSIVE
Impact on BCP and Schools - will this deliver the desired impact?	LOW	FAIRLY HIGH	LOW	LOW
Success level with school - how confident are we that all schools will endeavour to be inclusive?	LOW	FAIRLY HIGH	LOW	LOW - DUE TO THE RISKS
Successful option?	NO	YES	NO	NO

Appendix 4: Revised Banding Descriptors

COGNITION AND LEARNING			
BAND 1	Child/young person is at SEN Support : Graduated Response Toolkit		
BAND 2	**BAND 3**	**BAND 4**	**BAND 5**
Child/young person: • has substantial and persistent difficulties in learning despite evidence- based interventions over time. • has underlined substantial difficulty with: • organisation and planning • staying on task/ attention • confidence/ resilience • retaining skills, knowledge and information • generalising and applying learning • Considering consequences of actions • Has substantial difficulties participating in many learning activities independently. • has substantial difficulties understanding age- appropriate curriculum concepts. • Has substantial difficulties with concept development and remembering and applying their learning without regular repetition and practice. • Requires some support to process and understand	**Child/young person:** • has significant and persistent difficulties with learning, with evidence of an increasing gap between child/young person and their peers. • has significant difficulty with: • organisation and planning • staying on task/ attention • confidence/ resilience • retaining skills, knowledge and information • generalising and applying learning • Considering consequences of actions • Has significant difficulties participating in the majority of learning activities independently. • has significant difficulties understanding age- appropriate curriculum concepts. • Has significant difficulties with concept development and remembering and applying their learning despite regular repetition and practice, limiting access to the curriculum and its application.	**Child/young person:** • has complex and or severe learning difficulties that require high levels of support with an individualised curriculum for all theory based subject areas. • has severe difficulty with: • organisation and planning • staying on task/ attention • confidence/ resilience • retaining skills, knowledge and information • generalising and applying learning • Considering consequences of actions • Has severe difficulties participating in any learning activities independently. • Has severe difficulties understanding age- appropriate curriculum concepts. • Has severe difficulties with concept development and remembering and applying their learning despite targeted teaching and practice, limiting access to the curriculum and its application.	**Child/young person:** • has complex and or profound and multiple learning difficulties that require very high levels of support & an individualised curriculum for (almost) all subject areas. • has profound difficulty with: • organisation and planning • staying on task/ attention • confidence/ resilience • retaining skills, knowledge and information • generalising and applying learning • Considering consequences of actions • Is unable to participate in learning activities independently. • Is unable to understand age- appropriate curriculum concepts. • Has profound difficulties with concept development and remembering and applying learning even with targeted teaching and practice, limiting access to the curriculum and its application.

instructions and formulate an appropriate response. - Requires a focus on Preparing for Adulthood (PFA) required from Key stage (KS)1. - Is likely to be vulnerable in regard to keeping themselves and others safe.	- Requires regular support to process and understand instructions and formulate an appropriate response. - Requires a greater focus on Preparing for Adulthood (PFA) required from KS1. - Is vulnerable regarding keeping themselves and others safe.	- Requires frequent support to process and understand instructions and formulate an appropriate response. - Requires a significant and ongoing focus on Preparing for Adulthood (PFA) required from KS1. - Is very vulnerable in regard to keeping themselves and others safe.	- Requires a high level of support to process and understand instructions and formulate an appropriate response. - Requires a significant and ongoing focus on Preparing for Adulthood (PFA) required from KS1. - Is highly vulnerable in regard to keeping themselves and others safe.

*The significance of differences in attainment levels, changes as a pupil gets older. Therefore, it is important to consider differences in levels of attainment, in relation to the pupil's age. For example, a pupil in key stage one, who is 3 years behind, will have much greater difficulty accessing the curriculum than a pupil in key stage 4 who is 3 years behind. Likewise, working in a key stage below, is far more significant if you are in the last year of the key stage (e.g.Y6) than the first (e.g. Y3).

COMMUNICATION and INTERACTION NEEDS

BAND 1	Child/young person is at SEN Support: Graduated Response Toolkit		
BAND 2	**BAND 3**	**BAND 4**	**BAND 5**

Speech and Language

- Moderate language difficulties in one or more areas (comprehension/ receptive language, expression, phonology and speaking phobia). Language difficulties are persistent and long term and cause frequent barriers to learning, and relationships. - Needs frequent prompts, adjustments, support and/or	- Moderate-severe language difficulties in one or more areas (comprehension/ receptive language, expression, phonology and speaking phobia). Language difficulties are persistent and long term and cause significant barriers to learning, and relationships. - Needs multiple prompts, support and/or extra time to understand	- Severe language difficulties in one or more areas (comprehension/receptive language, expression, phonology and speaking phobia). Language difficulties are persistent and long term. Child rarely able to access learning and build relationships without support. - Sometimes able to follow	- Profound language difficulties in one or more areas (comprehension/receptive language, expression, phonology, speaking phobia). Language difficulties are persistent and long term. Child is unable to access learning and build relationships without a very high level of support.

extra time to understand spoken information. • Able to communicate needs and wants, and engage in conversation with additional support, prompts or extra time to do so. • Frequent difficulties recognising when help is needed and in requesting this. • Likely to struggle with understanding abstract concepts, higher level language (e.g. inferencing and prediction) and complex instructions. Struggles to learn and use new vocabulary and concepts. • Able to make majority of consonant and vowel sounds but transfer of sounds to words and speech is poor. • Single words clear, connected speech poor Intelligible to familiar listeners. Variable intelligibility out of context for new listeners. • Able to attend to and participate in highly differentiated tasks and activities in the classroom, may need adult support. • High levels of distress or anxiety related to communication occurring occasionally (e.g., 1 or 2 times a week) • Some social integration may	spoken language in most contexts. • Able to communicate basic needs and wants, and engage in some simple conversation with additional support, such as prompts, Augmentative & Alternative Communication (AAC) or extra time to do so. • Consistent difficulties recognising when help is needed and in requesting this. • Struggles to learn and use new vocabulary and concepts out of learnt context. • Able to make some consonant and vowel sounds but transfer of sounds to words and speech is poor. Single words clear, connected speech poor. Intelligible to familiar listeners in context. Unintelligible to new listeners out of context. • Able to attend to and participate in highly differentiated tasks and activities in the classroom for short periods. Likely to need adult support. • High levels of distress or anxiety related to communication occurring frequently (e.g., 1 or 2 times a day) • Some social integration may need adult support at times. • Due to speaking phobia, sometimes able to communicate needs non-verbally e.g. using	simple, familiar instructions • in context. Relies very heavily on context and cues to support understanding. • Sometimes able to communicate basic needs, needs support to do so. May use AAC to support spoken language e.g., signing, gesture, symbols. Difficulties engaging in conversation. • Rarely recognises when help is needed or requests this. • Severe difficulty learning and using new vocabulary and concepts. • Able to make a limited range of consonant and vowel sounds, unable to use sounds in words or sentences. May have a limited number of clear single words, majority of words are unintelligible to new listeners in and out of context. Intelligible to very familiar listeners in context. • Able to attend to and participate in a limited number of highly differentiated tasks and activities in the classroom for short periods with adult support. • Extremely high levels of distress or anxiety related to communication occurring occasionally (e.g., 1 or 2 times a week) • Limited social integration.	• Little or no understanding of spoken language or non-verbal communication (e.g. symbols, signs, gesture) in/ out of context. • May use AAC in some limited contexts and/or with some familiar people e.g., gesture, eye gaze, symbols, Picture Exchange Communication System (PECS) signing to express needs and wants. • Not able to recognise when help needed or request for help • Profound difficulty learning and using new vocabulary and concepts. • Extremely limited range of consonant and vowel sounds. Highly unintelligible to familiar and unfamiliar listeners in all contexts. • Child is non-verbal or has limited functional language (may have learnt phrases or echolalia) • Unable to attend to or participate in tasks and activities in the classroom. • Extremely high levels of distress or anxiety related to communication occurring frequently (e.g., 1 or 2 times a day) • Very limited/ no social integration.	

have difficulties with higher level language amongst peers e.g. jokes, sarcasm, colloquial language. • Due to speaking phobia, speaking restricted to certain people, unable to speak to any/all school staff. Uses alternative methods effectively to supplement.	gesture, writing and talking through a peer. • Due to speaking phobia, frequently unable to communicate non-verbally.	• Due to speaking phobia, frequently unable to communicate non-verbally.	• Due to speaking phobia, unable to communicate needs and wants verbally or with alternative methods.

Social Communication

• Attempts to initiate and maintain interaction with others, although these may be unsuccessful. Difficulties maintaining back and forth conversation. Some sharing of interests or emotions. • Struggles with understanding social interactions, norms and rules with peers and adults, including difficulties interpreting other people's behaviour and intentions. This may lead to frequent isolation, withdrawal and misunderstanding. • Frequently struggles with participating in paired/group work. • Frequently struggles with social content within curriculum such as fictional relationships • Frequent difficulties developing and maintaining friendships & relationships. May have frequent misunderstandings, fall outs or altercations with peers. • Some use of non-verbal	• Occasional attempts to initiate and maintain interaction, although these are often unsuccessful. Difficulties maintaining back and forth conversation. Limited sharing of interests and emotions. • Limited understanding of social interactions, social rules including difficulties interpreting other people's behaviour, and intentions. This may lead to consistent isolation, withdrawal, and misunderstanding. • Consistently struggles with participating in paired/group work. • Consistently struggles with social content within curriculum such as fictional relationships • Consistent difficulties developing and maintaining friendships / relationships. Likely to have frequent misunderstandings, fall outs or altercations with peers. • Occasional use of non-verbal communication such as gesture, facial expressions and tone of	• Very occasional attempts to initiate interaction with others, usually related to getting needs met. Limited interest in other people. May respond to other's attempts to initiate interaction but responses are often limited or unsuitable to the context. • Very limited understanding of social interactions, social rules and friendships including difficulties interpreting other people's behaviour, and intentions. This may lead to a severe isolation, withdrawal and misunderstanding. • Rarely able to participate in paired/group work. • Rarely understands social content within curriculum such as fictional relationships • Rarely able to develop and maintain friendships and relationships. Has frequent misunderstandings, fall outs	• **Early Years**: No / Very limited attempts to initiate interaction with other people and does not respond to/limited responses to other people's attempts to initiate interaction. Little or no interest in other people. • **School age**: Very severe difficulties engaging with familiar or unfamiliar adults or peers unless on his/her own terms. • No understanding of social interactions, social rules and friendships including difficulties interpreting other people's behaviour, and intentions. This may lead to very severe isolation, withdrawal and misunderstanding. • Unable to participate in paired/group work. • Unable to understand social content within curriculum such as fictional relationships • Very few or no relationships/ friendships with peers. Has very frequent misunderstandings, fall outs or altercations with peers

communication such as gesture, facial expressions and tone of voice. • Frequent difficulties with changes to routine. • Regular distress or anxiety in relation to communication and interaction with others occurring occasionally (i.e., 1 or 2 times a week) • Highly restricted and repetitive interests which frequently impact on daily functioning. • Likely vulnerability in regard to keeping themselves and others safe • Frequent difficulty considering the consequences of their actions for themselves and others	voice. May be exaggerated or limited in range. • Consistent difficulties with changes to routine. • Frequent distress or anxiety in relation to communication and interaction with others occurring frequently (i.e., 1 or 2 times a day) • Highly restricted and repetitive interests which consistently impact on daily functioning. • Vulnerable regarding keeping themselves and others safe • Consistent difficulty considering the consequences of their actions for themselves and others.	or altercations with peers • Limited use of non-verbal communication, such as facial expressions and intonation. Little variation in tone and volume. • Rarely copes with changes to routine • High levels of distress or anxiety in relation to communication and interaction with others, occurring occasionally (i.e., 1 or 2 times a week) • Rarely able to engage in day-to-day activities due to highly restricted and repetitive interests. • Very vulnerable in regard to keeping themselves and others safe • Rarely able to consider the consequences of their actions for themselves and others	• Extremely limited use of non-verbal communication such as facial expressions and gesture. Marked differences with volume and tone. • Unable to cope with changes to routine. • Very high levels of distress or anxiety in relation to communication and interaction with others, occurring frequently (i.e., 1 or 2 times or more a day) • Unable to engage in day-to-day activities due to highly restricted and repetitive interests • Highly vulnerable in regard to keeping themselves and others safe • Unable to consider the consequences of their actions for themselves and others	

SOCIAL, EMOTIONAL AND MENTAL HEALTH (SEMH) NEEDS				
BAND 1	Child/young person is at SEN Support: Graduated Response Toolkit			
BAND 2	**BAND 3**	**BAND 4**	**BAND 5**	
• Child/young person's	• Child/young person's progress	• Child/young person's progress	• Child/young person's progress	

progress through the curriculum is substantially affected by their social and / or emotional difficulties despite robust programmes of support and modifications to the learning environment that are above SEND support level. **Child/young person may**: • Have substantial difficulties regulating their emotions and/or behaviours in certain contexts. • Have behaviours suggesting low mood, poor confidence, high anxiety, or anxiety driven demand avoidance which substantially impact their learning and well-being. • Display a high need for attention which regularly impacts their own and others learning. • Experience difficulties in making and maintaining positive friendships which can lead to isolation, anxiety, frustration, disputes/ or controlling behaviours. • Have difficulty making and maintaining positive relationships with adults and/ or have little understanding of, and /or respect for, appropriate staff / pupil interactions.	through the curriculum is significantly affected by their social and / or emotional difficulties and they are unable to access the curriculum or keep themselves and/or others safe without additional adult support at key times. **Child/young person may:** • Have significant difficulties regulating their emotions and/or behaviours in a variety of contexts and with certain people. • Have behaviours suggesting low mood, low confidence, high anxiety, or anxiety driven demand avoidance which have a significant impact their ability to access learning or attempt work and upon their well-being or Emotionally Based School Avoidance (EBSA). • Display a high need for attention which significantly impacts their own and others learning in many lessons and at social times. • Experience significant difficulties in making and maintaining positive friendships which often leads to isolation, anxiety, frustration, disputes or controlling behaviours. • Have significant difficulty making and maintaining positive relationships with adults and/ or have little understanding of, and /or respect for, appropriate staff / pupil interactions, leading to	through the curriculum is severely affected by their social and/or emotional difficulties. They are unable to access the curriculum or keep themselves and/or others safe without additional adult support for most of the day. **Child/young person may:** • Have severe difficulties regulating their emotions and/or behaviours in numerous contexts and with a variety of people. • Have behaviours suggesting low mood, low confidence and/or very high anxiety, which have a severe impact on their learning, and which may be leading to self -harm, severe dysregulation, or Emotionally Based School Avoidance (EBSA). • Display a very high need for attention which severely impacts their own and others learning in most lessons and at social times. • Experience severe difficulties in making and maintaining positive friendships which leads to a high level of isolation, anxiety, frustration, disputes or controlling behaviours. • Have severe difficulty making and maintaining positive relationships with adults and/ or have very little understanding of, and /or respect for appropriate staff / pupil interactions, leading to frequent misunderstanding and/or confrontation.	through the curriculum is • profoundly affected by their social and/or emotional difficulties and they are unable to access the curriculum or keep themselves and others safe without full time additional adult support. **Child/young person may:** • Have profound difficulties regulating their emotions and/or behaviours in most contexts and with many people. • Have behaviours suggesting low mood, low confidence and /or extremely high anxiety, which are leading to profound concerns about their well-being and safety and possibly Avoidance (EBSA) • Display a very high need for attention which requires full time support. • Experience profound difficulties engaging appropriately with peers or making and maintaining positive friendships, leading to a high level of isolation, anxiety, frustration, disputes or controlling behaviours. • Have profound difficulty making and maintaining positive relationships with adults and / or no understanding of, and /or respect for appropriate staff / pupil interactions leading to	

• be involved in occasional incidents where they use physical responses to express heightened emotions requiring specific intervention • have difficulty acknowledging, reflecting on, or accepting responsibility for their actions	regular misunderstanding and/or confrontation. • be involved in regular incidents where they use physical responses to express heightened emotions requiring specific intervention • have significant difficulty acknowledging, reflecting on, or accepting responsibility for their actions	• be involved in repeated incidents where they use physical responses to express heightened emotions requiring specific intervention • have severe difficulty acknowledging, reflecting on, or accepting responsibility for their actions	misunderstanding and/or confrontations several times a day. • be involved in frequent incidents where they use physical responses to express heightened emotions requiring specific intervention (usually at least daily) • Are unable to acknowledge, reflect on, or accept responsibility for their actions

PHYSICAL AND SENSORY NEEDS				
BAND 1	Child/young person is at SEN Support: Graduated Response Toolkit			
BAND 2	**BAND 3**	**BAND 4**	**BAND 5**	
Physical				
Child/young person • Is slow carrying out physical tasks and requires support to develop independence around medication/self- care / exploring new environments • Requires support / modification to access some practical activities across the curriculum • May need training / support to use IT, additional resources, and equipment to enable learning and recording.	**Child/young person** • Requires assistance for dressing and undressing for P.E / toilet and moving between positions but is weight bearing • Requires support / modification to access many practical activities across the curriculum • Needs training and regular support to use IT, additional resources, and equipment to enable learning and recording.	**Child/young person** • Is largely reliant on adults for support in moving, positioning and personal care. • Requires a high level of support to access most practical activities across the curriculum • Needs training and frequent supp to use IT, additional resources and equipment to enable learning and recording • May need frequent (several times a week) emotional support for medical or physical condition	**Child/young person** • Is highly reliant on adults for support in moving, positioning and personal care. • Requires support to access all practical activities across the curriculum • Needs training and ongoing support to use IT, additional resources and equipment to enable learning and recording • May need daily emotional support for medical or physical condition	

• May need emotional support for medical or physical condition • May need some support and additional opportunities to develop friendships. • Requires some monitoring and support during the day (ie checking food eaten, drinking, toileting, blood sugar) (More when younger) • Greater focus on Preparing for Adulthood (PFA) than is typical may be required from KS1.	• May need regular emotional support for medical or physical condition • May need regular support and additional opportunities to develop friendships. • Requires regular monitoring and support during the day which may include complex medical interventions • Greater focus on Preparing for Adulthood (PFA) than is typical is required from KS1.	• May need frequent support and additional opportunities to develop friendships. • Requires frequent monitoring and support during the day which may include complex medical interventions • Significant and ongoing focus on Preparing for Adulthood (PFA) required from KS1.	• May need daily support and additional opportunities to develop friendships. • Requires continuous monitoring and support throughout the day which may include complex medical interventions • Significant and ongoing focus on the development of life skills and Preparing for Adulthood (PFA) required from KS1.	
BAND 2	**BAND 3**	**BAND 4**	**BAND 5**	
Sensory Impairment				
Hearing Loss	**Hearing Loss**	**Hearing Loss**	**Hearing Loss**	
• Child/young person whose hearing loss has an impact on their learning and development as follows • Despite appropriate interventions at SEN Support levels the pupil is not making progress as evidenced by the education setting. • Moderate difficulties with concentration and focusing attention in whole class activities due to listening fatigue. • Reduced hearing which means they have an on-going difficulty in accessing aspects	• Child/young person whose hearing loss has an impact on their learning and development as follows: • Much slower rate of learning progress than peers. • Significant difficulties with concentration and focusing attention in whole class activities. • Hearing loss which requires support with social interaction • Hearing loss that means they require adjustment to their learning environment at significant levels.	• Child/young person whose hearing loss has an impact on their learning and development as follows: • Has a hearing loss that has a severe impact on his/her ability to access the curriculum independently • Has recognised complex/severe hearing conditions that require adaptation of resources and teaching approaches across the curriculum. (sign language, visual resource such as Augmented Assistive Communication)	• Child/young person whose hearing loss has an impact on their learning and development as follows: • Profound hearing loss/deafness is the main reason for the lower rate of progress. • First language would be a sign language (e.g. British Sign Language). • Unable to hear and therefore must learn to read and write using visual strategies only • Curriculum resources may need to be adapted to a tactile format	

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of the curriculum and require assistive listening devices such as radio aids in addition to personal hearing aids • Reduced ability to pick up on incidental learning and conversations due to their hearing loss is a barrier to academic progress and making and maintaining relationships with peers and adults. This may have a substantial impact on confidence and well-being. . • Requires additional support to develop and maintain relationships with peers and adults. • Has language development delay and speech immaturities within age-appropriate norms • Very slow auditory processing in any environment.	• Reduced hearing which means they have an on-going significant difficulty accessing aspects of the curriculum and requires assistive listening devices such as radio aids in addition to personal hearing aids with ancillary adapters for listening directly via computers etc • Reduced ability to pick up on incidental learning and conversations leads to misunderstandings and is a barrier to academic progress and making and maintaining relationships with peers and adults. This may have a significant impact on confidence and well-being. • May have a progressive hearing loss needing anticipatory intervention and monitoring. • Significant auditory processing difficulties in any environment • Hearing loss is having significant impact on the speech and language development delay and speech immaturities. • Reading and spelling are significantly impacted by phonological awareness difficulties	• Reduced hearing which means they have an on-going severe difficulty accessing aspects of the curriculum and requires assistive listening devices such as radio aids in addition to personal hearing aids with ancillary adapters for listening directly via computers etc. • Inability to pick up on incidental learning and the misunderstanding of conversations is a severe barrier academic progress and to making and maintaining relationships with peers and adults. This may have a severe impact on confidence and well-being. • A diagnosis of hearing loss which limits independence and participation in everyday activities impacting on preparation for adulthood. • Severe auditory processing difficulties in any environment. • Language skills are severely below underlying cognitive ability, requires a high level of support to reach cognitive potential. • Hearing loss is having severe impact on the speech and language development delay and speech immaturities.	• Lacks the whole world knowledge and emotional literacy that leads to additional vulnerabilities impacting on their safe access to the learning and wider community. • Hearing loss is a severe barrier to learning and making and maintaining relationships with peers and adults and may have a profound impact on confidence and well-being. • A diagnosis of hearing loss which limits independence and participation in everyday activities impacting on preparation for adulthood. • Profound auditory processing difficulties in any environment. • Language skills are very severely below the underlying cognitive ability, requires a high level of support to reach cognitive potential.
Hearing thresholds are the quietest volume that the child can reliably respond to the sound signal when they are unaided. The results are plotted on an audiogram across the speech frequency range. The level of hearing loss is calculated using the average hearing threshold in the **better ear**. This is described in terms of decibel (dB) hearing level and categories of hearing loss; 'mild' (21-40 dB), 'moderate' (41-70 dB), 'severe' (71-95 dB) or 'profound'			

(95+ dB).

Vision Loss	Vision Loss	Vision Loss	Vision Loss	
- Child/young person whose visual loss has an impact on their learning and development as follows: - Despite appropriate interventions at SEN Support levels the pupil is not making progress as evidenced by the education setting. - Moderate difficulties with concentration and focusing attention in whole class activities due to eye fatigue - Reduced vision which means they have an going difficulty in accessing aspects of the curriculum and requires enlarged resources - Reduced vision that requires appropriate IT to enable full access to materials and / or large print resources.	- Child/young person whose visual loss has an impact on their learning and development as follows: - Significantly lower rate of learning progress than peers due to reduced vision. - Significant difficulties with concentration and focusing attention in whole class activities. - Requires Direct access to smart board on own device - Reduced vision which may require support with social interaction - Vision difficulties that mean they require adjustment to their environment. - Modified exams will be required - Not being able to pick up on visual cues due to the vision loss is a barrier to making and maintaining relationships with peers and adults and substantially impacts upon their confidence and well-being.	- Child/young person whose visual loss has an impact on their learning and development as follows: - Has a visual impairment that severely impacts on his/her ability to access the curriculum independently - Has a recognised visual condition that requires adaptation of resources and teaching approaches across the curriculum. (Large print, access technology/ Direct access to smart board on own device). - Assistive technology should be linked to the school system e.g., white board / on- line materials - A diagnosis of a visual condition which limits independence in specific areas such as mobility, independent living skills and preparation for adulthood. - Not being able to pick up on visual cues due to the vision loss is a key barrier to making and maintaining relationships with peers and adults and severely impacts upon their confidence and well-being.	- Child/young person whose visual loss has an impact on their learning and development as follows: - Vision loss/blindness is the main reason for their marked lower rate of progress - Unable to see enough to access print materials without a very high level of assistance - Requires support with independent living skills to include Preparation for adulthood - Has a diagnosis of Cortical Visual Impairment that affects both cognitive and visual functioning. - Would be a tactile learner - Is a braille user - Curriculum resources may need to be adapted to a tactile format - Modified exams will be required – braille and/ or with a reader and scribe moving towards tactile learning - Vision loss causes a very severe barrier to making and maintaining relationships with	

			peers and adults impacting on their isolation and participation.	

Visual Acuity is a measurement of sharpness of vision. In a standard measurement taken from a Snellen eye chart in meters the larger the second number the lower the vision. For example, an acuity of 6/6 is typical vision – 6/18 means that what someone with typical vison could see from 18 meters they would need to be at 6 meters to see the same, and 6/60 means that someone with normal vision could see from 60 meters they would need to be at 6 meters to see the same and would be legally blind. Some Ophthalmologists use a decimal standard called LogMAR – 6/6 equivalent is 0.00 and 6/60 equivalent is 1.00. When assessing vision, we also consider visual field loss and other factors as well.

Multi-sensory impairment	Multi-sensory impairment	Multi-sensory impairment	Multi-sensory impairment	
• Children or young people with a dual sensory loss impacting on their learning • May receive mildly distorted or fragmented information about the environment • Difficulties with new vocabulary and abstract concepts. • Some difficulties with social interaction	• Children or young people with a dual sensory loss impacting on their learning and progress • Fluctuating loss of vision and or hearing • Delayed language development with difficulties in semantics, syntax and pragmatics • Difficulties in acquiring new vocabulary. Limited vocabulary • Significant difficulties with social interaction • Awareness of the environment will be affected by poor lighting and acoustics	• Children or young people with a dual sensory loss impacting on access to learning progress and access. • Deteriorating or fluctuating loss of vision and or hearing • Multi-sensory needs where a range of senses are impaired such as tactile, kinaesthetic, vestibular, olfactory and proprioceptive senses • Severely fragmented or distorted information received about the environment	• Children or young people with little residual hearing or vision and could be fluctuating loss of vision and or hearing • Multiple needs where dual sensory impairment exasperates those needs • Communication will be preverbal. • Awareness of the environment will be very limited • Multi-sensory needs where a range of senses are impaired such as tactile, kinaesthetic, vestibular, olfactory and proprioceptive senses.	
Sensory Processing	**Sensory Processing**	**Sensory Processing**	**Sensory Processing**	

• Child /young person has difficulty managing their sensory needs to an extent that is having an ongoing impact on their ability to access the curriculum and/or comply with class routine and expectations without access to regular sensory breaks and equipment • The child/young person's sensory sensitivities are raising their anxiety and arousal levels to a level where it is having a substantial impact on their emotional health and/ or ability to access the curriculum and classroom appropriately	• Child /young person has difficulty managing their sensory needs to an extent that is having a significant and ongoing impact on their ability to access the curriculum and/or comply with class routine and expectations despite regular sensory breaks and equipment • The child/young person's sensory sensitivities are raising their anxiety and arousal levels to a level where it is having an ongoing and significant impact on their emotional health and/ or ability to access the curriculum and classroom appropriately	• Child / young person has severe difficulty managing their sensory needs to an extent that is having a severe and ongoing impact on their ability to access the curriculum and/or comply with class routine and expectations. (eg: significantly impacting on their attendance, their ability to be educated alongside their peers and on their own and others' safety) • The child/young person's sensory sensitivities are raising their anxiety and arousal levels to a level where it is having an ongoing and severe impact on their emotional health and/ or ability to access the curriculum and classroom appropriately, leading to very high anxiety, and /or self -harm, dysregulation, or emotionally based school avoidance (EBSA)	• Child / young person has very severe difficulty managing their sensory needs to an extent that is having a very severe and ongoing impact on their ability to access the curriculum and/or comply with class routine and expectations and their own and others safety. This is to such an extent that it requires full time adult support • The child/young person's sensory sensitivities are raising their anxiety and arousal levels to a level where it is having an ongoing and profound impact on their emotional health and/ or ability to access the curriculum and classroom appropriately leading to very significant concerns about their well-being and safety and possibly emotionally based school avoidance (EBSA)	

CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE

BCP Council

Report subject	**Children's Services Improvement Plan – Workforce Stability - Resource Management**
Meeting date	26 July 2022
Status	Public Report
Executive summary	In the December 2021 Ofsted ILACs one of the areas of improvement for Childrens Services was; The recruitment and retention of a workforce that is experienced, competent and confident to deliver improvements, so that children no longer have multiple changes of social worker or personal advisor. In the June Monitoring Visit this was also an area covered by the inspection.
Recommendations	Update Report to advise the committee of the areas of progress, concern and escalation in response to the Ofsted Area of Improvement detailed as; The recruitment and retention of a workforce that is experienced, competent and confident to deliver improvements, so that children no longer have multiple changes of social worker or personal advisor.
Reason for recommendations	Report for scrutiny on delivering the Childrens Services Improvement action to improve workforce stability
Portfolio Holder(s):	Councillor Mike White, Portfolio Holder Childrens Services
Corporate Director	Cathi Hadley, Director for Childrens Services
Report Authors	Jo Pavey – HR Business Partner Rachel Gravett – Director for Quality, Performance Improvement and Governance
Wards	Council-wide

Classification	For Information

Background

1. BCP Childrens Services was inspected in December 2022 and the outcome was an overall Inadequate judgement. As a result, a Childrens Service Improvement Plan has been produced to ensure Improvement in Childrens Social Care functions are in accordance with the statutory direction notice.

2. At an extraordinary meeting of Overview and Scrutiny on 3 May 2022 it was agreed that future Overview and Scrutiny meetings would focus on areas of improvement as identified in the Ofsted letter dated February 2022.

3. The areas to be covered by Overview & Scrutiny was agreed to be;

   a. Quality Assurance Framework (presented at June O&S)

   b. Workforce Stability – Resource Management (July 2022)

   c. Care Experienced Young people – HMO/Accommodation /Care leavers Hub /Access to health records and how we hear the voice of these young people. (September 2022)

   d. overview of children's attainment and progress by the virtual school (November 2022)

   e. Unborn /New-born Policy and its implementation (January 2023)

4. This report provides an update on progress in relation to item **b Workforce Stability – Resource Management**

   a. **Areas of progress**

      i. **Stabilisation of the Senior Leadership Team and Management Tiers** – The Director tier has now been established with the fourth permanent Director having started with BCP at the end of June. The recruitment for permanent Service Managers has also progressed with two permanent appointments having been made in recent weeks with only one vacancy remaining. There is a rolling advert for Team Managers with work underway to schedule regular interview slots for these vacancies.

      ii. **Children's Social Care Structure** – Work is continuing to develop staffing structures to support the stabilisation of the workforce and the improvement journey. Alongside remodelling of caseload allocation which staff are reporting to have improved.

      iii. **Pay Review** – A paper has been submitted to the Corporate Management Board detailing how the current pay structure is preventing the service from being competitive in the market and impeding on the pace of improvement. The paper proposes options and a recommendation to move forward prior to the corporate pay and reward timetabled for April 2024.

iv. **Recruitment and Retention Support –** We are currently working with an external provider to explore how they could support BCP with the attraction, recruitment and retention of social care staff.

v. **Re-launch of an Internal Staff Progress Forum –** The Progress Forum is a key platform for communication and engagement of staff across the service. The Progress Forum is due to be re-launched and re-branded in order to increase awareness and encourage more staff to be part of the group.

b. **Areas of concern**

i. **Workforce Stability** - There continues to be a reliance on agency workers with the poorest performing teams being staffed by the highest proportion of agency workers; MASH (48% agency), Assessment (72% agency) and Children and Families First (CFF) (37% agency). Moreover, pay rates and the cost of accommodation in the local area has also resulted in eight agency workers leaving BCP resulting in the need to increase agency worker pay rates. Currently the agency rate in Children's Social Care is 30.8% and a vacancy rate of 32.8%. In addition, there are 42 agency staff who are over-establishment to meet increased demand. The table below shows the length of assignment for the agency workers from the main agency framework, Comensura:

Length of assignment	Number of agency workers
0 - 26 weeks	59
27 – 52 weeks	26
1 year >	26

ii. Permanent staff turnover amongst social work positions remains the highest compared to neighbouring authorities and national averages.

	SW Turnover rate (FTE)
BCP	36%
National	15%
Statistical Neighbours	12%
Good+ LAs	15%
Dorset	13%
Hampshire	16%
Southampton	5%
Wiltshire	17%

iii. **Data Capability and Reliability -** Since LGR, BCP has been working on two different HR/Payroll systems which creates difficulties in terms of being able to accurately report on staff turnover. Information requested if available, has to be

sought from the two separate systems and added together, it cannot be provided under the current structure framework as it systems are still set up under the preceding Council Directorates. This means for examples turnover calculations are therefore carried out manually and as a result we cannot be confident of its accuracy, and it can only be collated once per month due to the amount of time it takes to collect. The service can never have up to date information on the staffing cohort in order to support planning and improvements.

iv. **Sickness -** The table below shows the number of working days lost to short- and long-term sickness absence for the month of May 2022. As detailed in point h) above, whilst the three teams do not reflect the current structure within the service, the data provided shows absence levels within the three areas and that absence rates are highest in Children's Social Care. The data also shows that long term absences make up a large proportion of the total working days lost.

Service Unit	CHILDRENS SERVICES	
Reporting Period	May 2022	

Lost Working Days Actuals
Actual in month values for working days lost.

	Short Term	Long Term	Total Days Lost	ST(% W.Days)	LT(% W.Days)	Total (% W.Days)	Available Days	% of All Absence
CHILDREN'S SOCIAL CARE	119.70	342.74	462.44	1.88%	5.37%	7.25%	6,382.35	45.03%
INCLUSION & FAMILY SERVICES	104.38	325.07	429.45	1.91%	5.96%	7.87%	5,458.63	41.81%
QUALITY & COMMISSIONING - CHILDREN'S SERVICES	46.15	89.03	135.18	1.68%	3.24%	4.91%	2,750.51	13.16%

Comparable data for the period March 2022 shows that short term absence has remained at consistent levels over the last 12 months, accounting for less than 2% of working days lost.

In May 2022, 342.7 days were lost to long term sickness within Children's Social Care. This compares to 233.2 in the same period last year, but down from 485.84 in March of this year.

Overall, 7.3% of working days were lost to sickness in Children's Social Care in May 2022, compared to 7.9% in Inclusion and Family Services and 4.9% in Quality and Commissioning.

The Employee Relations (ER) team within HR supports managers with casework such as misconduct, performance and absence. The detail below shows current casework figures for Children's Services taken from the ER Activity Log:

Long term absence	19 cases
Short term absence	1 case
Capability	5 cases
Grievance	4 cases
Disciplinary	2

The HR Business Partner will work with the ER team to compare the system report for long term absence against current casework activity being supported within the team to help ensure all long term absence cases are being effectively managed within the service and that HR support is in place where necessary.

c. Areas for escalation and decision

i. For noting by the Board, the pace at which the Pay Reward recommendations are approved has direct impact on the pace and ability to be able to embed changes to make the improvements necessary, in particular regarding quality of practice.

ii. Actions for next period

1. Workforce Stability – Implement recommendations form the Corporate Pay Review paper

2. Reporting – Deep dive into the ER performance data to support the service in addressing casework issues.

3. Middle Management, Assessment and IRO Recruitment Activity – Recruitment and retention campaign to be progressed

Options Appraisal

5. N/A

Summary of financial implications

6. The financial implications of the recruitment and retention initiatives are currently being established through Corporate Business Case approach

Summary of legal implications

7. The Secretary of State has considered the outcome of the December ILACs inspection and is satisfied that the Council is failing to perform to an adequate standard, some or all of the functions to which section 497A of the Education Act 1996 ("the 1996 Act") is applied by section 50 of the Children Act 2004 ("children's social care functions"), namely.

a. social services functions, as defined in the Local Authority Social Services Act 1970, so far as those functions relate to children.

b. the functions conferred on the Council under sections 23C to 24D of the Children Act 1989 (so far as not falling within paragraph (a) above); and

c. the functions conferred on the Council under sections 10, 12, 12C, 12D and 17A of the Children Act 2004.

As a result, the Secretary of State has appointed John Coughlan as the Improvement Adviser for Children's Services in the Council ("the Improvement Adviser")

Summary of human resources implications

8. Human Resource implications are being managed through restructure, capability and sickness protocols

Summary of sustainability impact

9. There are no current identified sustainability impact implications

Summary of public health implications

10. There are no current public health implications

Summary of equality implications

11. Draft being completed

Summary of risk assessment

12. N/A

Background papers

13. N/A

Appendices

14. N/A

CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE

BCP Council

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Report subject	**Members of Youth Parliament - Update**
Meeting date	26 July 2022
Status	Public Report
Executive summary	The Members of Youth Parliament began their two-year term of office on 1st March 2022. This report outlines the Members of Youth Parliament's work to date and their national and local priorities and plans
Recommendations	**It is RECOMMENDED that:** A, Members note the report
Reason for recommendations	

Portfolio Holder(s):	Cllr Mike White, Portfolio holder for Children's Services
Corporate Director	Cathi Hadley, Director of Children's Services
Report Authors	Jo Fry (Interim Participation and Engagement Manager) Rebecca McDade (Youth Development Worker- Participation) Confirmed with Members of Youth Parliament: Zara Sosic Dylan Rees – Coshan Hala Maftah Annabel Hodges
Wards	Council-wide
Classification	For Update

Background

1. The Members of Youth Parliament began their two-year term of office on 1st March 2022.

2. BCP Council's current Members of Youth Parliament are,

   - Zara Sosic

   - Dylan Rees – Coshan

   - Hala Maftah (deputy)

   - Annabel Hodges (deputy)

3. The current Members of Youth Parliament were co-opted on Children's Services Overview and Scrutiny at the committee meeting on the 22nd March 2022.

4. Members requested they provided an update on their campaign priorities at a future meeting.

Campaign Priorities

5. The Members of Youth Parliament work with the other Members of Youth Parliament across the UK on a national campaign each year

   a) The current campaign is 'Health and Well-Being'.

   b) The Members of Youth Parliament are required to run local focus groups to research this topic, which will be taking place across June and July 2022

   c) The information they gather will be collated and explored at the Annual Youth Conference (22-24th July 2022)

   d) It will also be debated in the House of Commons in November 2022.

6. Locally the current Members of Youth Parliament have decided to work as a group to deliver their work but take individual leads on the following campaigns,

   a) Reduce bullying and support individuals by recruiting a few students and a few teachers in one school to meet weekly to discuss recent incidents and address them individually and discuss solutions. (Zara – yr 1 focus). This project in year one will inform year two of the piece of work.

   b) To spread awareness and destigmatise disorders. (Zara – yr 2 focus)

   c) Equality for all minorities in relation to school holidays / catching up on education for cultural and religious events

   d) BCP schools to have non-binary school uniform policies (Dylan)

   e) Create and celebrate opportunities for young people to learn British Sign Language across Bournemouth, Christchurch, and Poole. (Annabel)

Overview of additional activities by BCP's Members of Youth Parliament

7. The Members of Youth Parliament have also participated in the following since their election,

   a) Attended British Youth Council Induction (April 22)

   b) Met as a group at least fortnightly to develop their campaigns

   c) Attended South West regional meetings for Members of Youth Parliament across the area

   d) Attended Corporate Management Board (April 22)

   e) Attended BCP Youth Forum meetings, discussing topics affecting children and young people in BCP today, for example, a recent topic was 'exploitation'.

   f) Delivered assemblies in their schools to promote the work of Members of Youth Parliament

   g) Joined the Youth Fund Panel and revised the criteria and information pack. The fund will be open for applications in July 2022.

   h) Attended a session to explore the Vision for Children's Services

   i) Met with officers from the Early Help team to explore the development of a Youth Strategy and will be supporting this further in a Youth Forum session.

Next Steps

8. The Members of Youth Parliament are currently planning to:

   a) Finish the school year and all exams – it's been a busy couple of months for young people!

   b) Meet with Cathi Hadley and a range of Children's Services directors and Councillors, with the aim of developing links to support campaign development and how we all work together.

   c) Support Children's Services consultation activity, such as taking part in consultation of children and young peoples to creating a vision for the whole service; and the current review of Youth Service provision.

   d) Run Health and Wellbeing focus groups locally, having attended briefing sessions provided by the British Youth Council.

e) Produce individual campaign plans that the group and BCP will support to develop and action.

f) Continue to develop their contribution and role with the aim of enabling the lived experience and views of children and young people are heard in all the work of Children's Services. 62

g)

Options Appraisal

9. N/A

Summary of financial implications

10. N/A

Summary of legal implications

11. N/A

Summary of sustainability impact

12. N/A

Summary of public health implications

13. N/A

Summary of equality implications

(a) N/A

Summary of risk assessment

14. N/A

Appendices

15. No appendices

Forward Plan – BCP Children's Services Overview and Scrutiny Committee

Updated 5 7 22

The following forward plan items are suggested as early priorities to the Children's Services O&S Committee by the Chair and Vice Chair, following consultation with officers.

	Subject and background	Anticipated benefits and value to be added by O&S engagement	How will the scrutiny be done?	Lead Officer	Report Information
26 July 2022					
	SEND Improvement Journey – identify theme – workstream invitation **To include update on permanent and fixed term exclusions**	To enable the Committee to monitor this issue and target scrutiny as required.	Committee Report	Sarah Rempel, Director of Education	Recurring item
	Children's Services Improvement Plan – Recruitment and retention	To enable the Committee to monitor this issue and target scrutiny as required.	Committee Report	TBC	Recurring item
	Feedback from possible Ofsted monitoring visit **Will now be covered by an All Member Briefing?**	Possible confidential update	Committee Report	Cathi Hadley	Added by RG on 15/3/22
	Members of Youth Parliament Update	To provide an update on the MYPs chosen focus areas	Committee Report	Becky McDade, Participation Development Worker and MYPs	Added at Committee on 22 March 22

	Subject and background	Anticipated benefits and value to be added by O&S engagement	How will the scrutiny be done?	Lead Officer	Report Information
	SEND Mainstream Banding	To enable the Committee to consider before Cabinet	Committee Report	Sarah Rempel, Director of Education	Added by Rina Mistry on 12/4/22
20 September 2022					
	Review of the new RE syllabus from BCP SACRE	To consider the proposed new RE syllabus	Committee Report	Sarah Rempel, Director of Education	Added on 9/3/22 by SR
	School Admission Arrangements 2024/25 – consultation	To enable the Committee to consider any proposals before consultation	Committee Report	Sarah Rempel, Director of Education	Added on 9/3/22 by SR
	Children's Services Improvement Plan – themed issue - TBC	To enable the Committee to monitor this issue and target scrutiny as required.	Committee Report	TBC	Recurring item
	SEND Improvement Journey – identify theme – workstream invitation	To enable the Committee to monitor this issue and target scrutiny as required.	Committee Report	Sarah Rempel, Director of Education	Recurring item
	Update on Longspee School/BLC project	To enable the Committee to receive an update on the impacts the project has had on its users.	Committee Report	Sarah Rempel, Director of Education	Requested at Committee on 8/6/21
	Pan-Dorset Safeguarding Partnership Annual Report	To enable the Committee to monitor this issue and target scrutiny as required.	Committee Report	Tammy Lawrence and Sue Kirkley	Requested by RG on 21/6

	Subject and background	Anticipated benefits and value to be added by O&S engagement	How will the scrutiny be done?	Lead Officer	Report Information
	Children's Services Transformation Programme	To enable the Committee to monitor this issue and target scrutiny as required.	Committee Report	TBC	
	Brighter Futures Children's Services Key Performance Indicators (Q1)	To enable the Committee to monitor this issue and target scrutiny as required.	Committee Report	Vikki Whild, Head of Performance – Children's Services	Added in consultation with the Chair on 27/6/22
22 November 2022					
	School Attainment and Progress	To enable the Committee to maintain oversight of this issue and target scrutiny as required.	Committee Report	Sarah Rempel, Director of Education	Added on 9/3/22 by SR
	Children's Services Improvement Plan – themed issue - TBC	To enable the Committee to monitor this issue and target scrutiny as required.	Committee Report	TBC	Recurring item
	SEND Improvement Journey – identify theme – workstream invitation	To enable the Committee to monitor this issue and target scrutiny as required.	Committee Report	Sarah Rempel, Director of Education	Recurring item
	Brighter Futures Children's Services Key Performance Indicators (Q2)	To enable the Committee to monitor this issue and target scrutiny as required.	Committee Report	Vikki Whild, Head of Performance – Children's Services	Added in consultation with the Chair on 27/6/22

	Subject and background	Anticipated benefits and value to be added by O&S engagement	How will the scrutiny be done?	Lead Officer	Report Information
	Progress of Harmonisation across Children's Services	To enable the Committee to consider an update on the harmonisation project	Committee Report	Rachel Gravett, Head of QA, Governance and Improvement	Added at meeting with Chair and RG on 15/3/22
24 January 2023					
	Virtual School Head's Annual Report	To enable the Committee to have oversight of the annual report	Committee Report	Kelly Twitchen Head Teacher Virtual School	Added on 9/3/22 by KT
	Determination of School Admission Arrangements 2024/25	To consider any responses to consultation before approval by Cabinet	Committee Report	Sarah Rempel, Director of Education	Added on 9/3/22 by AH
	SEND Improvement Journey – identify theme – workstream invitation	To enable the Committee to monitor this issue and target scrutiny as required.	Committee Report	Sarah Rempel, Director of Education	Recurring item
	Children's Services Improvement Plan – themed issue – TBC	To enable the Committee to monitor this issue and target scrutiny as required.	Committee Report	TBC	Recurring item
21 March 2022					
	Update on School Attainment and Progress	To enable the Committee to maintain oversight of this issue and target scrutiny as required.	Committee Report	Sarah Rempel, Director of Education	Added on 9/3/22 by SR

	Subject and background	Anticipated benefits and value to be added by O&S engagement	How will the scrutiny be done?	Lead Officer	Report Information
	SEND Improvement Journey – identify theme – workstream invitation	To enable the Committee to monitor this issue and target scrutiny as required.	Committee Report	Sarah Rempel, Director of Education	Recurring item
	Children's Services Improvement Plan – themed issue – TBC	To enable the Committee to monitor this issue and target scrutiny as required.	Committee Report	TBC	Recurring item
	Brighter Futures Children's Services Key Performance Indicators (Q3)	To enable the Committee to monitor this issue and target scrutiny as required.	Committee Report	Vikki Whild, Head of Performance – Children's Services	Added in consultation with the Chair on 27/6/22
DATE to be allocated					
1.	**Safety to and from school** **ON HOLD**	To provide the Committee with an overview	Committee Report	Children's Services and Transportation Services	To be scheduled in 2022.
2.	**Annual report from Corporate Parenting Board to include information on Children in Care** To include details of any protected characteristics detailed within the Equalities Act	To enable the Committee to maintain oversight of this issue and target scrutiny as required.	Committee Report	Jane White, Director of Children's Services	Delayed at the request of CS Officers due to capacity within Children's Services and the need to prioritise

	Subject and background	Anticipated benefits and value to be added by O&S engagement	How will the scrutiny be done?	Lead Officer	Report Information
3.	**Child Exploitation** To include an update on County Lines and knife crime.	To enable the Committee to maintain oversight of this issue and target scrutiny as required.	Committee Report – coming on 7 June 22	Lynn McIntosh, Strategic Lead Complex Safeguarding and Quality Assurance	
4.	**All Age Autism Review Project**	To enable the Committee to be advised and contribute to this Dorset wide review	TBC	James Greenhalgh, Dorset CCG	Requested by CCG via email on 22/10/21 – chased by dem services on 16/3/22
Information Briefings					
	None arranged				
Commissioned Work					
Work commissioned by the Committee (for example task and finish groups and working groups) is listed below: Note – to provide sufficient resource for effective scrutiny, one item of commissioned work will run at a time. Further commissioned work can commence upon completion of previous work.					
•					
Update Items					
The following items of information have been requested as updates to the Committee. The Committee may wish to receive these in an alternative to format to Committee updates (e.g. by emailed briefing note outside of the Committee) to reserve capacity in Committee meetings for items of value-added scrutiny.					

	Subject and background	Anticipated benefits and value to be added by O&S engagement	How will the scrutiny be done?	Lead Officer	Report Information
•	**Child Exploitation** To receive updated information at regular intervals on this matter, including how the council has effected positive change in relation to these figures.	To enable the Committee to maintain oversight of this issue and target scrutiny as required.	To be received quarterly. **Report to be presented in June 2022**	Lynn McIntosh, Strategic Lead Complex Safeguarding and Quality Assurance	
•	**Key Performance Indicators (KPIs)** To receive KPIs to include updates on CMOEs and NEETs	To enable the Committee to maintain oversight of this issue and target scrutiny as required.	To be received quarterly.	Vikki Whild, Interim Head of Children's Performance	RG to consider best way to report to CS O&S
Annual Reports					
•	**Virtual School Head Annual report**	To enable the Committee to maintain oversight of this issue and target scrutiny as required.	To be received annually in January.	Kelly Twitchen, Head of Virtual School	
•	**School Admissions Arrangements for community and maintained schools**	To enable the Committee to maintain oversight of this issue and target scrutiny as required.	To be reported next in Sept or Nov 2022	Sarah Rempel, Director of Education	

	Subject and background	Anticipated benefits and value to be added by O&S engagement	How will the scrutiny be done?	Lead Officer	Report Information
●	**Youth Offending Service Annual Youth Justice Plan**	To enable consideration before approval at Cabinet and Council	June 2023? TBC	David Webb, Service Manager, Dorset YJS	
●	**Annual Report from CPB to include info on CIC**	To provide the Committee with an update on the work being done by the CPB	TBC	TBC	