

Notice of Children's Services Overview and Scrutiny Committee



Date: Tuesday, 20 September 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 D Butt
Cllr E Coope
Cllr M Haines

Cllr L Lewis
Cllr S Moore
Cllr L Northover

Cllr S Phillips
Cllr R Rocca
Vacancy

Parent Governor Co-opted Representatives

P Martin, E Hall, S Welch

Diocesan Co-Opted Representatives

Mark Saxby

Youth Parliament Representatives

Z Sosic, D Rees-Coshan

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=5024>

If you would like any further information on the items to be considered at the meeting please contact: 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

12 September 2022



Available online and
on the Mod.gov app

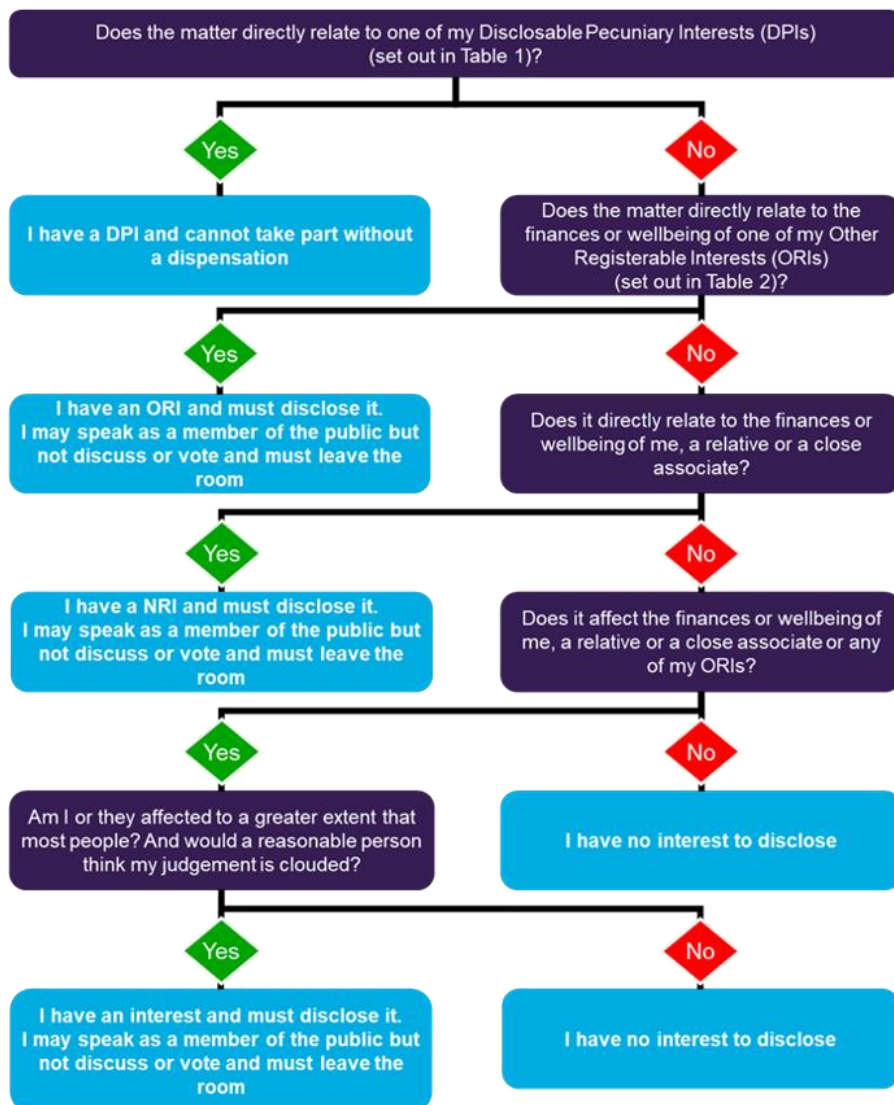


Maintaining and promoting high standards of conduct

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



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. 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.

3. 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.

4. Confirmation of Minutes

7 - 16

To confirm and sign as a correct record the minutes of the Meeting held on 27 July 2022.

a) Action Sheet

17 - 22

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.bpcouncil.gov.uk/ieListMeetings.aspx?CommitteeID=151&Info=1&bc_r=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. Report for Children's Overview and Scrutiny

23 - 40

The Care Experienced themed report presents an update on the progress of improvement work within the Care Experienced Young People's Service in Children's Social Care. It highlights activity undertaken within a recent themed 'practice week', including a summary presentation within Appendix

1. In addition, it details updates on progress on the provision of health passports, housing options and the recent opening of the BCP Care Leaver Hub '333'. Appendix 2 highlights the voice of the young people involved in the design and development of the Hub, with their views on the outcome. There are a number of actions identified for the next quarter to continue the service's improvement journey.

7. SEND Improvement Journey – SEND Expansion of Places

41 - 50

The number of children and young people assessed as requiring a place at a specialist education provision in the BCP area has increased in recent years and this has increased expenditure on high needs.

As part of the Council's strategy to address growth and associated financial pressure, work is underway to implement a programme of expansion of specialist school places across BCP which will help provide local access to cost effective places and a reduction in the Council's reliance on costly independent placements.

8. Update - Longspee Ensbury Park Campus

51 - 58

This report provides an overview of the impact of the newly created specialist school places provided at Longspee Ensbury Park Campus part of Ambitions Academy Trust. Working with Ambitions Academy Trust, the Council redeveloped the former Bournemouth Learning Centre to provide a satellite of Longspee Special School. The new campus opened for a full complement of 54 children in September 2021 and provides places for secondary school aged children 11-16 with a diagnosis of social emotional mental health (SEMH)/autistic spectrum condition (ASC) and complex needs. The scheme to redevelop the accommodation at BLC was funded by the Council and following the development of a challenging and complex project, the Overview and Scrutiny Committee would like the opportunity to review key aspects of the scheme to promote learning, including:

- the impact of the newly created campus on the opportunities for teaching and learning for children and young people;
- lessons learned and mitigations for future schemes.

9. Review of the new RE syllabus from BCP SACRE

59 - 64

[SACRE](#) (Standing Advisory Council on Religious Education) is a statutory responsibility of every Local Authority (LA) in England.

The locally Agreed Syllabus is a statutory syllabus of Religious Education (RE) prepared under Schedule 31 to the Education Act 1996 and adopted by the LA under that schedule. It must be followed in state funded schools without a designated denomination. Once adopted by the LA, the Agreed Syllabus sets out what pupils should be taught and can include the expected standards of pupils' performance at different stages.

Every five years SACRE must convene an Agreed Syllabus Conference to review and commission a revised syllabus that reflects changing communities, curriculum, and culture of the local area.

The current Agreed Syllabus is a legacy joint [Bournemouth and Poole syllabus](#).

BCP SACRE have commissioned and procured Jan Lever Group to review, plan, write and deliver the first BCP Agreed Syllabus which will be taught in schools from September 2023.

The syllabus will be covered by up to £20,000 and will be delivered within the agreed budget and timeline.

10.	School Admission Arrangements 2024/25 – Determination	65 - 86
	<p>BCP Council administers admission arrangements for its community and voluntary controlled schools. There is a legal requirement to determine the arrangements annually as described in the School Admissions Code 2021 and associated legislation.</p> <p>There are no proposed changes to the admission arrangements for the 2024/25 academic year from those which were publicly consulted upon and determined by the Council for the 2023/24 academic year.</p> <p>The local authority must also formulate and publish a scheme to coordinate the admission arrangements for all publicly funded schools within their area for the 2024/25 academic year.</p>	
11.	Key Performance Indicators - Quarter 1	87 - 108
	<p>This report provides a performance update for the period April - June 2022 (Quarter 1 2022-23) for the key performance indicators relating to Children's Services as detailed in the Corporate Performance Scorecard.</p>	
12.	Portfolio Holder Update	
	<p>To receive verbal updates from the relevant Portfolio Holders.</p>	
13.	Forward Plan	109 - 116
	<p>To consider the Committee's Forward Plan</p>	
14.	Dates of Future Meetings	
	<p>To agree the dates for the remaining 2022/2023 Municipal year as:</p> <ul style="list-style-type: none"> • Tuesday 22 November 2022 • Tuesday 7 February 2022 	
15.	Exclusion of Press and Public	
	<p>In relation to the items of business appearing below, the Committee is asked to consider the following resolution: -</p> <p>'That under Section 100(A)(4) of the Local Government Act 1972, the public be excluded from the meeting for the following items of business on the grounds that they involve the likely disclosure of exempt information as defined in Paragraphs 1 and 2 in Part I of Schedule 12A of the Act and that the public interest in withholding the information outweighs such interest in disclosing the information.'</p>	
16.	SEND Programme of Expansion - Broadstone Middle School	117 - 128
	<p>The number of children and young people assessed as requiring a place at a specialist education provision in the BCP area has increased in recent years and this has increased expenditure on high needs. As part of the Council's strategy to address growth and associated financial pressure, work is underway to implement a programme of expansion of specialist school places across the conurbation which will help provide local access to cost effective places and a reduction in the Council's reliance on costly</p>	

independent placements. As one in a number of schemes currently in development, it is planned that Broadstone Middle School run by the Castleman Academy Trust will expand the existing resource base to provide an additional eight resource base places for children with autism spectrum condition (ASC). The proposal is for the expansion of the existing resource base known locally as The Link, from 15 places to 23 places from 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.

BOURNEMOUTH, CHRISTCHURCH AND POOLE COUNCIL
CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE

Minutes of the Meeting held on 26 July 2022 at 6.00 pm

Present:-

Cllr R Burton – Chair

Cllr S Gabriel – Vice-Chair

Present: Cllr L Lewis, Cllr D Butt, Cllr E Coope, Cllr M Haines, Cllr S Moore,
Cllr L Northover, Cllr S Phillips and Cllr R Rocca

Also in Ms E Hall, Academy Parent Governor Rep
attendance: D Rees-Coshan and Z Sasic, Members of Youth Parliament

18. Apologies

The Chair informed the Committee of the sad passing of one of its longstanding Members, Councillor Nick Geary. Committee Members respectfully remembered him, followed by a two-minute silence in his memory.

Apologies had been received from Peter Martin and Mark Saxby.

19. Declarations of Interests

There were no declarations of interest received on this occasion.

20. Substitute Members

There were no substitute members on this occasion.

21. Confirmation of Minutes

RESOLVED that the Minutes of the Children's Services Overview and Scrutiny Committee held on 7 June 2022, having previously been circulated, be confirmed as read and an accurate record and signed by the Chair.

22. Action Sheet

The Chair provided an update on the action sheet and advised of the reason why the Ofsted feedback had been removed from the agenda.

23. Public Issues

There were no public issues received on this occasion.

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

The Service Manager, Inclusion Team 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.

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.

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

- The Chair highlighted the change in terminology now being used as suspension and permanently excluded. It was noted that a pupil could be suspended for 45 days of a school year, however this was a rarity and support was often sought by the school before it got to that stage.
- It was highlighted that there was monitoring of which schools were permanently excluding pupils and the reasons behind it across BCP. It was noted that this data would be used to provide challenge to schools to reduce permanent exclusions with the appropriate support.
- A Member of Youth Parliament (MYP) enquired about how to resolve the issue of the distraction these pupils caused to the school community and the Committee was advised that support was available to all schools to help pupils within the school environment, hopefully reducing disruption. The aim was to upskill school staff to ensure all pupils felt safe in the classroom and it was a productive environment.
- In response to a query regarding the setting up of BCP's Headteachers Forum, the Committee was advised that it was hoped all schools and academy trusts would want to be involved to discuss important issues affecting BCP schools. An MYP requested to be involved with any discussions at the Headteachers Forum regarding school uniforms. ACTION.
- With reference to the review of alternative provision, a Member highlighted that she had suggested some premises which would be suitable for alternative provision and could they be investigated ACTION.
- In response to a query about the rise in more than one suspension for pupils SEND support and EHCPs, the Committee was advised that there had been a national increase in suspensions and permanent exclusions following the return to school after Covid and the possible reasons for that were detailed. The Committee was reassured that SEND officers and schools worked together to support the needs of any pupils.

- In response to a query regarding the definition of a navigator, the Committee was advised they were part of the pilot scheme of 'team around the school' and navigators were members of BCP team, based within schools, who would work with families and pupils to assist inappropriate referrals into social care, increasing attendance and preventing suspension and permanent exclusions. It was highlighted that the navigator would liaise with any other lead professionals involved with the child to create a joined-up approach. It was noted that the response had been very positive and was under constant review.
- In response to a query about how to encourage schools to participate in the programmes, the Committee was advised of the engagement and work with teaching schools to look at what was being offered and to become part of delivery within teacher training programmes and also discussions with BU for training within social work degree.
- The Committee was advised that the Virtual school would be holding its first BCP conference in November and the main focus was around trauma and attachment.
- In response to a question about the Appreciative Inquiry, the Committee was advised of how it was created and the recommendations which came out of it, it was noted that it was followed by the SEND inspection which resulted in the need for a Written Statement of Action (WSOA), which was actioning some of the recommendations from the Appreciative Inquiry. The Officer advised she would send a copy of the Appreciative Inquiry to the Member. ACTION
- In response to a query about the rise in EHCPs, the Committee was advised that there had been a large increase in requests for assessments nationally, as well as within BCP, the possible reasons for it were detailed, local authorities had greater responsibilities around SEND children, increases due to Covid and the increase in complex mental health needs
- In response to a query regarding permanent exclusion of children with SEND, EHCPs or looked after children and any differences in the way they were managed, it was clarified that any child who was looked after would have the support of the virtual school as an additional advocate, but any processes followed would be the same.
- In response to a query about children and young people who lived within BCP but attended schools in the neighbouring authorities, it was confirmed that all pupils who were resident within BCP would be supported by the inclusion team
- In response to a query regarding the disproportionate number of pupils with EHCPs and SEND being permanently excluded, the Committee was advised that schools were strongly encouraged to make contact before permanently excluding a pupil and the pre exclusion panel was set up to assist with that, but ultimately it was at the Headteacher's discretion. It was hoped that the Headteachers Forum would also provide support and guidance to schools.

- In response to a query regarding differentiation between expected standards of behaviour, the Committee was advised of the need for schools to be aware of the support available to them, ensuring that SEND needs are identified early on within the school setting
- In response to a query regarding the pre exclusion panel, it was highlighted that it would be a multi agency panel with specific individuals called upon depending on the individual circumstances. The aim would be to all work together to find solutions to prevent permanent exclusions, including hearing the young person's views in an appropriate manner.

The Chair summarised discussions as follows:

- Academy Trusts and how we engage them
- Uniform policy
- Alternative provisions
- SEND support and number of suspensions
- Navigator definition
- Training of teachers re trauma and attachment
- Appreciative Inquiry recap
- Rise in EHCPs nationally and across BCP
- Engagement with children from school
- BCP children attending schools in neighbouring authorities
- Pre exclusion panel

The Chair concluded that he would like to see more data shared with Committee to continue to monitor. ACTION.

RESOLVED that the Committee take note of the actions proposed to reduce exclusions in schools in Bournemouth, Christchurch and Poole.

25. SEND Mainstream Banding

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

The paper outlined how each of the options would 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 would commence from October 2022.

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

- The Chair expressed surprise at the level of Headteachers who responded, however it was advised that the consultation was ongoing and it was hoped that higher levels of response would be received through that
- In response to a query regarding the proposed banding values, the Committee was advised that Teacher Assistant hourly rates were considered together with the notional funding of £6,000 provided for each child and it was anticipated that the new banding proposals would be sufficient to reduce the spend on alternative bespoke packages
- It was clarified that provision was always considered during an annual review however a move from independent provision to mainstream would only be considered at a parent's request
- In response to a query, it was advised that the proposed banding would provide mainstream schools with enough funding and support to increase the number of pupils with EHCPs within their settings which would free up spaces within special schools, thereby reducing numbers attending independent provision.
- The Portfolio Holder for Council Priorities and Delivery addressed the Committee and highlighted that the change in banding proposals was one of many strands to enable schools to ensure children and pupils were in the right place for them, enabling schools to support them, where appropriate providing capital investment and this was part of a bigger package
- A Committee Member requested that, when considering the data going forward, the new EHCPs were separated from the current ones which should hopefully enable progress to be clearly identified sooner. ACTION
- In response to a query regarding if a pupil who received funding from banding spent some of the school year suspended, it was noted that the school would continue to receive funding unless a child was permanently excluded
- In response to a query regarding the increase in some of the banding, it was advised that schools need to be clear on what the funding under an EHCP was being spent on, it may not be for a dedicated TA, it could be sourcing other services such as play therapy
- In response to a query regarding schools buying back support from BCP, it was confirmed that BCP did not have the capacity to offer services to schools and although it was historically offered, schools decided that they would prefer to receive the funding
- The Committee was reassured that a robust framework was being developed to include analysis of the data and agreed that it should review this after it had been implemented for a year. ADD TO FORWARD PLAN

- In response to a query about whether minor adjustments could be made without the need for another full review of the banding, the Committee was advised that it was felt that would not be necessary as the increases should address any funding issues and were part of a much bigger support package being provided through the Written Statement of Action
- In response to a query to the Portfolio Holder regarding the pre exclusion panels the Committee was advised they should hopefully reduce further calls on resources and was one of the pieces of work being taken forward through the Appreciative Inquiry.
- The Portfolio Holder clarified that the funding being discussed was part of the Dedicated Schools Grant, which was ringfenced and was managed by the Schools Forum who expressed how they wished the money to be spent
- In response to a concern regarding the possible reduction of funding for some pupils, the way the pilot was undertaken was detailed and it was highlighted that overall schools would receive an increase, however if a child needed additional support over and above the banding funding provided then consideration would always be given to it.

The Chair summarised discussions as follows:

- Headteachers responding to consultation
- Whether it was sufficient funding
- Annual reviews
- Increase of budget from BCP
- Number of pupils on EHCPs
- Discussion over the proposed new funding schools would receive

RESOLVED that the Committee agree to recommend the proposed option 2 detailed at Paragraph 17 of the report to Cabinet with a review of its implementation in 12 months.

Voting: For – Unanimous

Following a request the Chair moved the Members of Youth Parliament – Update to next on the Agenda.

26. Members of Youth Parliament - Update

The Members of Youth Parliament (MYPs) 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.

The MYPs began their two-year term of office on 1st March 2022.

The report outlined the MYPs work to date and their national and local priorities and plans.

The MYPs concluded their presentation by requesting Committee Members put the 11 October 2022 in their diaries for a participation workshop about heightening engagement between elected Members and the young people of BCP.

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

- The Chair agreed about the need to get young people involved with politics and in response to a query about what could be done, the Committee was advised that basic political education should be part of the national curriculum within PHSE. The Chair followed up that it would be interesting to know how many schools across BCP provided political education within its PHSE. ACTION
- An Officer highlighted the importance of hearing young people's voices across all BCP services and how that would heighten interest of the young people in local politics with visits to schools by local elected members also discussed
- One of the MYPs talked about the area they lived in and how local politics was not looked upon favourably but that believed that through education and increased awareness, it could bring about positive change to local issues
- A Committee Member expressed gratefulness to the MYPs for their enthusiasm and drive and advised they would help in any way
- A Committee Member advised of the Lead Member for engagement and requested that the MYPs contact them to help with their projects and goals. ACTION
- In response to a query regarding the MYP elections and how some schools do not engage with the process, the promotion and increased awareness of the MYPs role and elections across BCP was discussed
- A Committee Member highlighted a possible connection with local youth organisations in addition to schools to increase awareness
- A Committee Member referred to the five campaigns which the MYPs had been chosen and to the difference the campaigns would make to the young people across BCP.
- In response to a query regarding equality for minorities a Committee Member expressed their interest on working alongside the MYPs with that campaign. ACTION
- A Committee Member highlighted a local resident who frequently visited schools to discuss faiths and the possibility of a visit to Westminster for any interested young people

The Chair summarised the discussion as follows:

- Participation event on 11 October 2022.
- Engagement of young people and how to encourage schools to do more
- Five campaigns
- The Chair concluded by saying to the MYPs to take every little victory throughout their campaign journey.

RESOLVED that the Committee note the report.

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

The HR Business Partner 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.

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 was experienced, competent and confident to deliver improvements, so that children no longer had multiple changes of social worker or personal advisor.

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

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

- In response to a query about the stability of the Senior Leadership Team, the Committee was advised that at the most recent monitoring visit it was noted that all the SLT were permanent and committed to the improvement journey and beyond. It was also noted that all the Service Manager posts were recruited to bar one which interviews were soon being undertaken. Ofsted considered that to be a stable SLT.
- In response to a query regarding the staff turnover rate, it was noted that this was tracked monthly and was improving through the recruitment and retention of permanent social workers and the work being undertaken on retention was detailed
- In response to a query regarding the MA training scheme, the Committee was advised of the 'grow your own' workforce development strategy and how it worked in practice. The enquiring Committee Member was advised that the full details of the scheme could be provided to them after the meeting. ACTION
- In response to a query about when a social worker leaves or goes on sick leave, it was clarified that there would be a handover and the family and young people would be notified, although may not be possible with sick leave due to the short notice.
- The different HR payroll systems were discussed including the difficulties they caused and the Committee was advised that the new system should be in place within the next year
- In response to a query regarding staff turnover rate of the neighbouring local authorities, it was noted that there could be a difference in the way the data was being recorded and provided and the Committee was reassured that conversations had been undertaken with them to support and improve the recruitment and retention programme.

- The Committee discussed the pay review and structure and the urgent need to address it within Children's Services, however also the need for balance and fairness for other Service Directorates, the implications of this were being considered by Corporate Management Board.
- Recruits from overseas were discussed and it was noted it had been broadly successful, although some lessons had been learnt and the plan moving forward was to recruit nationally within the UK.
- Clarification of over-establishment was provided which meant posts which were not part of future structures and planned budgets and would usually cover vacant posts or to meet a particular/additional demand. The Committee was reassured that a robust structure was being put in place to ensure that the new structure would be adequate to meet the need of the service.
- In response to a query regarding agency staff, the Committee was advised that most of the agency staff were based in the assessment team which was very difficult to recruit to due to the nature of the work. It was noted that other teams had much higher rates of permanent staff and staff could move between teams to enable learning, development and progression.

The Chair summarised discussions as follows:

- Stability through the SLT moving down
- Looked at monthly staff turnover rate and difficulties in systems for monitoring
- In house training social workers
- Pay grades and pay review across BCP
- Other directorates and the impact on them
- Over-establishment definition

RESOLVED that the Committee note the update report.

28. Portfolio Holder Update

The Portfolio Holder for Council Priorities and Delivery advised that with regard to inclusion, capital resources would be used to ensure schools had the right facilities to provide to the children and young people, with ongoing work in some schools

The government had provided an opportunity to bid for further free special schools and BCP would be putting in bids for this funding.

29. Forward Plan

A Committee Member requested that the review of youth services be added to the Forward Plan. ADD TO FORWARD PLAN.

30. Dates of Future Meetings

It was agreed that the date of the next meeting of the Committee would be 20 September 2022.

The meeting ended at 8:30pm.

CHAIR

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)
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	<p>Decision Made:</p> <p>Arrange a briefing regarding the changes to the High Need Block.</p> <p>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.</p>		
	Home to School Transport	<p>Decision Made:</p> <p>To consider transport provision for outside of BCP to reduce NEETs</p> <p>Action – Officer aware</p>		
22 March 2022				
	Full ILACS (Inspecting Local Authority Children's Services) Report	<p>Decision Made:</p> <p>Share the Corporate Parenting Board report regarding HMOs with the Committee.</p> <p>Action – Officers aware</p> <p>Decision Made:</p> <p>To provide an update on social workers caseloads at an appropriate time.</p> <p>Action – Officers aware</p>		

	SEND Improvement Plan Update	<p>Decision Made:</p> <p>To share the financial overview report from the SEND Improvement Board with the Committee.</p> <p>Action – Officers aware</p>		
	Portfolio Holder Update	<p>Decision Made:</p> <p>Chair to liaise with the Chairman of the Overview and Scrutiny Board regarding scrutiny of the high needs block funding</p> <p>Action – Chair to make contact</p>		
7 June 2022				
	Child Exploitation	<p>Decision Made:</p> <p>Chair to discuss with the Chair of Corporate and Community regarding the Committee's wish to scrutinise the Community Safety Partnership</p> <p>Action – Chair to make contact</p> <p>Decision Made:</p> <p>That the Committee do in depth scrutiny in this area with an update to be provided to the November meeting.</p> <p>Action – Chair and Dem Services to progress</p>		
	SEND Improvement Plan	<p>Decision Made:</p> <p>That the Committees thanks be passed to the outgoing Head of SEND</p>		

		Action – Officer aware		
26 July 2022				
	SEND Improvement Journey: Permanent and fixed term exclusions	<p>Decision Made:</p> <p>Ensure MYP involved with Headteachers Forum's discussions on school uniform policies</p> <p>Action – Officer aware</p> <p>Decision Made:</p> <p>Discuss possible alternative provision with Cllr S Moore</p> <p>Action – Officer aware</p> <p>Decision Made:</p> <p>Send a copy of the Appreciative Inquiry to Cllr D Butt</p> <p>Action - Officer aware</p> <p>Decision Made:</p> <p>For the Committee to continue to be provided with data to monitor progress.</p> <p>Action – Officer aware.</p>		
	SEND Mainstream Banding	<p>Decision Made:</p> <p>Request to separate out new EHCPs to enable easier progress monitoring</p> <p>Action – Officers aware</p>		

		<p>Decision Made:</p> <p>Add SEND Mainstream Banding to Forward Plan for a review in 12 months.</p> <p>Action – added to Forward Plan</p>		
	<p>Children's Services Improvement Plan – Workforce Stability – Resource Management</p>	<p>Decision Made:</p> <p>Send details of the MA scheme to Cllr Northover</p> <p>Actioned – email sent on 29 July 2022</p>		
	<p>Members of Youth Parliament – Update</p>	<p>Decision Made:</p> <p>MYPs to investigate schools which teach politics as part of PHSE</p> <p>Action – MYPs aware</p> <p>Decision Made:</p> <p>MYPs to make contact with Cllr J Butt, Lead Member for Engagement</p> <p>Action – MYPs aware</p> <p>Decision Made:</p> <p>MYPs to make contact with Cllr Haines regarding any support she could provide for the campaign equality for minorities</p> <p>Action – MYPs aware</p>		

CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE



Report subject	Report for Children's Overview and Scrutiny Care Experienced Young People Themed Service Update
Meeting date	20 th September 2022
Status	Public Report
Executive summary	The Care Experienced themed report presents an update on the progress of improvement work within the Care Experienced Young People's Service in Children's Social Care. It highlights activity undertaken within a recent themed 'practice week', including a summary presentation within Appendix 1. In addition, it details updates on progress on the provision of health passports, housing options and the recent opening of the BCP Care Leaver Hub '333'. Appendix 2 highlights the voice of the young people involved in the design and development of the Hub, with their views on the outcome. There are a number of actions identified for the next quarter to continue the service's improvement journey.
Recommendations	It is RECOMMENDED that Committee: Note progress and areas for further action
Reason for recommendations	Overview and Scrutiny Oversight on the improvement journey.

Portfolio Holder(s):	Councillor Mike White, Portfolio Holder for Council Priorities and Delivery
Corporate Director	Cathi Hadley, Corporate Director of Children's Services
Report Authors	Jane White, Director of Corporate Parenting & Permanence Ben Tomlin, Head of Housing Options & Partnerships
Wards	All
Classification	For Information

Areas of progress

1. Management and Staffing

The service management structure includes one service manager and three team managers overseeing the teams. The service has now successfully appointed a service manager who joined the team in June.

In addition, one permanent team manager is in place, one has been appointed, starting in October and there is further recruitment activity for one other team manager vacancy. It is anticipated that the management structure will very soon be all permanent.

The introduction of the new hub requires flexible working to meet the needs of young people. An additional 4 extra Personal Advisors (PAs) have been agreed for the teams and recruitment is underway.

2. Practice Week

In July 2022 the Care Experienced Young People's Service was the focus of a dedicated 'Practice Week' – with key lines of inquiry as follows:

- Young person's voice in pathway plans
- Quality of and access to accommodation
- Frequency, purpose and quality of visits
- Frequency and quality of supervision
- A critical friend on the service journey from Ofsted visit in December 2021

Activity included: observations of practice, practice learning reviews, daily lunchtime learning sessions, feedback from young people and a visit to the Care Leavers Hub.

3. Appendix 1

The Practice Week PowerPoint presentation highlights detailed feedback with a wealth of rich information and learning to draw from and further develop the service action planning.

The activities identified some real areas of strength in PA relationships with young people, however, there is still work to be done with timely recording, management supervision and oversight, inconsistency in practice and the consistency and quality of housing provision.

4. Voice of the Child

Practice Week highlighted good evidence of the voice of the child in some young people's plans, however this is not yet consistent and requires further focus. Managers will be actively looking for and recording this in supervision and when quality assuring and signing off plans.

5. Health Passports

Young people are provided with a Health Passport following their last CIC Health review. Health colleagues have visited CIC and CEYP teams to raise awareness and have been talking to young people about their preferred options in relation to how these are delivered and presented. The service is working with Health colleagues to ensure young people are clear about their right to their health history and how to obtain it.

6. The Care Leaver's Hub '333'

Appendix 2 - The hub opened to young people on 4 August. Young people have told the service they feel listened to, and they have enjoyed taking part in the steering group and being involved in the planning, development, and design. They have worked alongside developers and practically been part of the work on the building. Hub activities will include group work, one to one sessions and will offer a range of advice, support, and guidance to young people from the team and wider agencies. Our next challenge will be ensuring the hub, and the level of support it can offer can be accessed by all, with a virtual link to benefit those who are unable to attend in person.

7. The Care Leavers Offer

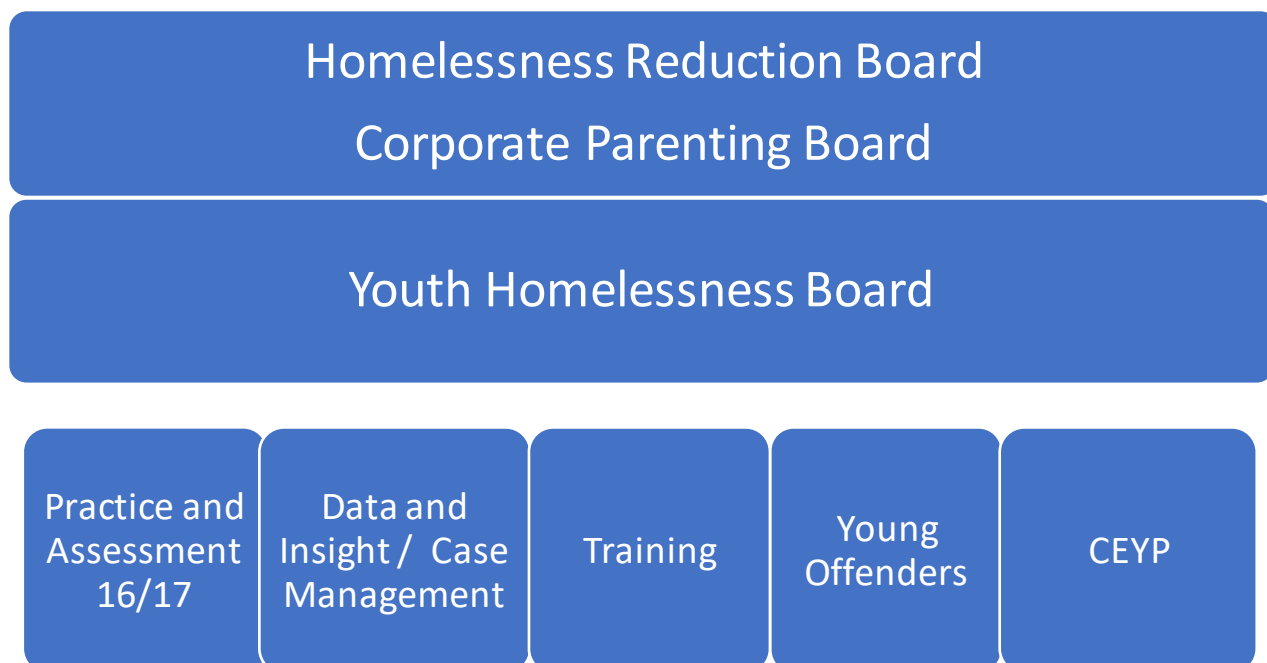
The Offer has now been approved at the Corporate Parenting Committee. Young people felt it was positive; and had been developed through a collaborative co-produced approach enabling them to influence the final version. The comms team are currently finalising the design to enable a full launch, dissemination and awareness raising.

8. Housing - Youth Homelessness Board

The inaugural meeting of the BCP Council Youth Homelessness Board took place in July bringing together senior leaders in Housing & Children's services. The board will help inform strategic development of services for Care Experienced Young People (CEYP) and those offered accommodation under Southwark to meet accommodation needs and achieve long term housing outcomes for all.

The ambition would be to broaden representation on the Board at a later point to include external stakeholders and young people with lived experience.

A number of workstreams (detailed below) have been agreed across the broader Youth Homelessness agenda.



The CEYP workstream will focus on reviewing activity specifically on the following activities.

- Developing a Housing Operational Group TOR
- Delivering 20 new homes for CEYP
- Finalising updates to the CEYP Housing Protocol
- Review the supported housing provision for CEYP required in a crisis and through planned move-on
- Agreeing performance and monitoring indicators to review progress
- Determining floating support needs for CEYP moving to independence.

Since April 2022, a further 15 young people have moved into permanent settled accommodation in the private and / or social sector and supported housing.

9. Dept for Education Homelessness Prevention Funding

The Council has recently received confirmation of additional grant funding to recruit to 2 specialist posts focused upon preventing homelessness and rough sleeping for care experienced young people. The 2 posts are a Senior Housing Practitioner and a Homelessness prevention worker.

The Senior practitioner will oversee development/ strengthening of joint working arrangements with Housing & Childrens services and internal systems that will help identify risk of homelessness earlier but also strengthen our approach within children's services to preventing homelessness for care leavers. The Homelessness Prevention worker will work with PAs and other practitioners and to provide additional intensive support for those care leavers that are at risk of becoming homeless including those young people living in other LA areas. Recruitment to both roles will take place over the coming weeks and help provide a significant focus across this agenda.

10. Houses in Multiple Occupancy (HMOs) & Temporary Accommodation

All young people who were temporarily placed in BCP HMO at the point of Ofsted's inspection in December 2021 have moved on.

One young person has been temporarily accommodated in shared living recently, however this was managed very appropriately. The accommodation was viewed and the service directors from both CSC and Housing maintained oversight. He was offered immediate wrap around support and reported to be pleased with where he was staying. He was quickly moved on in a few days.

11. Housing Delivery

The Housing Authority has responsibility to support permanent housing for any care leaver who has been living in an area as part of their care placement for 2 years or more, irrespective of the LA responsible for the young person's care & support.

The first new acquisitions for CEYP are now tenanted with a pipeline of additional homes scheduled to be ready for occupation over the coming months. Ongoing activity to agree the profile and size of shared, independent accommodation, with agreed housing standards, will be delivered within the CEYP workstream group of the board.

12. Housing Options Summary

The range of settled accommodation options below is being delivered by several housing delivery partners, with increases in provision more recently through the Council Newbuild Housing & Acquisition Strategy (CNHAS) and managed by Seascope Homes & Property.

- Social Housing allocation via Gold Band Priority & Choice Based Lettings – BCP Homes & Housing Associations
- Permanent Housing Allocation – Shared & self-contained – Seascope Homes and Property
- Supported Housing Accommodation – Tailored housing related support specifically for Young People – Bournemouth Churches Housing Association, Other supported providers delivering include YMCA, St Mungo's, Pivotal Homes
- Private Rented Accommodation – Delivered through a range of partner private landlords and agents, through landlord incentive programme.

Areas of concern

13. Housing Demand

There are 57 young people who will turn 18 between now and the end of this year and this is an area of focus for both CSC and Housing. Joint housing pathway planning assessments are being undertaken. Bespoke training, guidance and procedures have been developed and delivered to the teams to support progress. This is an area of dedicated focus with additional weekly meetings outside of housing panel to ensure actions are being agreed to address any drift.

At the beginning of August, 18 young people who have received joint assessments are currently registered for Gold Priority banding on the Council Housing Register. This group can choose to 'bid' for available social rented properties advertised. Bidding activity is very low and consequently young people are not moving to settled accommodation as quickly as they could. Personal Advisers are working with young people to address this.

The CEYP Housing Panel continues to meet on a weekly basis. A review of the panel's purpose is underway in order to ensure it is operating with efficiency and is effective to those attending. A task & finish exercise is in progress in order to complete this work.

It is anticipated a clearer understanding of the criteria for different housing options will enable a more seamless planning approach that takes into account waiting times, contingencies and housing supply.

14. Quality of Housing Provision

17–18-year-old care leavers in suitable accommodation fell in June to 89% to just below the 91% target. This need to be closely monitored. The service is working with Housing colleagues to ensure an agreed set of accommodation standards are in place for young people leaving care. The housing stock can be variable in its quality and whilst there are young people very happy with their allocation there have also been examples where further work has been required to improve the standard of properties allocated to young people. Joint visits have taken place to assess quality and further work is underway to agree what good looks like for care leavers specifically.

In addition, the support and preparation offered from the PA at the point of moving into accommodation has been variable. A clear set of good practice standards will be co-produced with young people in August and September. A joint exercise between participation, young people and PAs is planned to produce guidance for young people on 'What to expect from your PA'.

15. In Touch

There have been concerns relating to the data for the young people aged 17/18 in touch with the LA. Investigation has resulted in a number of findings and an exception report has been provided to outline the issues.

The young people showing as not in touch are 18 years of age. A workflow recording issue has been identified from the transfer process from CIC to CEYP teams in the cases highlighted. Visits have been recorded; however, the information is within a case note rather than a care leaver contact. The service has also identified a training need within the frontline teams in relation to S20 young people who become 18 and their right to Care Leaving support. Action is being taken to rectify the issues.

Managers have followed up on all the young people and all but one is in touch, but timeliness was an issue for some. The one young person not currently in touch has requested no visits at present. The service manager has introduced a mandatory visit to young people within 5 days of their 18th birthday.

16. EET

June data has highlighted a drop in the number of 17/18 year old young people who are in education training and employment at 44% which is of concern.

19–21-year-old care leavers in education, employment or training has dropped to 50% in June and is now below the target of 52% for the first time since June last year.

The Service Manager has arranged focused panels throughout August to consider all young people NEET and their direction of travel / plans to support.

17. Actions for next period

- Embedding learning from Practice Week
- Ensure solutions identified to rectify issues raised are followed up in a timely way.
- Close monitoring of performance regarding in touch, employment education and training and suitable accommodation.
- Joint work with housing to implement CEYP workstream actions and complete review of Housing Panel Terms of Reference
- Weekly targeted rising 18 housing need meetings
- Recruitment of additional housing workers
- Focused NEET (Not in Education Employment or Training) Panels
- Monitoring of Hub activity and expanding the reach
- Dissemination of the Care Leaver Offer

CARE EXPERIENCED YOUNG PEOPLE

Practice Week

Feedback 15 July 2022



Practice Week Team

Host Service Representatives

Service Director – Jane White

Service Manager – Mohamed Kamara

Team Manager/s – Debbie Young & Peter Chitiyo

Personal Adviser – Talene Radjabi-Pittwood

Other members of Task & Finish Group

Participation Manager – Jo Fry

WFD Manager – Lou Bartlett

QA Business Support PA – Josie Jones

Practice Review Team

Service Director – Rachel Gravett

Service Manager – Rubina Payne

Team Manager – Mellissa Morland

IRO Rep – Nicky Campbell

Practitioner – Sean Glass

QA Practice Reviewers – Chris Jennion

QA Managers – Liz Brierley & Tammy Lawrence

Objectives of the Practice Review

- Help staff in rehearsing how they articulate their work and provide further opportunities for case reflection.
- Help to reinforce senior management grip and oversight of case-work activity.
- Give detailed feedback to practitioners, identify areas for improvement and affect swift and positive change.
- Give the practice review team as well as the wider senior leadership team, a good understanding of the strengths and capabilities of the organisation to inform the self-evaluation and quality assurance processes.
- Help practitioners to stay up to date with changes and developments, new thinking, and legislative changes, supporting their progress in maintaining their Continuing Professional Development (CPD).
- Give young people and families an opportunity to feedback their views to the practice review team on their experiences of working with us.
- Provide developmental opportunities to the members of the practice review team in undertaking reviews of practice.



RG

Methodology



Observations – 12/23



Practice Learning Reviews – 21



Feedback from Young people - 9



Lunch and Learn Sessions 5
sessions /270 attendees



Daily Keeping In Touch Meeting –
Host and Review meetings



RG

Key lines of enquiry

- Young person's voice in pathway plans
- Quality of and access to accommodation
- Frequency, purpose and quality of visits
- Frequency and quality of supervision
- Be a critical friend on the service journey from Ofsted visit in December 2021 to date - highlight areas of strengths and where we needed to do more



RG

Young person's voice in pathway plans

Key strengths

- Good evidence of the child's voice in the pathway plan, UASC (575081)
- Evidence of involvement of young people being involved in writing their pathway plan.
- Example – Manager writing to the young person to say how proud the manager is of a young person.
- Template on Mosaic invites the voice of the child (Care Director less so).
- Inclusion of photos of young person and activities.

Areas for further development

- Not all Pathway plans included the child's voice or were written in the first person - More consistency in the quality of voice of young person in pathway plans is required.
- Evidence of Managers 'ticking' sign off and less obvious if pathway plans were read and quality assured.
- One example where the young person is referred to in the gender that they did not identify with – more care needed when reading and commenting on pathway plans.
- Unified version of pathway plans needed across both case management systems.
- Pathway plans to be reviewed at significant change.
- Increase multi-agency input into Pathway plan. E.g. Health visitor (575081)
- Clear where signposting/linked in to other services.

Impact

Outcomes

Accountability

SG

Quality of and access to accommodation

Key strengths

- Some evidence of good quality housing in nice locations and young people taking pride and care of their accommodation.
- Successful DfE bid for 2 new Housing Officers.
- Setting up home grant.



Areas for further development

- More 'joining up' of the strategic response and the current operational response to housing resource.
- Greater collaboration with housing recognising the corporate parenting responsibility.
- Some of the housing offered is not fit for purpose for our young people.
- Not always clear how significant decisions are made that impact YP – improved evidence of defensible decision making from managers.
- Pathway plans not always been followed and not clear how decisions are changed. Pathway plans/all assessments to be considered and clear thread of decision making.
- Promotion of Staying Put.

Impact

Outcomes

Accountability

CJ

Frequency, purpose and quality of visits

Key strengths

- Evidence of young people being seen frequently, within timescales and over and above in some cases (20526340, 32749411, 32649088).
- Evidence of support increased to meet the young persons needs and being YP led (21005069).
- Focus on practical upskilling for young people.



Areas for further development

- Over emphasis on young people being resilient as they appear to be coping - Greater focus on emotional needs of young people and a trauma-informed approach to practice.
- Greater professional curiosity and exploration into the impact of the experiences of young people, especially around emotional well-being.
- More consistency of case records of visits and records of contacts/calls with YP.

Impact

Outcomes

Accountability

NC

Feedback from young people

Key strengths

- Coproduction in developing the Care Leavers Hub.
- YP felt supported when they requested help.
- Access to participation workers, steering groups - Insight and Unite 'Aspire to be like Lauren'.
- Scored 8/10 for the Care Leavers Hub – 333 (2 because they can't have everything they want)
- Positive feedback about current PA (21002728, 575081)
- 'PA is amazing and has been a good support to me. She has been amazing since day 1' (21005069)

Areas for further development

- Greater consistency of practice from PAs.
- YP informed about change of workers and handovers to be undertaken with the new worker.
- Reactive approach observed – PAs to be more pro-active to support YP
- CEYP teams to take a responsibility for participation of young people and pro-actively work with the participation team and take a lead on the YP steering groups.
- More clarity and planning was needed around the logistics and practicalities of 333, e.g. opening times, staffing etc.

Impact

Outcomes

Accountability

MM

Practice Team Summary

Key strengths

- Evidence of chronologies starting by CEYP teams
- Energy, commitment and passion of PAs.
- PAs know their young people well.
- Some sensitive and trauma-informed practice seen.
- New permanent team structure.
- Permanent and committed staff.



Areas for further development

- One Case Management System
- Case summaries to be completed for all young people
- Staff expressed that having UASC experts/specialists strengthens the practice...
- Gaps in supervision and working outside of the policy.
- Management oversight and supervision needs to be more robust on cases.
- Personal supervision to explore the complex work with young people who have experienced trauma, (CIC and UASC)
- Recording - Ensure data security to protect young people.
- Creche for children of care leavers.
- Preparation, planning and delivery of presentations.
- Support housing to be corporate parent and person centred – focus on process.

Impact

Outcomes

Accountability

LB

Journey since Ofsted



Key strengths

- Quality of some pathway plans has improved.
- Development of Care Leavers HUB – 333.
- Child Impact Chronologies have commenced in CEYP.
- Good relationships with PAs and evidence of trust, empathy and sensitive practice (32649088, 564009).
- PAs and YP are making some good decisions together.
- Local Offer co-produced with YP and received well by YP.

Areas for further development

- Consistency of pathway plans sharing with young people and rationale where YP does not want it.
- Staff concerned that they are not experienced to support complex trauma of UASC – training need.
- Significant delays with Home Office applications for UASC.
- Learning from Local Learning Review that Age assessments must be timely.
- Bridging strategic and operational response.
- Housing sufficiency for complex children.
- Review of case load expectations/weighting/resourcing for CEYP.
- Care Offer communication strategy required.

Impact

Outcomes

Accountability

RG

Appendix 2 – Care Leavers Hub ‘333’

Firstly, we found a space in Post Office Rd, Bournemouth ...
with a lot of help from BCP colleagues



We got to work and practised our DIY skills

We then went shopping to IKEA

And here are the results Welcome to 333







“We couldn't of done this work without

- Our Chief Exec and Senior Leaders having a vision about a high street presence for young people – thank you so much.
- The amazing Seascape team, who showed us the ropes, helped us put up plaster board and lay floors. You are all brilliant, thank you.
- All the staff in Children's Services who worked with us and have made our vision a reality.”

So what do our YP think of 333?

- “
- I am sure this is the best care leavers hub in the World
 - It is great to see all our design become a reality
 - I am going to be here every day
 - I am moving in, I love it
 - We are so proud of this space, it is somewhere that we want to go
 - It is amazing how everyone has contributed, and also stepped out of their comfort zones to learn new skills and work as a team
 - I am so proud of this space! I love it!
- ”

... and we also managed a bit of upcycling ...

- The lights came from the BCP Civic café
- The café seating came from the former BLC
- The tables in the two meeting spaces came from the accommodation restructure Phase 1
- The cappuccino machine came from the former BLC
- All crockery/china/glassware came from the former BLC
- The dishwasher came from the former BLC
- The microwave came from the Poole Civic Centre
- The snooker table was donated by staff who purchased it from eBay (second hand). The snooker light was a present from staff too!
- Seascope helped us source some cabinets (from their yard)!

This page is intentionally left blank

CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE



Report subject	SEND Improvement Journey – SEND Expansion of Places
Meeting date	20 September 2022
Status	Public Report
Executive summary	<p>The number of children and young people assessed as requiring a place at a specialist education provision in the BCP area has increased in recent years and this has increased expenditure on high needs.</p> <p>As part of the Council's strategy to address growth and associated financial pressure, work is underway to implement a programme of expansion of specialist school places across BCP which will help provide local access to cost effective places and a reduction in the Council's reliance on costly independent placements.</p> <p>The Council is developing a range of options to assess the scope for the development of specialist school places on local school sites. A total of 34 expressions of interest were received from a total of 16 trusts/schools with proposals for between 300-500 places. The Council provides details of schemes currently in development across 4 tranches which deliver places in the short, medium and longer term. Options for the delivery of places include:</p> <ul style="list-style-type: none"> • The option to continue to work in partnership with local school leaders to explore options and develop proposals to create provision on other local school sites. • The option to commission new specialist school provision as part of the government's Free School Programme. The Council is in the process of preparing an application to the Department for Education (DfE) for new free school provision. The application deadline for new school proposals is 21 October 2022 and the outcome of the initial application stage is expected to be announced late 2022 to early 2023. For successful applications, proposer groups will submit their applications in February 2023 as part of a competitive process and through the publication of local authority specifications and proposer guidance. <p>The option to make no change to existing school provision/maintain the status quo not an option and will fail to make progress in delivering the improvements necessary as contained in the Council's Written Statement of Action.</p>
Recommendations	<p>It is RECOMMENDED that Members:</p> <p>Note the progress of the programme of expansion</p>
Reason for recommendations	One of the key themes identified in the Council's journey to secure improvement is the <i>SEND Expansion of Places</i> . Working collaboratively with local school leaders, the Council is developing and delivering a programme of expansion which is vital in securing

	and maximising local access to quality, specialist places, alleviate pressure on the high needs budget and improve outcomes for children and young people.
Portfolio Holder(s):	Councillor Nicola Greene Portfolio Holder for Council Priorities and Delivery
Corporate Director	Cathi Hadley, Director of Children's Services
Report Authors	Tanya Smith, Head of Service School Place Planning and Capital
Wards	All Wards
Classification	For Information

Background

1. BCP Council has high aspirations for children and young people with special educational needs and disabilities (SEND) and is committed to ensuring children and young people experience inclusion in every aspect of their lives.
2. To deliver this vision, the Council agreed [April 2021] to invest an additional £10 million in our schools to ensure that children and young people in BCP have access to quality local specialist places to maximise their learning potential. Residual funds from the SEND Specialist Provision fund 2021/22 of £743k further supports the total capital available.
3. Many Councils are struggling to contain high needs expenditure within the dedicated schools grant high needs budget allocated by central government. BCP Council is facing similar challenges and continues to face a funding shortfall. Local special schools are already at capacity and schools are also concerned that in order to promote inclusion in a mainstream school, an increasing number of children and young people require costly support.
4. **Growth in complex needs/children with SEND:** The number of children and young people assessed as requiring a place at a specialist education provision in the BCP area has increased in recent years. In the last 3 years for example the percentage of the 0-25 age population with an EHCP maintained by the authority increased from 2%, to 2.3% and 2.5%, this compares with 1.7% nationally.
5. **Type of SEND Need:** This analysis has shown that the most prevalent primary needs across primary and secondary age pupils are in the areas of Autistic Spectrum Condition (ASC), Social, Emotional and Mental Health (SEMH) and Speech, Language and Communication Needs (SLCN). Forecasts suggest that these will continue to increase and will remain the most prevalent needs for some time. Of those currently placed in independent non-maintained special schools (INMSS) at primary, secondary and post 16 the highest number have needs related to ASC.
6. **Pressure on High Needs Spending:** Councils across England, including BCP, face increased expenditure on high needs and there is significant pressure to reduce the deficit. As part of the Council's strategy to address these challenges, work is underway to implement a programme of expansion of specialist school places across the conurbation which will help provide local access to cost effective places and a reduction in the Council's reliance on costly independent placements which contributes to the pressure on the high needs budget.

7. **Programme of Expansion of Specialist Places:** The programme will increase the availability of places through targeted investment in the school estate designed to promote inclusion and contribute to achievement of SEND revenue savings. For this purpose, the Council invited expressions of interests from primary, secondary and special maintained schools and academies to establish and create specialist places co-located on existing school sites for children with **ASD, SLCN, SEMH** needs. The development of schemes include the provision of sites and accommodation for new and expanded resource base provision, hosting satellite sites, minor works and adaptations and increasing capacity of existing provisions.
8. The Council received a total of 34 expressions from a total of 16 trusts/schools/organisations. In total, there are proposals for between 300 -500 specialist places through the creation of satellite and resource base provision and expansions of existing specialist schools (including the Winchelsea satellite proposal at Somerford Primary School). Based on an evaluation of the schemes, the current status of proposals is summarised and categorised across 4+ tranches as follows:

Status of Scheme Proposals

Tranche	No. of Schemes	Total no. of Places	Estimated Cost £ 000	Planned (P) Estimated (E) Delivery	Status of schemes
1	4	39 - 41	815	2022/23 (P)	Completion in Sept 22, Oct 22 and March 23
2	3	40	1,400	2023/24-2024/25 (E)	Options appraisal, pre-planning and feasibility
3	2	60-80	6,000	2024/20-2025/26 (E)	Concept, options appraisal
4+	12	224	Not available	2023 – 2026 (E)	Evaluation/Business Plan/Outline concept
	21	374-394	8,215		

9. The remaining schemes include the following:
- 3 schemes where investment may support schools develop their graduated support
 - 8 schemes that do not meet the criteria at this time (accounts for approx. 60 – 80 place)
 - The plans to develop specialist places at Winchelsea Special School and Somerford Primary School will be reported separately and will coincide with the outcome of the Council's nomination for investment under the DfE's Schools Rebuilding Programme. Both schemes benefit from working with our construction partner to create a masterplan of works.
10. A summary overview of schemes for each tranche is set out below with details of specific schemes provided for Tranche 1. First, a brief update is provided below on the work being done to improve project delivery and explain the transformation that is taking place within Children's Services.
11. **Project Delivery and Management:** Following lessons learned on previous projects, Children's Services have been working with a construction partner to implement and embed robust project management processes for the development of capital projects. The process of embedding these is well underway through planned workshops, adopting a dashboard for project reporting, working alongside property professionals who are modelling best practice through the co-delivery of schemes and embedding a

project framework aligned to the Royal Institute of British Architect stages requiring gateway approval at every stage. Thus far, this work has helped improve transparency and accountability though work is ongoing to communicate our expectations and support academy trusts embrace a rigorous approach to risk management. The processes enable for the delivery of schemes to be led and project managed by Academy Trusts, by the Council or by a third party commissioned by BCP. Where schemes are Project Managed by Trusts, BCP's in house property professionals have been acting in a client liaison capacity to ensure the project is developed to specification and that the appropriate gateways, approvals and project outputs are achieved.

12. **Business Case:** All proposals are evaluated using a Business Case template. Where proposed schemes trigger a significant change to an open Academy, a business case is further considered by the Regional Schools Commissioner for approval. Key features of successful business cases for schemes in Tranche 1 are as follows:

- Clear rationale, details of the change, type of SEND need and impact
- Track record/evidence of working with SEND pupils/inclusion
- Partnership working and local support for the proposal
- School performance/governance
- Curriculum offer that is academically challenging alongside a holistic support package to support pupils in their learning and development.
- Staff running the facility/provision will have substantial experience of successfully supporting the needs of children and young people
- Ease and extent of adaptations needed to develop new and expanded provisions:
- Impact on existing provision/demographics.
- Support preparing for adulthood pathways.

13. **Expansion Proposals – Tranche 1:** In the case of the schemes being developed under Tranche 1, all schemes are school managed. Details of these schemes are set out in the table below.

Tranche 1 Schemes

SEND Programme of Expansion	Scheme Planned	Type of Need	Number of Places	Project Cost £ 000	Timescale
Broadstone First School (Year 1)	New resource base in existing school building for one year. Year 2 permanent option being developed	ASC, SEMH	7		Delivery September 2022
Broadstone Middle School (Year 1)	Extended resource base accommodated in adjacent building for 6 months and purpose-built modular classroom March 2023	ASC, SEMH	8		Delivery September 2022
Throop Learning Centre (TLC)	Supported Internships Post 16. 8 places initially increasing to 10	SEMH	8-10		Delivery October 2022
Linwood School	Expansion through internal remodelling	MLD, SLD	14		Delivery Sept 2022
	Totals		37 - 39	800*	

**Figures are approximate*

14. A summary position for each of these schemes is presented below.
15. **Broadstone First School, Castleman Academy Trust:** It is planned that Broadstone First School run by the Castleman Academy Trust will establish a new resource base to provide a total of 15 places delivered in two phases and forming projects in both

Tranche 1 and Tranche 2. The first phase provides an interim option to utilise existing classroom space enabling the new provision to open in September 2022 providing 7 places initially. Reflecting that this is not a viable longer-term option, phase 2 comprises a permanent scheme to provide two classrooms and ancillary learning spaces to provide a total of 15 places. Phase 2 is planned to be delivered in Tranche 2 of schemes.

16. **Broadstone Middle School, Castleman Academy Trust:** It is planned that Broadstone Middle School run by the Castleman Academy Trust will expand the existing resource base to provide an additional 8 resource base places for children with ASC. The proposal is for the expansion of the existing resource base known locally as The Link, from 15 places to 23 places from September 2022. The additional places will be accommodated in a new Learning Resource Centre co-located on the existing school site when the new building is complete. For an interim period of 7 months, the Resource Base will be temporarily located in an adjacent building hosted by the youth club. Places will be allocated by the Council under the SEND code of practice to children with an EHCP with a primary need of ASC and a secondary need of school SLCN/SEMH (specifically school phobia/anxiety). In the first year of operation these will be Year 9 pupils, by agreement with the Regional Schools Commissioner. The new accommodation will continue to be used as part of the resourced base permanently. The facility offers a progression pathway for children entering Year 9 in the 2022/23 academic year. This has necessitated a significant change proposal to change the age range of Broadstone Middle School from 9-13 (Year 5 to Year 8) to 9-14 (Year 5 – Year 9). This is a temporary change in age range for one year only and will mean that the age range reverts back to 9-13 from 2023/24. From 2023/24 onwards the resource base will have the capacity to offer a total of 23 places. Options for the onward pathway of the Year 9 children are being considered. Officers will be identifying long-term options for inclusive provision for pupils in Years 9 and above in the north west Poole.
17. **Throop Learning Centre, part of Iford Academy, Ambitions Academies Trust:** it is planned that Ambitions Academy Trust will deliver 8 places for young people with an Education Health and Care Plan to access supported internships at Throop Learning Centre. The proposed scheme is to create a Specialist Post 16 Institution (SPI) for young people aged 16-19 specialised in offering internships within the construction and leisure industries. The scheme provides classroom accommodation and a separate access control. Students will be able to utilise existing toilet facilities within the main building. At the beginning of the course, the provision will provide interns with experience across a number of different job roles, dependent on the size of the organisation and rotation opportunities. Young people will be expected to attend the workplace 2 days a week for the first 3-6 months gradually building to a 4 day a week placement focusing on the job that suits their skillset and aspiration and which could potentially lead to full time paid employment. When students are not in the work-place, they will be class-based, studying for relevant qualifications, such as health and safety certification and preparing for adulthood skills including learning how to job search, handle financial matters and how to secure part time paid work alongside their internship experience. The trust plan to offer a range of qualifications which will include improving literacy and mathematical standards.
18. The trust is not required to go through the Education, Skills and Funding Agency's market entry process to set up the Specialist Post 16 Institution (SPI). Working with BCP the trust agrees to provide places to be commissioned by BCP Council. Ultimately, in this specific SPI example, there is no formal DfE approval process.
19. **Linwood Special School, Maintained Provision:** This project involves remodelling and relocation of some classroom facilities between campus to provide a maximum of 14 places for children with an EHCP. Internal works are taking place in time for additional place provision for the academic year 2022/23. The works are achieved as part of a school managed project and help utilise the space across the Linwood Campuses. The increase in the number of places offered does not meet the thresholds (10% or 20

pupils) that trigger the statutory process for making a prescribed alternation in line with the guidance for making significant changes and alternations for maintained schools (October 2018).

20. **Tranche 2 schemes:** The schemes being developed as part of Tranche 2 and are in the early stages of development and benefit from pre-planning advice to help understand the risks and constraints of the site in planning terms. All three the schemes are School Managed schemes. High level cost estimates are available and indicate project values average of c.£500k per scheme. All costs will require scrutiny and oversight working with a BCP client lead. High level initial project programmes for these schemes indicate delivery of places/completion for 2023/24 and 2024/25 academic years. At the appropriate stage, the client team will seek formal approval to proceed through the project gateways.
21. **Tranche 3 schemes:** The two schemes being developed as part of Tranche 3 are major schemes. In partnership with the respective academy trusts, work is underway to understand the project brief and the feasibility of multiple options culminating in agreement about a control or preferred option. This will provide robust information/ a project profile necessary to seek approval to proceed through a series of project gateways. At this stage in the project a typical project programme would indicate that the delivery of places/completion is likely to be 2024/25 and 2025/26.
22. **Tranche 4 schemes:** The schemes including in Tranche 4+ require further work to assess the robustness of the business case. It is planned and anticipated that as the capacity and expertise of the Children's Service capital commissioning team builds, the pace of progress and delivery of schemes is expected to intensify.

Options Appraisal

23. All options being developed and delivered include:
 - Option 1: The option to assess the scope for the development of specialist school places on alternative local school sites. As part of this programme of expansion, the Council continues to work in partnership with local school leaders to explore options and develop proposals to create provision on other local school sites. This remains a viable option for the Council to pursue as part of this programme of expansion.
 - Option 2: The option to commission new specialist school provision as part of the government's Free School Programme. The Council is in the process of preparing an application to the DfE for new free school provision. The application deadline for new school proposals is 21 October 2022 and the outcome of the initial application stage is expected to be announced late 2022 to early 2023. For successful applications, proposer groups will submit their applications in February 2023 as part of a competitive process and through the publication of local authority specifications and proposer guidance.
24. Maintaining the status quo is not an option and will fail to make progress in delivering the improvements necessary and as contained in the Council's Written Statement of Action.

Summary of financial implications

25. **Capital Funding identified:** It is proposed that the capital project is funded from ringfenced High Needs capital grant funding already received and earmarked to support the Children's Services Capital Programme. The Service is satisfied this project meets grant funding criteria and Council borrowing of up to £10m as agreed by Council in February 2021.
26. **Property Professional Fees:** In the course of the planning, commissioning development and delivery of capital projects, the appointment of expertise from across

the property disciplines will incur advance design and professional fees. These costs are generally capitalised.

27. **Financial risks:** The key capital financial risks to the delivery of projects concern material price inflation. Additionally, construction activity is high and so contractor pricing and mark-up is likely to be higher. For these reasons, contingency amounts are typically higher and are allowed within estimated construction costs for unknown issues and inflation during the construction period.
28. **VAT implications:** In the case of school managed projects, the school will be awarded grant funding to fund the works including construction costs and associated fees. Funding therefore does not attract VAT. The school will be able to reclaim any VAT incurred on construction costs under section 33B of the VAT Act.
29. **Value for Money assessment:** The extent to which the programme of expansion achieves value for money is based principally on the national average costs for special school provision estimated by the English Buildings and Development Officers Group (EBDOG) and the DfE. The cost of proposed schemes in Tranche 1 and Tranche 2 are well within the DfE benchmark capital cost per place for special educational needs new build projects (National School Delivery Benchmarking Costs May 2021). Schemes and for delivery as part of later Tranches will be assessed at the right time when details of the brief and scope of the schemes are fixed.
30. **Revenue implications:** The provision of additional SEND places delivered as part of the programme of expansion help achieve cost avoidance to the Dedicated Schools Grant High needs budget. This works by providing families with access to local, quality specialist school places and avoiding the need for placements to more expensive independent provisions.
31. **Closing Baseline Deficit High Needs Budget – No action:** The baseline closing deficit/surplus balance with no corrective action identifies a significant year on year increase in pressure on the high needs budget. In 2022/23 there is a forecast deficit of £36.2m, rising to £61.5m in 2023/24, £98.7 in 2024/25, £149.2m in 2025/26 and 215m in 2026/27.
32. **Open Deficit/Surplus Balance After Action Taken:** A series of tasks have been identified as necessary to achieve forecasted High Needs savings. Based on the cost between an average INMSS place at £47k and a top end special school place cost of £28k, it is forecast that these additional places combined could save £19k per place.

Summary of legal implications

33. **Funding Agreement:** In the case of school managed projects, funding agreements have been drafted by BCP officers and has been agreed in principle with the relevant schools/trust. The agreement is related primarily to the capital project and sets out the Council's requirements in respect of financial compliance, indemnification, collateral warranties, risk allocation, contract management, insurance and information sharing. It also provides the procedures for collaborative working, dispute and termination.
34. The funding agreement also requires schools/trust to obtain the Council's prior agreement to undertake the works. This will be in the form of a letter granting consent.
35. **Sufficient Places Duty:** Under sections 13 and 14 of the Education Act 1996, a local education authority has a general statutory duty to ensure that there are sufficient school places available to meet the needs of the population in its area and to consider the need to secure provision for children with SEND. This includes a duty to respond to parents' representations about school provision. The local authority must promote high educational standards, ensure fair access to educational opportunity and promote the fulfilment of every child's educational potential. It must also ensure that there are

sufficient school places in their area and promote diversity and increase parental choice. To discharge this duty the local authority has to undertake a planning function to ensure that the supply of school places balances the demand for them. The Education and Inspections Act 2006 requires local authorities to promote choice and diversity when carrying out their strategic duties in relation to the provision of new school places. Further, the Children and Families Act 2014 requires councils to keep provision for children and young people with SEND under review including its sufficiency.

36. **Provision for children and young People with an EHCP:** There is a statutory obligation to provide for the needs of vulnerable children and young people with an EHCP and provision must be consistent with that which is set out in a child or young person's EHCP. The approved proposals and schemes set out in this report will provide additional pathways for progression tailored to meet the needs of young people.
37. **Statutory Process – Maintained Schools:** The Council has powers under the Education and Inspections Act 2006, section 19(1), to consult on making significant changes to maintained schools in its area. The council has powers under the 'Making significant changes ('prescribed alterations') to maintained schools, statutory guidance for proposers and decision-makers', October 2018, to determine whether proposed changes should be agreed and implemented.
38. **Statutory Process - Academies:** The process for making significant changes to an academy is modelled on the equivalent statutory process that local authority maintained schools are required to follow when making similar changes. The proposal to expand or establish a resource base triggers the requirement for a trust, acting as the responsible body, to follow the process contained in the Department for Education guidance 'Making significant changes to an open academy' issued in January 2022. The guidance sets out that where a local authority has instigated a proposed change academy trusts are still required to go through the significant change process. In accordance with this and in respect of the proposals for Castleman Academy Trust, the trust's application for a significant change was approved by the Regional Schools Commissioner (RSC) in June 2022 as the decision-making body (acting on behalf of the Secretary of State).
39. **Travel and Transport:** Councils have a statutory duty to make transport arrangements for all eligible children including for all children who cannot reasonably be expected to walk to school because of their mobility problems or because of associated health and safety issues related to their special educational needs (SEN) or disability.
40. **Consultation:** As part of the statutory process, academy trust partners have undertaken fair and open local consultation with those who could be affected by the proposed change. In the case of the schemes being developed in partnership with Castleman Academy Trust, the consultation process ran for a period of four weeks in line with the requirements for consultation set out in the statutory guidance for open academies. BCP Council agrees that the proposals are in line with the needs of the local area
41. As required by the SEN Code of Practice, local authorities must consult with children, young people and their parents/carers when reviewing educational provision. It is noted from the report that there has been consultation with parents in relation to these proposals and the co-produced Written Statement of Action already approved by BCP working jointly with all stakeholders is considered to be proportionate.

Summary of human resources implications

42. The commissioning of Children's Services capital projects rests principally with the Education & Skills directorate staff. This includes client-side project management. Work to develop the capacity and expertise of the client side-team is underway and will be essential for the robust delivery of the expansion programme. The team are working closely with technical property professionals commissioned as appropriate using in house or external expertise.
43. There are human resources implications that will need to be progressed by the schools that are involved in the proposed changes. In each case, the individual trusts have the appropriate expertise and staffing resources in place/planned so that the educational offer for pupils at the centre is tailored to their needs. A business case and associated budget has been developed and considered to model associated costs.

Summary of sustainability impact

44. The works will be delivered in accordance with attainable components of a BREEAM credits strategy and in accordance with the Building Regulations.
45. Through ensuring additional appropriate provision is available to meet needs closer to where children and young people live there will be an overall reduction in the distances travelled to get to school and an increase in the numbers being educated within their own communities. In addition, the proposed changes will contribute to making use of existing school buildings. The schools will be required to update their Travel Plans to determine how home to school pupil travel can be organised to cause the minimum impact on traffic volumes and the environment.

Summary of public health implications

46. The SEND programme of expansion promotes the health and wellbeing of children with complex needs. It will improve access to quality, local specialist places by maximizing the use of the existing school estate and promote inclusion practice in mainstream schools. This will greatly benefit existing children on roll and provides education, health and wellbeing benefits for the children and their families.

Summary of equality implications

47. The provision of additional special school places within BCP will have a positive impact ensuring children and young people attend local schools within their community. This is evidenced in the BCP developed EIA screening tool which has been approved by the EIA panel on 15 September 2022. The screening tool is provided at Appendix 1.
48. Additionally, and as part of the statutory guidance on making a significant change to an open academy, Castleman Academy Trust complied with the Public Sector Equality Duty in s.149 Equality Act 2010 and undertook an equalities impact assessment to demonstrate that they have considered the likely expected impact of the proposed change on all individuals with protected characteristics. This did not identify any potential equality considerations requiring further consideration during implementation.

Summary of risk assessment

49. The programme of expansion is key to the Council's priority to provide sufficient specialist places and address the pressure in the high needs block. As the Council continues to deliver capital schemes, a confluence of factors and requirements can often make the management of these more difficult. Factors include the impact of material shortage, tough economic conditions prompting contractors to shift project risks back to commissioners and the requirement to achieve carbon reduction measures and planning conditions including BREEAM. These forces and factors increase the risk of capital projects not delivering on intended outcomes and make it even more challenging deliver capital projects that meet and fulfil Council priorities and

stakeholders' expectations. To mitigate the risk a procedural framework to support execution of capital projects is essential. This framework cuts across different Council services and business functions and as such require a coordinated approach to embrace project controls, design and execution and put them in place early in the project lifecycle. This is essential to the success of the expansion programme and is even more critical since our SEND capital projects are complex and there is an inevitable need to realise speed of delivery, value for money and efficiency.

Background papers

- Appreciative Inquiry 2019
- Written Statement of Action 2021
- Cabinet Report February 2021
- Cabinet Report 26 May 2021 SEND Strategy ([Public Pack](#))[Agenda Document for Cabinet, 26/05/2021 10:00 \(bcpcouncil.gov.uk\)](#)
- Cabinet Report SEND Capital Programme 27 October 2021 ([Public Pack](#))[Agenda Document for Cabinet, 27/10/2021 10:00 \(bcpcouncil.gov.uk\)](#)

Appendices

Appendix 1 Equalities Impact Assessment

CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE



Report subject	Update - Longspee Ensbury Park Campus
Meeting date	20 September 2022
Status	Public Report
Executive summary	<p>This report provides an overview of the impact of the newly created specialist school places provided at Longspee Ensbury Park Campus part of Ambitions Academy Trust. Working with Ambitions Academy Trust, the Council redeveloped the former Bournemouth Learning Centre to provide a satellite of Longspee Special School. The new campus opened for a full complement of 54 children in September 2021 and provides places for secondary school aged children 11-16 with a diagnosis of social emotional mental health (SEMH)/autistic spectrum condition (ASC) and complex needs. The scheme to redevelop the accommodation at BLC was funded by the Council and following the development of a challenging and complex project, the Overview and Scrutiny Committee would like the opportunity to review key aspects of the scheme to promote learning, including:</p> <ul style="list-style-type: none"> • the impact of the newly created campus on the opportunities for teaching and learning for children and young people; • lessons learned and mitigations for future schemes.
Recommendations	<p>It is RECOMMENDED that:</p> <p>the Committee note the:</p> <p>a) the impact of the newly created campus on the outcomes of children and young people;</p> <p>b) lessons learned and mitigations for future schemes.</p>
Reason for recommendations	<p>The new campus is one of a number of newly established site provisions which provide access to local quality specialist school places within BCP. The team at Longspee Ensbury Park Campus has developed and is growing a new school to provide the best possible teaching and learning environment to support their students to thrive. Working with the benefit of a specialist teaching and support team, children and young people on roll at Longspee Ensbury Park Campus have access to a broad range of curriculum and extra curricula opportunities and make progress on their journey to adulthood through a tailored plan.</p> <p>The project to redevelop the former Bournemouth Learning Centre was challenging project. Reflecting that the scheme was planned commissioned and developed within an unusually short period of time and that key stages of project pre planning and design were missed, the total cost of the redevelopment exceeded the original approved budget. As we enter the second full academic year of the</p>

	new campus, there is an opportunity to understand the impact of the project and apply lessons learned to future schemes.
Portfolio Holder(s):	Councillor Nicola Greene, Portfolio Holder for Council Priorities and Delivery
Corporate Director	Cathi Hadley, Director of Children's Services
Report Authors	Tanya Smith, Head of Service, School Places and Capital
Wards	Council-wide
Classification	For Information

Background

1. Working with Ambitions Academy Trust, the Council redeveloped the former Bournemouth Learning Centre to provide a satellite of Longspee Special School. The new provision, Longspee Ensburry Park Campus (LEPC), opened for a full complement of 54 children in September 2021 and provides places for children with a diagnosis of social emotional mental health (SEMH)/autistic spectrum condition (ASC) and complex needs for secondary school aged children aged 11-16 years old (Key stages 3 and 4).
2. The scheme to redevelop the accommodation at BLC was funded by the Council. The project outturn was £1.25m. Initially, a scheme budget of £500k was identified (approved 24 June 2020) though following progress on the design of the scheme, a subsequent Cabinet decision was necessary to approve an uplift in budget by £750k (providing a total scheme budget of £1.25m approved 14 April 2021) to enable completion of the project.
3. Cabinet was informed that after the original cost estimate, and as a result of the procurement process, the additional costs are attributable to unforeseen works due to the poor condition of the building and the need to increase the specification in order to be able to take on roll children and young people with the broadest range of needs.
4. Of the total £750k uplift in costs, £134k are costs associated with professional fees, contract and contingency, £164k is attributed to COVID inflationary pressures of 15% and £452k is made up of further works which were excluded from the original 'scope' of works and include:
 - an increase in the number of places provided (from 45 to 54 places)
 - provision of a multi-use games area (MUGA)
 - a sensory room
 - a music room
 - a suitable indoor hall
 - an IT suite
 - all classrooms to have access to outside areas
 - upgrades to electrics, toilets drainage, roof repairs and related condition issues)
 - FF&E and ICT
 - fire and intruder alarms
 - security fencing to secure the grounds.
5. At its meeting on 19 July 2021, the then Overview and Scrutiny Board further scrutinised the 21 April 2021 Cabinet report. Several issues were raised and members received an update and reassurance from the Portfolio Holder of the remedial work that has been undertaken to secure improvements in the delivery and management of capital projects,

arrangements for project governance and accountability. Subsequently, the Children's Services Overview and Scrutiny Committee requested an update on the impact of the established Longspee Ensburry Park Campus. This report provides an overview of the positive impact of the established provision and also provides an update on the work underway to improve project delivery and apply the lessons learned.

6. **Impact of LEPC on opportunities for learning:** LEPC is described by Ambitions Academy Trust as '*a natural extension of the excellence within Longspee Academy.*' The trust is passionate about delivering excellent teaching and learning in a high-quality, safe and nurturing environment where all students are treated with respect and given the opportunity to get the most out of their time at secondary school.
7. **Ensburry Park Campus:** LEPC benefits from 8 classrooms, an IT/Animation room, a Science room, a Music and Creative room, a Food Technology room, a Community Café, sensory and therapeutic rooms, a hall, a central courtyard, outside spaces (adjacent to Slades Farm), and other student facilities — in addition to offices and other rooms you would find within a typical secondary school.
8. **Curriculum:** Children on roll at LEPC are learning to develop the skills and aptitudes necessary to prepare them for their future life as an adult. A wide range of resources and teaching methods are employed to engage students. There is a particular focus given to the development of key skills in English, Maths and Science and improved levels of attention and concentration, social skill improvement and emotional health development. Children are also encouraged to build positive strategies for well-being and self-regulation alongside studies related to character, culture and careers. Personal development is key focus enabling children to understand and make progress through their own personal challenges and helping them to learn strategies to manage and overcome these. The LEPC curriculum intent is for pupils to be happy, safe and make progress on their journey to adulthood. Additionally, over the course of the 2021/22 academic year, LEPC has developed children after school and extra curricula clubs which include a focus on the development of independence, travel training and community projects. The newly developed places have been well received by parents who are encouraged to visit the campus and work in partnership with staff to plan their child's transition to secondary school.
9. **Staffing and teaching:** All staff have skills, knowledge and experience in working with children who present with a variety of needs. Children are taught in small groups with a high staff to pupil ratio to support the removal of barriers to learning. Specialist teaching and pastoral staff work to develop the students' emotional wellbeing and attitude to learning, enabling them to form positive relationships.
10. **Wellbeing:** LEPC provides sensory, pastoral, careers guidance and therapeutic spaces for students to express themselves, share their emotions and understand themselves in a positive way. All students have access to these facilities, and staff coordinate their use based on the needs of individual pupils.
11. **Numbers on roll:** The academy has offered more spaces than was initially projected. Details of numbers are provided in the table below:

Numbers on Roll at LEPC 2021/22 and 2022/23 Academic Years

Academic Year	Planned on Roll	Actual on Roll
2021/22	33	47
2022/23	54	57 (Sept 2022)

12. **Cost Avoidance:** The business case for the project indicated a forecast saving/cost avoidance of up to £1.2 million per annum. Figures were based on the average cost of a BCP special school (£25,000) in comparison with an independent school placement (£48,000). Based on the provision of 54 places and applying these figures, the cost avoidance for this scheme is in the region of £1.026m.

13. **Lessons learned:** The lessons learned and thread of scrutiny from members in respect of project delivery, centred on the following issues:

- **Process and Procedures - Project Management:** The procedures in place to ensure the delivery of projects is sound and which include a project brief, a sufficient level of stakeholder engagement to determine the brief and associated information/feasibility to inform a comprehensive assessment of the risks and constraints of the project and associated estimated cost plan which is updated as projects move through the various stages and as the development of the design takes place (in essence of project blue-print).
- **Project Governance:** The line of sight/oversight of projects from leaders and managers, ensuring sufficient level of scrutiny in decision making at key stages of the project including monitoring of project spend and associated activity to mitigate risk to the Council.

14. **Our improvement – bringing about change and transformation:** A raft of changes and improvements are taking place in Children's Services. These benefit from the substantive appointment of leaders and managers to transform services and promote best practice building on the work of committed and professional teams where mutual trust and respect are valued and modelled in everyday interactions and behaviours. Leaders are embedding a culture of trust and there is an emphasis on ensuring there is rigor and discipline in the strategic planning, commissioning and delivery of projects.

15. Following the appointment of a new substantive head of service, a new Capital Improvement Partnership between BCP's Children's Services Education & Skills directorate and a construction partner has been established. The partnership will bring radical and positive change in BCP's Children's Services designed to introduce robust practices and procedures aligned to construction industry standards. The partnership has introduced 'client side' familiarity with the Royal Institute of British Architects (RIBA) work stages which set out standardised outcomes and outputs necessary to achieve efficient delivery of schemes and will ensure Children's Services act as an intelligent client capable of reviewing sometimes technical and complex project information. The work of the partnership is focussed on the activities identified below which also help address the recommendations contained in the Council's audit of Children's Services capital programme 21/22:

- (i) **Process & Procedures - Project Management:** Project discipline is a key mitigation tool and scrutiny aligned to the RIBA stages of project development aligned to gateway approvals is currently being embedded working with a construction partner. This helps to provide a project management framework for the planning, commissioning, development and monitoring of schemes. The process is being embedded through a series of workshops, shadowing on existing schemes, ongoing coach and mentoring from property professionals and a robust implementation/use of project documentation and monitoring activity including use of a project programme dashboard and highlight reporting. It is important to note that the work necessary to embed project management processes requires a fully resourced team of professionals client-side with the experience and expertise to deliver tangible change. Building the capacity and expertise of the client-side team is underway, though this will take time to achieve and is a development activity that happens alongside day-to-day delivery of services. In recognition of this, we are working with our construction partner who are modelling the robust delivery of schemes. This ensures that the projects in development now benefit from the implementation of new process. At the same time, the Council will access client expertise in the planning and commissioning of capital projects. This support will be provided by our construction partner and will drawn down in line with the evaluation and development of emerging capital projects.

(ii)a. **Project Governance - Childrens Services Capital Programme Board:** In 2021, leaders acted promptly to establish a Children's Capital Projects Board. The Board is chaired by the Director of Education & Skills and attended by the Portfolio Holder for *Council Priorities and Delivery*. The Board meets fortnightly and provides strategic oversight to an emerging capital programme of works being developed in line with service priorities. The work and impact of the Board represents a turning point in ensuring accountability and feeds into the Council's arrangements for monitoring the impact of work on the High Needs Deficit Recovery Programme and this in turn feeds into the update of work to achieve savings in the Medium-Term Financial Plan. This provides:

- a strategic level forum for discussing and agreeing/directing key project decisions
- a higher-level accountability and responsibility for overall success, delivery and budgetary control
- a regular mechanism to review dedicated project reports on the performance of projects including identification of risks and constraints
- a formal mechanism for managing the performance of the internal and external parties appointed to deliver the project/set expectations
- key project gateway reviews, providing sign off to the principal project stages and authorisation to proceed to the next
- a decision-making body to provide authorisation and governance to the project delivery team.

(ii)b. Moving to the next stage of implementation change, the operation and activities of the Capital Programme board will benefit from the implementation of a new governance management plan. The new plan is currently under development working with our construction partner and will launch in the new academic year aligned to plans for a well-executed project management framework. A governance management plan is intended to set out how accountability and governance of projects and the programme is achieved and how this aligns with existing Council arrangements for monitoring and reporting progress and decision making. This will include/reflect the systems/processes necessary to monitor the progress of capital investment passported to academies as part of a school managed project process. This will also feed into wider corporate arrangements for monitoring and control of capital.

(iii) **A Programme Management Plan:** In line with the recommendations in the audit report, this refers to mechanisms/actions necessary to obtain a strategic overview of the capital programme informed by a capital strategy and underpinned by service priorities. To achieve the transformation necessary, a draft structure for the client- side function has been developed setting out the key posts necessary to embed new ways of working. In line with the recommendations in the audit report, a designated Programme Manager will be established. This will take the form of a permanent role and the team will benefit from a technically qualified property programme management professional with experience of delivering education schemes. As an interim plan, this role is being provided by our construction partner. This is in the form of a number of hours of expertise that will be drawn down in line with the pace of the capital programme and its development. This will enable the Council to work alongside professionals with access to all the tools, resources, contacts and expertise to accelerate progress in our improvement journey.

16. **Strategic Planning:** The pressure to increase the sufficiency of specialist places remains a feature of our current work. In some respects, this pressure is not always conducive to following good processes and complete the duties necessary at each stage in the project life cycle. This is a factor which significantly increases the risk of capital projects not delivering on intended outcomes or fulfilling stakeholders'

expectations. This pressure will be alleviated by embracing a planned approach to the delivery of places based on data and evidence on the one hand and a measured and disciplined approach to the development of capital projects on the other which demonstrate a positive impact on the trajectory of the high needs budget. In time, these two activities will help reduce the pressure to deliver places for each academic year since the planning and commissioning activity required for major schemes is underway now for schemes timetables for delivery in 2024 and 2025.

Options Appraisal

17. The delivery of capital projects follows a tried and tested methodology. The lessons learned are aligned to the achievement of best practice in any project management framework and represent an industry standard approach. This is the only option considered.

Summary of financial implications

18. The business case for the project indicated a forecast saving/cost avoidance of up to £1.2 million per annum. Figures were based on the average cost of a BCP special school (£25,000) in comparison with an independent school placement (£48,000). Based on the provision of 54 places and applying these figures, the cost avoidance for this scheme is in the region of £1.026m.

Summary of legal implications

19. There are no legal implications arising from this report.

Summary of human resources implications

20. The commissioning of Children's Services capital projects rests principally with the Education & Skills staff within the directorate. This includes client-side project management. Work to develop the capacity and expertise of the client side-team is underway and will be essential for the robust delivery of the expansion programme. The team are working closely with technical property professionals commissioned as appropriate using in house or external expertise.

Summary of sustainability impact

21. There are no sustainability impacts arising from this report.

Summary of public health implications

22. There are no public health implications arising from this report.

Summary of equality implications

23. An equality impact assessment screening was undertaken when the original project was commissioned. The project enabled the provision of appropriate specialist places to meet the needs of children and young people with special educational needs and/or disabilities.

Summary of risk assessment

24. As the Council continues to deliver capital schemes, a confluence of factors and requirements can often make the management of these more difficult. Factors include the impact of material shortage, tough economic conditions prompting contractors to shift project risks back to commissioners and the requirement to achieve carbon reduction measures and planning conditions including BREEAM. These forces and factors increase the risk of capital projects not delivering on intended outcomes and make it even more challenging deliver capital projects that meet and fulfil Council priorities and stakeholders' expectations.

25. To mitigate the risk, a procedural framework to support execution of capital projects is essential. This framework cuts across different Council services and business functions and as such require a coordinated approach to embrace project controls, design and execution and put them in place early in the project lifecycle. This is essential to the successful delivery of complex SEND projects.

Background papers

- 19 July Children's Services Overview and Scrutiny Board [Minutes Template \(bcpcouncil.gov.uk\)](https://bcpcouncil.gov.uk)
- 14 April 2021 BLC Cabinet Report - Uplift to Project Budget [BLC Cabinet report - 14 April 2021 FINAL.pdf \(bcpcouncil.gov.uk\)](https://bcpcouncil.gov.uk)
- 24 June 2020 BLC Cabinet Report – Approval of Project Budget
(Public Pack) [Agenda Document for Cabinet, 24/06/2020 10:00 \(bcpcouncil.gov.uk\)](https://bcpcouncil.gov.uk)
- 27 May 2020 Capital Strategy Report
(Public Pack) [Agenda Document for Cabinet, 27/05/2020 10:00 \(bcpcouncil.gov.uk\)](https://bcpcouncil.gov.uk)
- 22 April 2020 Proposed Projects for Investment
(Public Pack) [Agenda Document for Cabinet, 22/04/2020 10:00 \(bcpcouncil.gov.uk\)](https://bcpcouncil.gov.uk)

This page is intentionally left blank

CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE



Report subject	Review of the new RE syllabus from BCP SACRE
Meeting date	20 September 2022
Status	Public Report
Executive summary	<p>SACRE (Standing Advisory Council on Religious Education) is a statutory responsibility of every Local Authority (LA) in England.</p> <p>The locally Agreed Syllabus is a statutory syllabus of Religious Education (RE) prepared under Schedule 31 to the Education Act 1996 and adopted by the LA under that schedule. It must be followed in state funded schools without a designated denomination. Once adopted by the LA, the Agreed Syllabus sets out what pupils should be taught and can include the expected standards of pupils' performance at different stages.</p> <p>Every five years SACRE must convene an Agreed Syllabus Conference to review and commission a revised syllabus that reflects changing communities, curriculum, and culture of the local area.</p> <p>The current Agreed Syllabus is a legacy joint Bournemouth and Poole syllabus.</p> <p>BCP SACRE have commissioned and procured Jan Lever Group to review, plan, write and deliver the first BCP Agreed Syllabus which will be taught in schools from September 2023.</p> <p>The syllabus will be covered by up to £20,000 and will be delivered within the agreed budget and timeline.</p>
Recommendations	<p>It is RECOMMENDED that the amendment of the existing Bournemouth and Poole Agreed Syllabus for Religious Education is to be completed to address the following criteria:</p> <ol style="list-style-type: none"> 1. The local government review that created BCP, so that it is an LA wide syllabus and reflects the commitment of SACRE to an increasingly diverse and inclusive curriculum for a city maritime region 2. That it meets the standards of the new Ofsted inspection framework and has a focus on curriculum design and supporting specialists and non-specialists in their conversations with subject and Statutory Inspection of Anglican and Methodist Schools (SIAMs) inspectors.

	<ol style="list-style-type: none"> 3. That it has accessible, ambitious, and downloadable resources and assessments that can be used by specialists and non-specialists for quality assured progression. 4. It fosters interests in study of RE across transitions and is coherent in a system that moves from EYFS to post-16 study and is accessible to pupils with SEND. 5. The syllabus should be in hard copy and online in password protected area. 6. Training should be offered in line with launch date for RE primary and secondary leads. 7. The syllabus is made available as a 'product' for neighbouring authorities/multi academy trusts to purchase.
Reason for recommendations	<p>The locally Agreed Syllabus is a statutory syllabus of RE prepared under Schedule 31 to the Education Act 1996 and adopted by the Local Authority.</p> <p>The BCP agreed syllabus will reflect our local communities and support the teaching of high-quality RE within our local education system.</p> <p>BCP SACRE has completed its functions and has commissioned and approved the review of the Agreed Syllabus.</p>

Portfolio Holder(s):	Councillor Mike White, Children's Services Councillor Nicola Greene, Council Priorities and Delivery
Corporate Director	Cathi Hadley, Director of Children's Services
Report Authors	Georgie Pinder, Education Adviser & Named SACRE Officer.
Wards	Council-wide
Classification	For Information

Background

1. [SACRE](#) is a statutory responsibility of every LA in England.
2. Every 5 years the LA SACRE adviser is responsible to call an Agreed Syllabus Conference to review and commission a revised syllabus that reflects changing communities, curriculum, and culture.
3. Currently across Bournemouth and Poole, schools teach the legacy [Bournemouth and Poole Agreed Syllabus](#). Christchurch schools teach the [Dorset Agreed Syllabus](#).
4. BCP Council's SACRE brings together and gives a voice to our religious, secular and world view communities. They champion equality and diversity.
5. The launch of the very first BCP Agreed Syllabus marks a further 'coming together' of Bournemouth, Christchurch and Poole. The syllabus will celebrate and help to define who 'we' are as a local area.
6. When delivered well Religious Education is a key contributor to both the spiritual development of individuals and to building respect and empathy between people.
7. Jan Lever Group have considerable experience within education and in supporting the work of SACREs including Bournemouth & Poole, BCP, Dorset, Wiltshire, Reading, Wokingham, Slough, West Berkshire and North Somerset.
8. School teachers, religious leaders and representatives of our world views communities are all being consulted in the planning of the BCP syllabus.
9. Sitting central to the BCP Agreed Syllabus will be supporting teachers to teach about 'lived experience' in religion and diversity within religions, breaking down stereotypes and championing equality and inclusion.
10. A timeline is in place for the planning and delivery of the BCP Agreed Syllabus which ensures we meet our statutory requirements to review and delivery a locally agreed syllabus every five years.

Options Appraisal

11. The BCP locally Agreed Syllabus and its resources will be a 'marketable' product. Colleagues in local Multi-Academy Trusts have approached BCP SACRE to ask whether they would be able to use the BCP syllabus.
12. BCP SACRE did not approve a joint commissioned approach to the BCP Agreed Syllabus review due to timelines not aligning. However, once the BCP syllabus is complete and resources are available it could be used this way.
13. The BCP syllabus is likely to be sellable as a standalone product or as part of an education service level agreement to Multi-Academy Trusts, especially those that border BCP.
14. The BCP syllabus has been allocated £20,000 from the 0-25 Education budget as approved by BCP SACRE.
15. BCP SACRE could re-coup allocated funds as part of either a service level agreement (SLA) or one-off fee for use of the BCP Agreed Syllabus.
16. Following the agreement of Overview & Scrutiny, we will write to local partners to make an offer of sharing via this route.

Summary of legal implications

17. BCP SACRE is meeting its statutory responsibility under Schedule 31 to the Education Act 1996 and adopted by the Local Authority.

Summary of human resources implications

18. All work covered is in line with current 0-25 Education team structure. Commissioning of Jan Lever Group ensures resources are available to complete this statutory duty.
19. Risk remains to this workstream due to ongoing restructure in the 0-25 Education Team.

Summary of sustainability impact

20. The resources for this syllabus will be available online.
21. Limited paper copies will be made available.
22. Planning meetings often occur through teams.
23. Commissioned partners are 'local' to the BCP area.

Summary of public health implications

24. The wellbeing of the community is central to SACREs focus on every religious and world view community having a 'sense of self' and a 'place' with BCP.

Summary of equality implications

25. The equality impact assessment summary can be seen in SACRE minutes dated 16 June 2021 and as a standing Equality and Diversity Item. Sam Johnson is the named local authority officer that quality assures and provides advice to BCP SACRE.

Summary of risk assessment

26. Religion, worldviews and how this is taught in schools can be fraught with difficulty. It is vital our locally agreed syllabus sets out clear expectations and support for our maintained schools.

27. Using experienced and local commissioned partners and with close collaboration and engagement with local stakeholder BCP SACRE are confident having a strong 'local' syllabus will reduce risk of poor RE being taught in our schools. A poor syllabus could lead to representational risk for the BCP Education team and portfolio holders.
28. The Agreed Syllabus timeline builds in regular review meetings and is being led by education and subject experts. Equality and Diversity is a standing item on all SACRE meetings so that no religious or world view group can dominate the agenda or misrepresent a religious/world view community. The representation and experience of BCP SACRE and the commissioned partners mitigate risk to BCP council and portfolio holders.

Background papers

BCP SACRE Action Plan 2022 / 23

Bournemouth, Christchurch and Poole (BCP) Agreed Syllabus for Religious Education: Expression of Interest and Outline Proposal from Jan Lever MBE: (part of the Jigsaw Education Group)

SACRE PID

[SACRE Meeting Agenda's and Minutes](#)

Appendices

There are no appendices to this report.

This page is intentionally left blank

CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE



Report subject	School Admission Arrangements 2024/25 – Determination
Meeting date	20 September 2022
Status	Public Report
Executive summary	<p>BCP Council administers admission arrangements for its community and voluntary controlled schools. There is a legal requirement to determine the arrangements annually as described in the School Admissions Code 2021 and associated legislation.</p> <p>There are no proposed changes to the admission arrangements for the 2024/25 academic year from those which were publicly consulted upon and determined by the Council for the 2023/24 academic year.</p> <p>The local authority must also formulate and publish a scheme to coordinate the admission arrangements for all publicly funded schools within their area for the 2024/25 academic year.</p>
Recommendations	<p>It is RECOMMENDED that:</p> <p>Cabinet approve:</p> <p>(a) the admission arrangements for maintained community and voluntary controlled schools in accordance with Part III, Chapter I, Section 89 of the 1998 School Standards and Framework Act and Section 1 of the School Admissions Code 2014</p> <p>(b) the Coordinated Admissions Scheme for the administration of the 2021/22 year in accordance with Part III, Chapter I, Section 89 of the 1998 School Standards and Framework Act and paragraphs 2.202.22 of the School Admissions Code 2014.</p>
Reason for recommendations	<p>BCP Council is legally required to determine admission arrangements for the 2024/25 academic year for all maintained schools for which it is an admission authority and to agree co-ordinated admission arrangements for all admission authorities in the area.</p> <p>Arrangements must be determined by BCP Council by 28 February 2023.</p>

Portfolio Holder(s):	Mike White – Children and Young People
Corporate Director	Cathi Hadley – Corporate Director, Children's Services
Report Authors	Sarah Rempel – Director of Education, Children's Services
Wards	Council-wide
Classification	For Decision

Background

1. The Council and schools which are deemed to be an 'admission authority' are required each year to set arrangements explaining how and when they will decide to offer school places.
2. The Council is required to have an admissions policy for its maintained community and voluntary controlled primary schools located in Christchurch.
3. The Council must also set an administrative scheme setting out for parents and schools how the application and offer process will be co-ordinated.

Admission arrangements and published admission numbers

4. The admissions arrangements must explain how to apply for a school place and, once an application is received, how it will be processed. The policy must contain clear oversubscription criteria should there be more applications for places than there are places available. The number of places available at a normal point of entry for each school – the published admission number - must also be set and included in the policy for parents.
5. The proposed admissions policy is attached at appendix one. Minor date alterations have been made. All other areas of the arrangements (catchments, supplementary information form, policies for service families and for requests for applications for a place in a year group different to that determined by date of birth, including delayed admission to reception for summer born children) remain the same.
6. As there are no changes to the proposed arrangements, the Council is not required to publicly consult.
7. Proposed published admission numbers (PAN) for 2024/25 are attached at the end of the admissions policy attached at appendix one. They remain the same as the 2023/24 academic year.

Co-ordinated scheme

8. The Council is required under paragraph 2.22 of the Department for Education's School Admissions Code 2021 to set a co-ordinated scheme for the processing of school applications for entry to school in September 2023.
9. The scheme recommended and attached at appendix two is a single scheme for the whole of the Bournemouth, Christchurch and Poole area. The scheme is in principle the same as that set by the Council for the 2023/24 academic year with minor date alterations.

Options Appraisal

10. The existing arrangements cannot continue as the Council has an annual statutory requirement to determine the admissions policy. Taking no action is therefore not an option.
11. There is no requirement to amend the arrangements that were in place for 2023/24 as they continue to meet the needs of families who wish to apply for a school place for September 2024.
12. It is recommended that the Council determine the arrangements and the co-ordinated scheme.

Summary of financial implications

13. The admissions function is entirely funded from the Dedicated Schools Grant (DSG). Therefore, there are no wider revenue budget implications to the Council. The recommendations set out above are intended to be accommodated within the existing budget allocated from within the DSG for this purpose.

Summary of legal implications

14. The Council must determine the co-ordinated scheme, admission arrangements and published admission numbers no later than 28 February 2023.
15. If no action is taken the Council will not meet its statutory duty to have admission arrangements which meet the requirements of the School Admissions Code 2021.

Summary of human resources implications

16. There are no anticipated changes to human resources from determining the policy and co-ordinated scheme.

Summary of sustainability impact

17. BCP Council is committed to encouraging children and young people attend their nearest or catchment school.
18. The draft admissions policy includes oversubscription criteria that gives high priority to children living in their school's catchment area. Attendance at a local school provides families with greater opportunity to travel to school on foot or by cycling, scooting or using public transport in line with the Transforming Travel agenda.

Summary of public health implications

19. Ensuring families are able to apply for a school place supports the health and wellbeing of children and young people by enabling them to attend school.

Summary of equality implications

20. An equality impact assessment screening tool was completed and considered at the equality impact assessment panel on 8 September 2022. It is attached at appendix three.
21. The admissions policy and co-ordinated scheme will be accessible online for all BCP Council residents and paper copies will be provided on request.

22. School applications will be assessed using the policy oversubscription criteria. Where the child/young person and/or their family have additional needs or requirements these will be considered in line with the policy.
23. Families will have the opportunity to access an independent appeal process if they are unhappy with the school offered.

Summary of risk assessment

24. If BCP Council do not determine admission arrangements for its community and voluntary controlled schools by 28 February 2023, the Council will not have met its statutory duty as defined in the School Admissions Code 2021 and the Department for Education may impose arrangements upon the Council.

Background papers

[School admissions code - GOV.UK \(www.gov.uk\)](https://www.gov.uk/school-admissions-code)

[School Standards and Framework Act 1998 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/1998/30)

Appendices

Appendix one – BCP Council admissions policy 2024/25

Appendix two – BCP Council coordinated scheme for 2024/25

Appendix three – equality impact assessment conversation screening tool

COMMUNITY AND VOLUNTARY CONTROLLED INFANT, JUNIOR, AND PRIMARY SCHOOLS



ADMISSIONS POLICY 2024/25

The admission authority for all community and voluntary controlled mainstream schools in the Bournemouth, Christchurch and Poole Council area is the local authority. This policy applies to applications for school places starting in September 2024 and should be read in conjunction with the parents' guide available at bcpcouncil.gov.uk/schooladmissions from 12 September 2024.

Children with an Education, Health and Care Plan issued by a local authority naming a school where a child should receive their education will be admitted to that school before preferences are considered for admission in September.

Where there are more applications than places available the following criteria will be used, in numerical order, to decide the priority list for the offering of places up to the school's Published Admission Number:

1. "Looked After Children" or "previously Looked After Children" (note one) including children who appear to have been in state care outside of England (note two).
2. Children who BCP Council accepts have an exceptional medical or social need and where there is a need for a place at one specific school (note three)
3. Children who live in the school's catchment area who have a sibling who is already on the roll of the school and will continue to attend the school at the time of admission (note four)
4. Children living within the school's catchment area who are attending a recognised feeder school and are on that school's roll at the time of application (note five)
5. All other children who live in the school's catchment area
6. Children who live outside the school's catchment area who have a sibling who is already on the roll of the school and will continue to attend the school at the time of admission (note four)
7. Children living outside the school's catchment area who are attending a recognised feeder school and are on that school's roll at the time of application (note five)
8. Children living outside the school's catchment area and whose parents wish them to attend a CE (Church of England) voluntary controlled school on denominational grounds (note six)
9. Children of staff where the member of staff has been employed for two or more years at the school applied for at the time the application for admission is made or who have been recruited to a vacancy to meet a demonstrable skills shortage as at the date of application (in year) or relevant closing date under the local authority co-ordinated scheme (normal year of entry) and who still intend to be employed at the school at the time of the child's admission (note seven)
10. All other children who live outside the school's catchment area.

If a school is oversubscribed in any of the categories above, children in the oversubscribed category who live closest to the school will be given priority (notes eight, nine and ten).

If the distance measurement is equal for two or more applicants, the place will be allocated by the drawing of lots (note eleven).

Please ensure you read notes one to eleven and the remainder of this policy for further information.

Admission arrangements

Admission will be in accordance with the agreed scheme for co-ordinated admission arrangements 2024/25.

Starting Reception in 2024/25

All children can start in Reception on a full-time basis in September 2024. Parents/carers may discuss with the Headteacher whether their child should start on a part-time basis. The final decision will rest with the parent/carer of the child.

Delayed or deferred start

For children born between 1 September and 31 March, parents can delay their child's start date until later in the school year but not beyond the point at which they reach compulsory school age (i.e., by the start of the term following their fifth birthday). For children born between 1 April and 31 August, parents can also delay their child's start date; but not beyond the beginning of the final term of the school year (i.e., the term that starts after the Easter/Spring holidays).

The school place offered cannot be delayed until the following academic year – it must be taken-up in the academic year for which it is offered. Parents and carers who do not take-up the offer of a place during the reception year will need to re-apply for a school place the following year. Places offered but not taken-up by the beginning of the final term (i.e., the term that starts after the Easter/Spring holidays) will be withdrawn.

If parents/carers want to apply for the following year, they would normally apply for a place in year one. Parents and carers need to be aware that year one in the school they were previously offered could be full at this stage.

Applications for a place in a year group different to that determined by date of birth, including delayed entry to reception for summer born children

Applications for children to be educated in a year group different to that determined by their date of birth, including delayed admission to reception for summer born children, will be considered on their individual merits by a specialist panel comprising: a senior officer from the School Admissions Team, a senior member of the SEND (Special Educational Needs and or Disabilities) Team where a child has or is believed to have special educational needs and the headteacher of the school applied for.

Details of what you need to do to apply for a different year group can be found in the policy document "Policy for responding to parental requests for admission to community and voluntary controlled schools to a year group different to that determined by their date of birth, including delayed admission to reception for summer born children" available online at bcpcouncil.gov.uk/schooladmissions or from the School Admissions Team.

Parents considering this should contact BCP Council at the earliest possible opportunity (preferably before 30 November 2023) to ensure a decision is made before the national closing date for applications.

Excepted pupils for infant classes (Years R, 1 and 2)

Infant classes must not contain more than thirty pupils with a single schoolteacher. Additional children may be admitted under limited exceptional circumstances. These children will remain an 'excepted pupil' for the time they are in an infant class or until the class numbers fall back to the current infant class size limit. The excepted children are:

- children admitted outside the normal admissions round with Education, Health and Care Plans specifying the school
- looked after children and previously looked after children admitted outside the normal admissions round
- children admitted after initial allocation of places, because of a procedural error made by the admission authority or local authority in the original application process
- children admitted after an independent appeals panel upholds an appeal
- children who move into the area outside the normal admissions round for whom there is no other available school within reasonable distance
- children of UK (United Kingdom) service personnel admitted outside the normal admissions round
- children whose twin or sibling from a multiple birth is admitted otherwise than as an excepted pupil
- children with SEND who are normally taught in a SEND unit attached to the school, or registered at a special school, who attend some infant classes within the mainstream school.

In Year Fair Access

All the admission authorities in BCP Council have established an In Year Fair Access Protocol. The purpose of the In Year Fair Access Protocol is to ensure that – outside the normal admissions round – unplaced children, especially the most vulnerable, are provided with a place at a suitable school as quickly as possible. Cases are considered by a Panel comprising Headteachers and/or their representatives. When seeking to place a child, the Panel will consider all schools in a fair, equitable and consistent manner. Decisions of the Panel may mean that individual schools admit children above the published admission number. Admission authorities will not normally be asked to admit a child to an infant class where there are already thirty children in the class.

In Year Admissions – Looked After Children

A Looked After Child (see notes) may be admitted to a school above the published admission number if it is felt by the local authority that a particular school is the most appropriate placement to meet the needs of the individual child. BCP Council has adopted a protocol for dealing with in year admissions of Looked After Children.

Home Address

The home address where a child lives is a residential property that is the child's main or only address during term time. Applicants can be asked to provide additional evidence to verify addresses and/or other details provided. It is at the discretion of the local authority what evidence is required (evidence may include, but is not limited to, Child Benefit, GP (General Practitioner) registration, evidence of home ownership/tenancy etc.). The final decision on the home address of a child will be made by BCP Council. If any information supplied by an applicant is judged by the local authority to be fraudulent

or intentionally misleading, BCP Council may refuse to offer a place, or if already offered, may withdraw the offer.

Applications from separated Parents/Carers

Only one application can be accepted for each child. Where parents/carers are separated, it is essential that agreement is reached by both parties concerning the nominated preferred schools. Where a child spends part of their week with one parent and part with the other, only one address can be provided. This must be the address at which the child spends most of their time during term time. Applicants can be asked to provide additional evidence to verify addresses and/or other details provided. It is at the discretion of BCP Council what evidence is required (evidence may include, but is not limited to, Child Benefit, GP registration, evidence of home ownership/tenancy etc.). The final decision on the home address of a child will be made by BCP Council. If any information supplied by an applicant is judged by to be fraudulent or intentionally misleading, BCP Council may refuse to offer a place, or if already offered, may withdraw the offer.

Changes of address

When applying for point of entry, BCP Council will not accept a change of address once the National Closing Date has passed. The National Closing Date for point of entry year groups (Reception, Year 3, and Year 5) is 15 January 2024. This means if your moving date is after 15 January 2024, we will use your old address to categorise your application. You will need to tell us your new address so we can update your child's record. If you move house after you have submitted your application but before the National Closing Date, you **must** inform us **before** the 15 January 2024 to ensure your application is considered from your new address.

Applications for children of multiple births

If there are insufficient places to accommodate all the children of a multiple birth (i.e., twins, triplets etc.) in any year group and one child can be admitted, the other siblings of the multiple birth will be admitted over the school's published admission number. If it is in an infant class (Years R, 1 and 2) the additional children over the published admission number will be considered as excepted pupils for the entire time they are in an infant class at the school or until the class numbers fall back to the infant class size limit in accordance with the School Admissions Code.

Waiting Lists

BCP Council maintains waiting lists for its schools. When a child is added to the waiting list it must be ranked again in line with the published oversubscription criteria. Priority will not be given to children based on the date their application was received or when their name was added to the waiting list. Parents can apply to have their child's name placed on a waiting list for the academic year for which the school place was refused. If parents wish to keep a child on a waiting list beyond this term, they will need to submit a new school application form for the new academic year. There is no guarantee of a school place by remaining on the waiting list.

Appeals

If the local authority is unable to offer a place at a school that has been applied for, the parent has the right to appeal to an independent Appeals Panel. Details will be included in the letter refusing the school place. The decision of the appeal panel is binding on all parties.

Notes

1. A “Looked After Child” means any child who is in the care of a local authority in accordance with Section 22 (1) of the Children Act 1989. A child who was “previously a Looked After Child” means a child who after being Looked After became subject to an Adoption Order under the Adoption Act 1976 or under Section 46 of the Adoption and Children Act 2002, a Residence Order or Child Arrangement Order under Section 8 of the Children Act 1989 or Special Guardianship Order under Section 14A of the Children Act 1989. Applicants can be asked to provide additional evidence to verify the previously looked after status of a child. It is at the discretion of BCP Council what evidence is required. The final decision will be made by BCP Council. If any information supplied by an applicant is judged to be fraudulent or intentionally misleading, BCP Council may refuse to offer a place, or if already offered, may withdraw the offer.
2. A child is regarded as having been in state care in a place outside of England if they were accommodated by a public authority, a religious organisation, or any other provider of care whose sole purpose is to benefit society. Applicants can be asked to provide additional evidence to verify the previously looked after status of a child. It is at the discretion of BCP Council what evidence is required. The final decision will be made by BCP Council. If any information supplied by an applicant is judged to be fraudulent or intentionally misleading, BCP Council may refuse to offer a place, or if already offered, may withdraw the offer.
3. If applying under medical or psychological grounds, written advice from an NHS Consultant (for medical grounds), or an NHS Consultant Psychiatrist (for psychological grounds) that documents the child’s medical or psychological needs must be included with the application. Children will only meet this criterion if the school(s) named on the application form is assessed by BCP Council to be the only school(s) that can meet any specific medical or psychological needs identified.
4. “Sibling” means:
 - a full brother or sister who lives with one or both parents or carers in the same property during the school week.
 - a half-brother or half-sister who lives with one or both parents or carers in the same property during the school week.
 - an adoptive brother or sister who lives with one or both parents or carers in the same property during the school week.
 - a foster brother or sister who lives with one or both parents or carers in the same property during the school week.
 - non-blood related children who, together, all live with one or both parents or carers in the same property during the school week.

For Christchurch Infant School and Mudeford Infant School the sibling link will apply to Christchurch Junior School and Mudeford Junior School and vice versa.

5. Children who are on roll at the recognised feeder infant school and are applying to the recognised receiver junior school. This applies to Mudeford Infant and Junior Schools and Christchurch Infant and Junior Schools only.
6. To qualify for consideration under this category, parents/carers will need to show that

at least one adult family member and the child to whom the application relates to have been attending their local church at least once a month for a minimum of a year prior to the closing date for applications. The application must also be supported by a supplementary information form signed by the vicar/priest/minister or leader of the church confirming this.

If during the period specified for attendance at worship the church has been closed for public worship and has not provided alternative premises for that worship, the requirements of these admissions arrangements in relation to attendance will only apply to the period when the church or relevant place of worship or alternative premises have been available for public worship.

7. Staff are defined as all teaching and support staff employed at the preferred school. 'Children of staff' refers to situations where the staff member is the natural parent, the legal guardian, or a resident step-parent. If applicants wish to be considered under this criterion, then a letter from the headteacher confirming the criterion applies to the applicant must be provided at the time of application.
8. The distance between the child's home and preferred school will be determined by the shortest straight-line measurement calculated using the local authority's geographical information system in use at the time of allocation. The system at the time of setting the policy is Servelec Synergy and it takes the measurement between the address mapping points of the school and the applicant's home. Please note that eligibility for school transport assistance is based on walking distance measurements.
9. If there are insufficient places to accommodate all applicants and the distance criterion is used, the BCP Council will use random allocation for the remaining places. This can apply to applicants living an equal distance from the school (up to three decimal points) or at the same address or in the same block of flats. Applicants will have their names drawn as lots to see who should be offered the place(s). The person drawing the names will be an officer within BCP Council who is not involved in the school admissions process.

COMMUNITY AND VOLUNTARY CONTROLLED INFANT, JUNIOR, AND PRIMARY SCHOOLS



PUBLISHED ADMISSION NUMBERS 2024/25

School Name	Published Admissions Number 2024/25
Burton CE Primary School	45
Christchurch Infant School	120
Mudeford Community Infant School	60
Mudeford Junior School	66
Somerford Primary School	30

This page is intentionally left blank

ADMISSION ARRANGEMENTS 2024/25

COORDINATED ADMISSION SCHEME



All schools in Bournemouth, Christchurch and Poole together with the Local Authority have, in accordance with statutory requirements, agreed to coordinate the main entry admission and transfer process for 2024-25. The agreed scheme enables an application to be made on a single application form.

The coordinated scheme applies to the following admission points of entry:

Point of Entry	National Closing Date (Applying on Time)
Entry in Reception at all First, Infant Primary and All-Through schools	15 January 2024
Entry into Year 3 at Junior schools	15 January 2024
Entry into Year 5 at Broadstone Middle School	15 January 2024
Entry into Year 7 at all secondary schools with the exception of Corfe Hills School and LeAF Studio School	31 October 2023
Entry into Year 9 at Corfe Hills School and LeAF Studio School	31 October 2023

BCP Council will coordinate with other local authorities to ensure that a child receives only a single offer of a school place. It will seek to offer the highest preference able to be agreed subject to the receipt of information in sufficient time and the other local authorities' schemes providing for this.

Parents/carers should complete an application and name four different schools in the order they would like their child to attend. Parents/carers must submit their application to their home local authority by the published closing date specified in the table above.

Preferences on faith grounds

Parents/carers expressing a preference on faith grounds must check the relevant school admissions policy to find out how to provide evidence of religious faith and practice. Parents/carers will be required to complete a Supplementary Information Form and submit the Form before the published closing date. Where baptismal evidence is required, parents/carers must check how this is provided to the school. All relevant evidence must be submitted before the published closing date. The Supplementary Information Forms can be downloaded from the BCP website or from the relevant school website.

Changes or applications received after the closing date

Applications or any change of preference received after the national closing date will be considered as a late application unless otherwise specified within the school's admissions policy.

Applications that are considered late will be processed after all on-time applicants have been notified of their result. Late applications received before the published late closing date will be processed in accordance with the timetable (see below).

Any applications received after the published closing date for late applications will be processed as quickly as possible after the timetable (see below) has been completed. Once processed, they will be immediately added to the waiting list(s) if a place is not available.

Living or applying for schools outside BCP Council

Parents/carers who live outside BCP Council who wish to apply for a school will need to complete their home local authority's application form in accordance with timescales published in that Local Authority's scheme.

BCP Council will send a list of all applicants to all school Admission Authorities within the council's area. It will send applications for schools in other local authorities to the relevant local authority to administer.

Information from other admission authorities

Where a parent/carer lists a school which is its own admission authority, or a school in another local authority as one of their preferences, information is electronically transferred to the relevant school or local authority. The admission authority will then be required to rank in order the applications they received in accordance with their admission arrangements and decide whether they can offer the child a place.

Once the decisions have been made by the relevant admission authority, they are returned to the local authority (LA) by the deadline specified (see timetable below). The LA then compares the provisional offer lists; if a child's name appears on more than one offer list, the LA will then refer to the preference order on the parent/carer application to see which school the family wants the most. Then, in accordance with the order of preference on the application form, the child's name will be retained on the list of the highest preference school able to offer a place and removed from the lower preference school(s) offer list(s).

Places freed up by this process will then be offered to applicants who are next on a school's ranked order of priority.

When preferences cannot be met

For those applicants who are not able to be offered any of their preferred schools:

- if they are resident in BCP Council, they will be offered a place at the nearest school to their home address which still has places available with agreement from the relevant admissions authority; or
- if they are resident outside of BCP Council, they will be referred to their own local authority to discuss schooling.

Those applicants who apply after the national closing date go through a similar process again, resulting in further offers being made in accordance with the agreed late application timetable.

Outcome of application

BCP Council will advise parents/carers who applied online by uploading the outcome to the online system. Parents/carers will be able to view the outcome of their application online on the relevant national offer date. BCP Council will issue letters to all parents on the national offer dates.

Waiting list

The length of time a child's name is on the waiting list cannot be considered when places become available. Places are offered in accordance with the oversubscription criteria in the school's published admissions policy.

Waiting lists for the point of entry must be held until 31 December 2024. Not all schools hold waiting lists after this time. Parents will receive information in their notification letter about how the waiting lists are managed.

All waiting lists held for the full academic year 2024/25 will expire on 31 August 2025. Parents/carers must submit a new school application form for 2025/26 and any subsequent years. Applications can be submitted from 1 June 2025.

Appeals

School Admission Authorities will inform BCP Council of the outcome of any appeals within 2 working days.

Timetable for On Time Applications 2024/25

	Secondary	Junior/Middle	Reception
Closing date for applications	31/10/23	15/01/24	15/01/24
BCP Council (BCP) to exchange applicant information with other local authorities (LAs) by BCP to exchange applicant information with other school Admission Authorities (AAs) in Council's area, with the exception of any applications received from outside the area, by	17/11/23	03/02/24	03/02/24
BCP sends a list of all applicants from outside the area to other AAs in BCP	25/11/23	17/02/24	17/02/24
AAs to send electronically a list of pupils to BCP in the order to be considered, together with the relevant criteria for each applicant	05/01/24	01/03/24	01/03/24
First exchange of offers between BCP and other LAs for applicants resident in their respective areas by	19/01/24	15/03/24	15/03/24
Deadline for final exchange of offers between LAs for applicants resident in their respective areas	02/02/24	29/03/24	29/03/24
BCP to inform other AAs of final allocation of places by	23/02/24	12/04/24	12/04/24
BCP issues notification letters to all applicants and on-time notifications to be uploaded on	01/03/24	16/04/24	16/04/24
Parents accept/refuse offer by	15/03/24	01/05/24	01/05/24

Timetable for Late Applications 2023/24

	Secondary	Junior	Reception
Closing date for late applications	26/01/24	09/02/24	09/02/24
BCP Council (BCP) to exchange applicant information with other school Admission Authorities (AAs) in BCP	09/02/24	08/03/24	08/03/24
AAs to send electronically a list of pupils in the order to be considered, together with the relevant criteria for each applicant	01/03/24	22/03/24	22/03/24
BCP to inform other AAs of final allocation of places	17/03/24	10/05/24	10/05/24
BCP issues notification letters to all applicants on	15/03/24	08/05/24	08/05/24
Parents accept/refuse offer by	05/04/24	24/05/24	24/05/24

Please note

At the end of the above timetable, BCP Council will continue to coordinate the allocation on a regular basis until the end of the school year.

IN YEAR ADMISSIONS

With the agreement of the school admission authorities, BCP Council coordinates all applications for school places in the council's area except Highcliffe School. Parents are advised to contact Highcliffe School directly.

One application form will be available for parents/carers wishing to apply for any school located in BCP Council. The application will invite parents to list up to four schools ranked in the order they would like their child to attend. The parents/carers should then submit the application to the BCP Council.

Parents/carers applying for a church school who request a place on faith grounds must provide a completed supplementary information form. The supplementary information form (SIF) is available from the school or a copy can be downloaded from the BCP Council website. Details of where to return the SIF are set out in the information on each school's websites regarding their admission arrangements.

For applications for schools in the council's area (except for Highcliffe School who process their own applications), BCP Council aims to notify parents/carers of the outcome of their application in writing within ten school days. All parents/carers must receive a notification in writing within fifteen school days. The exception to this is where a parent applies for a place in a grammar school. In these cases, the school must notify the parent in writing within fifteen school days of the date for the assessment.

Admission Authorities will inform BCP Council within three school days of the outcome of the application. BCP Council will send out an offer or refusal letter (except for Highcliffe School which will send the letter to the parent, copied to the LA).

Information regarding schools that do not process applications in a timely manner may be passed on to the Schools Adjudicator and/or relevant Department for Education agencies (e.g. Regional Schools' Commissioner, Education, Funding and Skills Agency). The need to request direction may also be considered.

All Admission Authorities will inform BCP Council of the results of any appeal hearings within two working days of the appeal outcome.

Applications to start in September 2025 for places in a year group different to the point of entry

With the exception of applications for Grammar Schools, applications received will not be processed until after 1 June 2025.

Any applications received prior to 1 May 2025 will be too early to be processed and the parent will be asked to submit a new application after 1 June 2025. Applications received between 1 May and 1 June 2025 will be retained by the School Admissions Team and processed after 1 June 2025.

Applicants applying before 1 June 2025 will be informed that their application will not be processed until after this date. This does not constitute a refusal to offer a school place at any of the preferred schools and therefore there will be no right of appeal until such time as the application has been processed.

Grammar School applications will need to be processed early to allow sufficient time for testing and, if appropriate, to allow appeals to be heard before the end of the summer term. Therefore, applications for grammar school will be processed as and when received.

Looked After Children

A “Looked After Child” means any child who is in the care of a local authority in accordance with Section 22 (1) of the Children Act 1989. BCP Council has adopted a protocol for dealing with in-year applications for Looked After Children. All applications will be processed in accordance with the protocol.

Waiting lists

New waiting lists are normally created from September each year.

Where waiting lists are held, BCP Council will ensure any places that become available are offered in accordance with the oversubscription criteria within the published admissions policy of the school.

The waiting list for 2024/25 will expire on 31 August 2025. Parents/carers must submit a new application for 2025/26 and any subsequent years. Applications for the new waiting list can be submitted from 1 June 2025. Any children for whom a new application has not been received by 31 August will be removed from the waiting list on this date. Parents can apply at any point after 1 September to have their child placed back on any school’s waiting list.

Equality Impact Assessment: Conversation Screening Tool

What is being reviewed?	School Admission Arrangements 2024/25
What changes are being made?	<ul style="list-style-type: none"> The School Admissions Code 2021 requires admission authorities to consult and determine admission arrangements in readiness for future school applications. No changes to the admission arrangements are being made. The arrangements will be the same as those publicly consulted on and determined for the academic year 2023/24. The requirement to consult is not needed but BCP Council must still formally determine the arrangements for 2024/25.
Service Unit:	Children's Services
Participants in the conversation:	<p>Angie Hill, Team Manager, School Admissions, Children's Services</p> <p>Tanya Smith, Head of Service – School Places, Funding and Admissions, Children's Services</p> <p>Carly Williams, Team Leader, School Admissions, Children's Services</p>
Conversation date/s:	4 August 2022, 8 August 2022
Do you know your current or potential client base? Who are the key stakeholders?	<p>The key stakeholders and client base are parents and carers of children and young people aged 3-16-years-old.</p> <p>During the 2021/22 academic year, BCP Council received approximately 9000 applications for point of entry to school (Reception, Year 3, Year 5, Year 7 and Year 9) and a further 4,500 (approximately) in year applications to start school during the school year. It is anticipated that there will continue to be similar numbers received during the 2024/25 academic year.</p>
Do different groups have different needs or experiences?	<p>The policy continues to ensure that school admission applications are considered based on the statutory requirements of the School Admissions Code.</p> <p>The School Admissions Code requires Looked After Children, Previously Looked After Children and children with an Education, Health and Care Plan (EHCP) are prioritised.</p> <p>The School Admissions Code enables children entitled to Pupil Premium and children with medical needs to be prioritised within oversubscription criteria.</p> <p>When there are more applications than school places available, the admissions policy includes a set of oversubscription criteria to enable fair and equitable ranking of applications. The oversubscription criteria, after allocation of placement for children and young people with an Education, Health and Care Plan (EHCP) are:</p> <ol style="list-style-type: none"> 1) Looked After and Previously Looked After Children (including children who were previously looked after in state care outside of England) 2) Children who BCP Council accepts have an exceptional medical or social need and where there is a need for a place at one specific school

	<p>3) Children who live in the school's catchment area who have a sibling who is already on the roll of the school and will continue to attend the school at the time of admission</p> <p>4) Children living within the school's catchment area who are attending a recognised feeder school and are on that school's roll at the time of application</p> <p>5) All other children who live in the school's catchment area</p> <p>6) Children who live outside the school's catchment area who have a sibling who is already on the roll of the school and will continue to attend the school at the time of admission</p> <p>7) Children living outside the school's catchment area who are attending a recognised feeder school and are on that school's roll at the time of application</p> <p>8) Children living outside the school's catchment area and whose parents wish them to attend a CE (Church of England) voluntary controlled school on denominational grounds</p> <p>9) Children of staff where the member of staff has been employed for two or more years at the school applied for at the time the application for admission is made or who have been recruited to a vacancy to meet a demonstrable skills shortage as at the date of application (in year) or relevant closing date under the local authority co-ordinated scheme (normal year of entry) and who still intend to be employed at the school at the time of the child's admission</p> <p>10) All other children who live outside the school's catchment area.</p> <p>If a school is oversubscribed in any of the categories above, children in the oversubscribed category who live closest to the school will be given priority.</p> <p>Except for multiple birth children, if the distance measurement is equal for two or more applicants, the place will be allocated by the drawing of lots (note eleven). If a multiple birth child is offered the last school place, all children from the multiple birth will be offered a place over the published admission number for the school.</p>
Will this change affect any service users?	As there are no proposed changes to the admission arrangements and the processes involved in allocating school places there will be no affect to service users.
What are the benefits or positive impacts of the change on current or potential users?	<p>As there are no proposed changes to the admission arrangements and the processes involved in allocating school places there will be no affect to service users.</p> <p>No changes but the oversubscription criteria ensure that applications are considered as per the requirements of the Admissions Code – see criteria above</p>

What are the negative impacts of the change on current or potential users?	<p>As there are no proposed changes to the admission arrangements and the processes involved in allocating school places there will be no affect to service users.</p> <p>No changes but the oversubscription criteria ensure that applications are considered as per the requirements of the Admissions Code – see criteria above</p>
Will the change affect employees?	Not applicable as the arrangements only apply to those seeking a school place.
Will the change affect the wider community?	School admission arrangements are statutorily required to be determined annually. As there are no proposed changes to the admission arrangements and the processes involved in allocating school places there will be no affect to service users.
What mitigating actions are planned or already in place for those negatively affected by this change?	<p>As there are no proposed changes to the admission arrangements and the processes involved in allocating school places there will be no affect to service users.</p> <p>The arrangements ensure that applications are considered in line with legislation and the policy itself.</p>
Summary of Equality Implications:	<p>All school applications will continue to be processed in line with the requirements of the School Admissions Code. All families can apply for any school at any time and their applications will be considered in line with the school admissions policy.</p> <p>Families will have the opportunity to access an independent appeal process if they are unhappy with the decision of their application.</p> <p>The requirement to ensure that children with EHCPs are placed before allocation of all children and the requirement to ensure all Looked After and Previously Looked After Children are ranked highest using the oversubscription criteria ensures that these vulnerable groups are positively impacted by the admissions process.</p> <p>School admission arrangements are within the domain of Education described in the Measurement Framework for Equality and Human Rights. They ensure access to appropriate education is provided for children and young people.</p>

This page is intentionally left blank

CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE



Report subject	Key Performance Indicators - Quarter 1
Meeting date	20 September 2022
Status	Public Report
Executive summary	This report provides a performance update for the period April - June 2022 (Quarter 1 2022-23) for the key performance indicators relating to Children's Services as detailed in the Corporate Performance Scorecard.
Recommendations	It is RECOMMENDED that: N/A
Reason for recommendations	N/A

Portfolio Holder(s):	Councillor Mike White
Corporate Director	Cathi Hadley, Director for Childrens Services
Report Authors	Rina Mistry, Head of Performance
Wards	Council-wide
Classification	For Update or Information

Background

1. This report provides a performance update for the period April - June 2022 (Quarter 1 2022-23) for the key performance indicators (KPI) relating to Children's Services as detailed in the Corporate Performance Scorecard.
2. The key performance indicators for Children's Services are reported under the following 3 categories:
 - 2.1. Permanency and Corporate Parenting
 - 2.2. Front Door and Early Help
 - 2.3. Education

Permanency and Corporate Parenting:

3. Permanency and Corporate Parenting:
 - 3.1. **Number of approved fostering households** - this continues to increase and Q1 the figure stood at 177. A contributing factor to this increase is linked to the continued assessment of Supported Lodgings Carers as foster carers. Additional panels are ensuring that all long-term matched children in foster care have their permanence formalised as soon as possible.
 - 3.2. **Percentage of children with permanence plans by their second LAC Review** – 98% in Q1 and **Percentage of children in care with a plan for permanence** – 92% in Q1. Both indicators show that performance remains significantly above the target of 95% and 90% respectively. This high performance is reflective of the continued focus on achieving timely and early permanence planning for children in care.
 - 3.3. **Percentage of children in care with attendance at a 'Good' or 'Outstanding' school above 95%** is an emerging area of concern as the Q1 figure was 90%. 3.43% of Children in Care currently attend schools rated as Requires Improvement and, in all of these cases, attendance at these schools maintained continuity of provision following the children coming into care. 6.18% Children in Care currently attend schools with no Ofsted rating and 4 of these schools are not in England.

- 3.4. **Percentage of children in care who are NEET** – there has been an increase since Q4 21/22 - 12.6% compared to 14.2% in Q1 22/23 but the figure remains below the 16% intervention level. Overall, there has been a reduction in NEET amongst many children in care due to a closer focus and understanding of young people's needs and circumstances which create barriers to accessing education, employment and training. However, this increase is due to an increase in unaccompanied asylum-seeking children, linked to a combination of care placement moves from hotels and the lack of offer from B&P College to facilitate mid-year start on ESOL courses.

Front Door and Early Help:

4. Front Door and Early Help:

- 4.1. **Timeliness of assessments** – although there has been a marked improvement in Q1 22/23 (70%) compared to Q4 21/22 (61%) this KPI continues to remain below the target level of 88%. The performance is a consequence of higher rate of referrals during January – March 2022, which resulted in a higher number of assessments being undertaken and due for completion April – June 2022. The improved performance is also a result of increased resource stability from May 2022 onwards.
- 4.2. **Percentage of repeat referrals in 12 months** - In Q1 22/23 re-referrals saw a slight drop to 30% which is significantly higher than comparators and BCPs tolerance level. Dip-sampling by the Service Manager found that re-referrals predominantly came from Assessment, Children & Families First and Innovate. The peak time for re-referral was 5-6 months, with several large family groups being present in the sample. Learning from the review includes the need for improved intervention at the point of referral, an emphasis on anti-social behaviour, exploitation and parental boundaries amongst adolescents, and improved pathways between MASH and the adoption support fund where adopted young people are demonstrating the impact of trauma in their behaviour.

Education:

5. Education:

- 5.1. **Children missing out on Education** – the number of children missing out on education (CMOE) have increased by 39% from 189 in Q4 21/22 to 263 in Q1 22/23. 57% of these children are accessing an agreed (with parents) part time timetable. The numbers of children missing out on education are missing out due to 33% having social and behavioural difficulties, 32% having mental health needs and 16% having medical needs other than mental health.
- 5.2. **Exclusions:**
- 5.2.1. **Primary School aged children** - Despite an increasing number of schools indicating challenges faced in managing the behaviour of pupils, local authority intervention has to date prevented a significant rise in the number of permanently excluded children in primary schools – in Q1 22/23 0.1% of primary school aged children were permanently excluded (no change from Q4 21/22).

5.2.2. **Secondary School aged children** – there has been an increase in the percentage of secondary school aged children permanently excluded from school in Q1 22/23 (0.3%) compared to Q4 21/22 (0.23%). A contributing factor to this increase as stated by a number of school headteachers is due to schools being inadequately resourced to meet the increasingly complex needs of some pupils, the inability to access effective support services and parental pressure.

5.3. **Good / Outstanding Schools:**

5.3.1. **Primary and Secondary Schools:** The percentage of children in both primary and secondary schools that are rated as Good/Outstanding continues to remain excellent at 94% and 97% respectively.

5.3.2. **Special Schools:** All Special Schools in BCP are rated as either Good/Outstanding – no change from Q4 21/22.

5.4. **Percentage of 16–17-year-olds not in education, employment or training (NEETs) and percentage of not knowns** – 4.2% in Q1 22/23, significantly below the National average of 4.7% and South West average of 5.2%.

Options Appraisal

6. N/A

Summary of financial implications

7. Local authorities have a statutory duty arrange education for children that are permanently excluded. If children cannot be placed in a mainstream school they will be in alternative provision. An alternative provision place will cost between £20,000 and £50,000 per year. Places are funded from the Schools High Needs Block funding, which is currently in deficit.

Summary of legal implications

8. The 45 day assessment timeframe is a legal requirement. A safe and effective front door service is essential for Children's Services to fulfil our statutory duty to safeguard and promote the welfare of children in the area who are in need, as set out in the Children Act 1989.

9. Local authorities have a statutory duty arrange education for children that are permanently excluded.

Summary of human resources implications

10. The prevention of permanent exclusion and the placement, monitoring and safeguarding of permanently excluded children requires significant staffing resources.

Summary of Sustainability Impact

11. Evidence indicates that children and adults that were permanently excluded will require greater support from services during their lifetime.

Summary of public health implications

12. It has been evidenced that children that have been permanently excluded achieve less well against a wide range of health and wellbeing outcomes, both through childhood and later life.

Summary of equality implications

13. Children and young people who are disadvantaged, vulnerable, have additional needs and have BAME heritage could be disproportionately affected by permanent exclusion.
14. Some groups of children are more likely than others to be referred to social care services. For example, disabled children have been found to be at greater risk of abuse and neglect, and recognition and assessment can be delayed for this group, as signs of neglect and abuse may be confused with the underlying disability or condition. Disabled parents, and parents with a learning disability, may require additional support to engage with children's services
15. Unaccompanied asylum-seeking children are without parental protection and may face language barriers.¹

Summary & Recommendations

16. Actions taken or planned to be noted for the key performance indicators that are emerging areas of concern:
 - 16.1. **Percentage of children in care with attendance at a 'Good' or 'Outstanding' school above 95%** - Close monitoring of those children attending provisions rated as RI or with no rating. Liaison with school standards team to provide overview of improvement journeys and general trajectory of those schools without an Ofsted rating.
 - 16.2. **Percentage of children in care who are NEET** – Actions to improve performance include the use of Pupil Premium Grant+ to pilot access to bespoke provision and support to prepare young people for Education, Employment or Training. There is a planned BCHA course for Q2 22/23 to engage unaccompanied asylum seekers (UASC) not accessing education provisions and the recruitment of a specific UASC worker to work with providers and colleges to ensure offers are more widely available.
 - 16.3. **Timeliness of assessments** - Action has been taken to build in time to quality check assessments without impacting on the 45-day timeframe and reduced caseloads need to be maintained to ensure social workers have time to complete work and meet standards required. The Service Manager is also reviewing assessment completion across department as the performance data is generated across all services, not just Assessment Teams.

¹ NICE Social Care Guideline Equality Impact Assessment

- 16.4. **Re-Referrals** - Re-referrals remain high and above National /Outstanding and good LAs/Statistical neighbours. A dip sampling exercise was undertaken which found that Learning from a review of re-referrals found that the majority of re-referrals came from assessment and child in need/child protection teams. Actions being taken as a result of the review of re-referrals include improving interventions at the point of referral, a greater emphasis on anti-social behaviour, exploitation and parental boundaries amongst adolescents, and improved pathways between MASH and the adoption support fund where adopted young people are demonstrating the impact of trauma in their behaviour.
- 16.5. **Children missing out on Education** – A designated PMOE (Pupils Missing out on Education) officer has been appointed to monitor length of time children are placed on part time timetables. Continued work recruiting schools to use the online reporting system for schools to report PMOE in a timely manner. Work to take place with the Educational Psychologist service to develop an emotional school-based avoidance offer to support children back into school. Planning for the introduction of a multi-agency panel that will allocate medical alternative provision places to those children who are unable to attend school due to medical reasons
- 16.6. **Secondary School Permanent Exclusions** - Actions being planned include:
- 16.6.1. Promote the co-produced behaviour pathway within all settings to improve early identification and assessment of needs, providing good support and strategies to children and young people and parents and carers in the pre-assessment stage. including training and resources.
 - 16.6.2. Development of a multi-disciplinary pilot programme in collaboration with schools to proactively support pupils at risk of exclusions/experiencing poor attendance. This pilot will include robust evaluations in helping BCP to inform future sustainable offer.
 - 16.6.3. Piloting of a multi-agency pre-exclusion 'case conferencing' system.

Summary of risk assessment

N/A

Background papers

None

Appendices

Appendix 1: Children's Services Corporate Performance Indicators Scorecard (Children's Services Indicators only)

Appendix 2: Exception Reports for Assessment Timeliness, Re-referrals and Permanent Exclusions

Appendix 1: Children's Services Corporate Performance Indicators Scorecard (Children's Services Indicators only)

Measure	Corporate Strategy Priority	Collection Frequency	Q4 Outturn 2021/22	Q1 Target 2022/23	Q1 Intervention Level 2022/23	Q1 Outturn 2022/23	Reason for level of Performance	Actions taken or planned	Additional Comments
Social Care: Number of approved fostering households	Brighter Futures	Quarterly	n/a	n/a	n/a	177	We are continuing to see an increase in the number of foster carers, in part linked to the continued assessment of Supported Lodgings Carers as foster carers. Additional panels are ensuring that all long-term matched children in foster care have their permanence formalised and celebrated as soon as possible.	Continue to assess Supported Lodgings Carers as foster carers.	Data as at 25 July 22
Social Care: Percentage of children with permanence plans by their second LAC Review	Brighter Futures	Quarterly	99	95.00	89.00	98	A continued focus on achieving permanence for children in care has resulted in continued high performance. Weekly performance meetings within the Children in Care service have ensured a focus on timeliness and the importance of early permanence planning.	Twice weekly performance meetings and continued oversight and scrutiny by permanence panel, in addition to tracking through court proceedings. A focus on ensuring all long-term matched children in foster care have their permanence formalised and celebrated as soon as possible.	% CIC with a plan for permanence by their 2nd LAC review

Social Care: Percentage of children in care with attendance at a 'Good' or 'Outstanding' school above 95%	Brighter Futures	Quarterly	n/a	100.00	89.00	90.37	3.43% of Children in Care currently attend schools rated as Requires Improvement and, in all of these cases, attendance at these schools maintained continuity of provision following the children coming into care. 6.18% Children in Care currently attend schools with no Ofsted rating. 4 of these schools are not in England.	Close monitoring of those children attending provisions rated as RI or with no rating. Liaison with school standards team to provide overview of improvement journeys and general trajectory of those schools without an Ofsted rating. The VS have not placed any CiC in schools rated RI or Inadequate.	No Children in Care currently attend an inadequate school. 90.37% (All schools including those without an OFSTED rating) 96.57% (discounting those that attend a school without an OFSTED rating due to becoming an academy or a school in Scotland or Wales)
--	---------------------	-----------	-----	--------	-------	-------	--	---	--

Social Care: Percentage of children in care who are NEET	Brighter Futures	Quarterly	12.6	12%	16%	14.20%	<p>There has been a reduction in NEET amongst many children in care due to a closer focus and understanding of young people's needs and circumstances which create barriers to accessing education, employment and training. There is improved collaboration between education and social care to ensure young people are supported to engage through a weekly Education Panel and availability of extra funding to support bespoke education packages providing smaller steps to reengagement. There was an increase of 2.8% NEET young people due to an increase in unaccompanied asylum-seeking children, linked to a combination of care placement moves from hotels and lack of offer from B&P College to facilitate mid year start on ESOL courses.</p>	<p>The use of reengagement programmes, such as BCHA/Virtual School Steps2Success course, has helped to ensure engagement and readiness for next steps for NEET young people. Weekly education panels led by the Virtual School Head monitor and plan for education jointly with social workers and personal advisors. Further actions to improve performance include the use of Pupil Premium Grant + to pilot access to bespoke provision and support to prepare young people for EET, the provision of laptops and funding for online ESOL courses (which in particular reduced the number of UASC young people not accessing education). There is a planned BCHA course for Q2 to engage UASC YP not accessing education provisions and returning from Out of Borough Placements when 18. The Virtual School is now recruiting a specific UASC worker to work with providers and colleges to ensure offers are more widely available and overcome challenges that pertain to this group of young people.</p>	
--	---------------------	-----------	------	-----	-----	--------	---	---	--

Percentage of children in care with a plan for permanence	Brighter Futures	Quarterly	94%	90%	85%	92%	A continued focus on achieving permanence for children in care has resulted in continued high performance.	Twice weekly performance meetings and continued oversight and scrutiny by permanence panel, in addition to tracking through court proceedings.	
---	------------------	-----------	-----	-----	-----	-----	--	--	--

Measure	Corporate Strategy Priority	Collection Frequency	Q4 Outturn 2021/22	Q1 Target 2022/23	Q1 Intervention Level 2022/23	Q1 Outturn 2022/23	Reason for level of Performance	Actions taken or planned	Additional Comments
Social Care: Timeliness of assessments	Brighter Futures	Quarterly	61	88%	83%	70	See Exception report	See Exception report	Exception report - 79% as at June 22
Social Care: Percentage of repeat referrals in 12 months	Brighter Futures	Quarterly	22.7	20%	25%	27.6	Learning from a review of re-referrals found that the majority of re-referrals came from assessment and child in need/child protection teams.	Actions being taken as a result of the review of re-referrals include improving interventions at the point of referral, a greater emphasis on anti-social behaviour, exploitation and parental boundaries amongst adolescents, and improved pathways between MASH and the adoption support fund where adopted young people are demonstrating the impact of trauma in their behaviour.	Exception Report

Measure	Corporate Strategy Priority	Service Unit	Collection Frequency	Q4 Outturn 2021/22	Q1 Target 2022/23	Q1 Intervention Level 2022/23	Q1 Outturn 2022/23	Reason for level of Performance	Actions taken or planned	Additional Comments
Education: Number of children who are missing out on education	Brighter Futures	Education	Quarterly	189	None set	None set	263	57% of children missing out on education are accessing an agreed (with parents) part time timetable. 33% of children missing out on education do so due to social and behavioural difficulties and 32% due to mental health needs. 16% due to medical needs other than mental health.	Appointed a designated PMOE officer to monitor length of time children are placed on part time timetables. Online reporting system for schools to report PMOE in a timely manner. Work to take place with the EP service to develop an emotional school based avoidance offer to support children back into school. Planning for the introduction of a multi-agency panel that will allocate medical AP places to those children who are unable to attend school due to medical reasons	75 % of schools have signed up to the online recording system for children missing out on education and managers are working with the remainder to ensure sign up for Autumn term.
Education: Permanent exclusions as a percentage of all primary school children	Brighter Futures	Education	Quarterly	0.01	0.05	0.06	0.01	Despite an increasing number of schools indicating that they cannot manage the behaviour of pupils, LA intervention has to date prevented a significant rise in the number of permanently excluded children.	Provision of additional funding to enable school to access alternative provision and other support services	Cumulative figure HT5 21/22
Education: Permanent exclusions as a percentage of all	Brighter Futures	Education	Quarterly	0.23	0.18	0.23	0.3	See exception report	See exception report	Cumulative figure HT5 21/22

secondary school children										
Education: Primary: percentage of children attending Good/Outstanding Schools	Brighter Futures	Education	Quarterly	95	90%	85%	97.2	The schools that have been inspected so far have been well prepared with support from the LA and by their trusts and governing bodies. Monthly monitoring is ongoing and generates good interventions across BCP education family teams to address leadership performance. We have also introduced Pobble a very successful self-publishing platform for pupils and teachers in primary phase to improve writing post-Covid.	Monthly monitoring is ongoing and generates good interventions. We intend to divide BCP into primary East and West for quality assurance and improvement purposes and to encourage and foster learning from each other. Governing bodies are well prepared by the 0-19 Team for inspections and there is now a bespoke series of interventions in schools and settings in the window for inspection. We are currently recruiting governors and improving their training for further boost leadership.	Ofsted has been asked to inspect all schools and further education providers by summer 2025, to give a quicker assessment of how well education is recovering from the pandemic.

Education: Secondary: percentage of children attending Good/Outstanding schools	Brighter Futures	Education	Quarterly	93.9	90%	85%	93.9	Secondary phase has seen the important improvement of Corfe Hills and the Grange who have moved from RI and Inadequate to Good . Work with local employers has seen the outcomes of schools against the Baker Clause and the Gatsby benchmarks significantly improve.	Review of post 16 provision has been completed and a strategic report is being written to identify and address further improvements that need to be made. Governing bodies are well prepared by the 0-19 Team for inspections and there is now a bespoke series of interventions in schools and settings in the window for inspection. We are currently recruiting governors and improving their training for further boost leadership.	Ofsted has been asked to inspect all schools and further education providers by summer 2025, to give a quicker assessment of how well education is recovering from the pandemic.
Education: Special Schools: percentage rated Good/Outstanding	Brighter Futures	Education	Quarterly	100	90%	85%	100			Ofsted has been asked to inspect all schools and further education providers by summer 2025, to give a quicker assessment of how well education is recovering from the pandemic.
Education: Reduce attainment gap and improve learning outcomes for vulnerable groups at all key stages	Brighter Futures	Education	Quarterly	-14.50	n/a	n/a	-14.50	n/a No change from Q4 outturn - annual measure.	n/a	The figure of -14.5 relates to the academic year 2019. There will not be any figures for 2020 or 2021, however a 2022 figure will be available later in the Autumn Term this

										year. Annual measure
Education: Percentage of 16-17 year olds not in education, employment or training (NEETs) and percentage of not knowns	Brighter Futures	Education	Quarterly	n/a	4.7% (national)	6.00%	4.10%			National = 4.7% and South West = 5.2%.

This page is intentionally left blank

Appendix 2: Exception Reports for Assessment Timeliness, Re-referrals and Permanent Exclusions

Exception Performance Report

Please use this report explain the reasons for performance not meeting target, the risks this presents in each of the sections and the actions and intervention planned or in place to improve performance and mitigate the risks identified.

This report will make up part of the overall corporate performance report presented to Cabinet.

Indicator Description (taken from performance scorecard):

Social Care: timeliness of Assessments

2022/23 Q1 outturn: 79% [improvement from 61% in Q 4]	Quarterly Target: 88%
---	-----------------------

Reason for level of performance:

There was a higher rate of referrals January – March 2022, resulting in a higher number of assessments being undertaken and due for completion April – June 2022. During the same timeframe, there was significant turnover of staff, with increased stability from May onwards. Whilst the data fell short of the target, it was considerably better than the previous quarter and the performance continues to improve. In addition, there is a balance between timescales and quality- this can delay the completion of the assessment, as assessments may be sent back to improve the quality. Action has been taken to build in time to enable this to happen without impacting on the 45-day timeframe.

Summary of financial implications:

N/a

Summary of legal implications:

The 45 day timeframe is a legal requirement, and one CSC is working hard to ensure we abide by.

Summary of human resources implications:

N/a

Summary of sustainability impact:

N/a

Summary of public health implications:

N/a

Summary of equality implications:

Delay to children receiving appropriate services could potentially impact on their outcomes. Without the right services implemented early enough, there is a risk that the needs increase and escalate to a level where social work intervention is required. However, there is no evidence to suggest that protected characteristics are misrepresented within the delays.

Actions taken or planned to improve performance:

Weekly Performance Meeting introduced by Service Manager for all MASH/Assessment Team Managers in April 2022.

Data/Dashboard training provided to Team Managers to enable daily review of throughput of work and priority setting.

Service Manager reviews timeliness of Assessment throughput 3 times a week and seeks updates/assurance from Team Managers regarding completion dates.

Performance improved from 53% in March 2022 to 79% in June 2022, which is 4% below tolerance rate and 9% below target.

Team Managers have reduced the allocation target for return of completed social workers from social workers to 30 days. This is to allow for quality assurance of reports and return of assessments that need further work. This is to ensure that improved performance in timeliness does not impact on quality.

Reduced caseloads need to be maintained to ensure social workers have time to complete work and meet standards required.

Service Manager is also reviewing assessment completion across department as the performance data is generated across all services, not just Assessment Teams.

Completed by: Sarah Allum

Service Unit Head approval with date:

Juliette Blake 26 July 2022

Exception Performance Report

Please use this report explain the reasons for performance not meeting target, the risks this presents in each of the sections and the actions and intervention planned or in place to improve performance and mitigate the risks identified.

This report will make up part of the overall corporate performance report presented to Cabinet.

Indicator Description (taken from performance scorecard):

Social care: % of repeat referrals in 12 months

2021/22 Q1 outturn: 27.6%

Quarterly Target: 20%

Reason for level of performance:

A report was already provided on 5th July in relation to re-referrals. A dip sample of each outcome provided the following:

Other

A review of cases closed as Other included 3 children where an anonymous referral alleged parents were misusing substances, no evidence of this was found and mother agreed to engage better with midwifery for her unborn child. Case closed with no further action recommendation. The current re-referral relates to eldest child being reported for criminal offences.

Universal services

3 children, first referral for 16 year old, left home following family argument, stayed at friends home, then returned. Parent declined S17 assessment. Closed to EH for family support. Second referral, step up from EH, 15 year old left home to stay with family friend due to family argument. Both referrals related to children pushing parental boundaries. First referral closed.

Early Help

5 families were reviewed. The initial referrals were all appropriate for Early Help Services but in 3 families, there was a new escalated concern of significant harm that met threshold for S47 enquiries. In one family, the case had not been allocated to an EH worker but given the short time to re-referral it is unlikely that intervention would have prevented the incident.

In 3 families, there was an escalation of original behaviour (2 adolescents where a swift ASF response might have worked). In two families, the concern was different and not predictable.

There is very little evidence of any impact of any service input following the first referrals considered in this sample. This could be explored in more detail when a new contact is received and within the assessment following re-referral.

There is a theme of escalation in anti-social behaviour/CE/parental boundaries amongst the adolescent group re-referred.

Summary of financial implications:

None identified.

Summary of legal implications:

A safe and effective front door service is essential for Children's Services to fulfil our statutory duty to safeguard and promote the welfare of children in the area who are in need, as set out in the Children Act 1989.

Summary of human resources implications:

None identified.
Summary of sustainability impact:
None identified.
Summary of public health implications:
Safe, effective and timely decision making in front door services is essential to ensure the health and welfare of children and young people. This includes keeping them safe from harm, abuse and maltreatment.
Summary of equality implications: The impact of this performance was indiscriminate, in that it affected all children and young people in the same way, including those from protected groups. However, some groups of children are more likely than others to be referred to social care services. For example, disabled children have been found to be at greater risk of abuse and neglect, and recognition and assessment can be delayed for this group, as signs of neglect and abuse may be confused with the underlying disability or condition. Disabled parents, and parents with a learning disability, may require additional support to engage with children's services. The ways in which abuse and neglect manifest differs between age groups, but some forms of neglect may be less well recognised in older young people, or indeed those who are pre-verbal. There is a growing recognition of the role of fathers as protective factors, although there remains a focus on mothers. There is a strong correlation between abuse and neglect and deprivation. Unaccompanied asylum seeking children are without parental protection and may face language barriers. ¹
Actions taken or planned to improve performance:
<p>Re-referrals remain high and above N/OG/Statistical neighbours. A dip sampling exercise was undertaken which found that Learning from a review of re-referrals found that the majority of re-referrals came from assessment and child in need/child protection teams.</p> <p>A further dip sample needs to be completed in 3 months to continue to assess if interventions are not sufficiently robust and whether social workers are sufficiently persuasive in offering early help or CiN services.</p> <p>Actions being taken as a result of the review of re-referrals include improving interventions at the point of referral, a greater emphasis on anti-social behaviour, exploitation and parental boundaries amongst adolescents, and improved pathways between MASH and the adoption support fund where adopted young people are demonstrating the impact of trauma in their behaviour.</p> <p>MASH staff to explore in more detail the offer of universal services/EH and family experience of these interventions, as part of enquiries in new Contacts.</p> <p>Work needs to take place between ASF and MASH to consider an early referral pathway for young people who are demonstrating trauma reaction/CE behaviours, to prevent escalation.</p> <p>Further development of EH/MASH service delivery model – EH requests could be directed to EH rather than through MASH.</p>
Completed by: Sarah Allam
Service Unit Head approval with date: Juliette Blake 03/08/2022

¹ NICE Social Care Guideline Equality Impact Assessment

<p>Please use this report explain the reasons for performance not meeting target, the risks this presents in each of the sections and the actions and intervention planned or in place to improve performance and mitigate the risks identified.</p> <p>This report will make up part of the overall corporate performance report presented to Cabinet.</p>
<p>Indicator Description (taken from performance scorecard):</p> <p>Permanent Exclusions as a percentage of all Secondary school children</p>
<p>2021/22 Q1 outturn: 0.3</p>
<p>Reason for level of performance:</p> <p>The decision to permanently exclude a pupil is made by the headteacher of a school. The Local Authority no powers that enable it to scrutinise and is not required to approve such decisions..</p> <p>The rate is an annual rate, so will increase quarter on quarter and peak in the quarter containing the end of the academic year. In 2018/19, which is the year used by the DfE for comparison, Bournemouth's rate was 0.68 and Poole's 0.38. The rate for the academic year 2021/22 is projected to have improved when compared to 2018/19. No data is yet available for comparison with other local authorities, but secondary schools in BCP have consistently permanently excluded over double the annual national average rate of pupils, so it should be expected that the rate for BCP will continue to be above the national average.</p> <p>School's state that the reasons for this is that they are inadequately resourced to meet the increasingly complex needs of some pupils, are unable to access effective support services and parental pressure. There are no agreed national or local thresholds for permanently excluding a pupil and it has been suggested that children in BCP are permanently excluded for behaviour that would not result in permanent exclusion in other local authority areas.</p>
<p>Summary of financial implications:</p> <p>Local authorities have a statutory duty arrange education for children that are permanently excluded. If they cannot be placed in a mainstream school this will be in alternative provision. An alternative provision place will cost between £20,000 and £50,000 per year. Places are funded from the Schools High Needs Block funding, which is currently in deficit.</p>
<p>Summary of legal implications:</p> <p>Local Authorities have a statutory duty arrange education for children that are permanently excluded from the 6th day after they are permanently excluded. The high number of permanent exclusions and limited alternative provision capacity can result in the Council failing to arrange appropriate education within statutory timescales which could result in legal challenge.</p>
<p>Summary of human resources implications:</p> <p>The prevention of permanent exclusion and the placement, monitoring and safeguarding of permanently excluded children requires significant staffing resources. Presently there is insufficient capacity to perform all of these functions adequately.</p>
<p>Summary of sustainability impact:</p> <p>Evidence indicates that children and adults that were permanently excluded will require greater support from services during their lifetime.</p>
<p>Summary of public health implications:</p>

It has been evidenced that children that have been permanently excluded achieve less well against a wide range of health and wellbeing outcomes, both through childhood and later life.

Summary of equality implications:

It has been evidenced that children who are disadvantaged, vulnerable, have additional needs and have BAME heritage are disproportionately affected by permanent exclusion.

Actions taken or planned to improve performance:

Current actions and offer:

- Systems have been developed to enable schools to report suspensions and part-time timetables in a timelier manner and a Power Bi dashboard created to enable monitoring and earlier intervention to support children who are risk of being permanently excluded.
- Staffing has been reconfigured to enable officers to specifically focus supporting schools to reduce permanent exclusions
- Information, advice and guidance is provided to schools to encourage the development of strategies to manage challenging behaviour that are an alternative to permanent exclusion.
- Schools have been provided with additional resources and access to alternative provision to support pupils they identify as being at risk of and prevent permanent exclusion.
- Parents have been supported to challenge and overturn schools' decision to permanently exclude through the independent review panel system.

Actions being planned include:

- Promote the co-produced behaviour pathway within all settings to improve early identification and assessment of needs, providing good support and strategies to children and young people and parents and carers in the pre-assessment stage. including training and resources.
- Development of a multi-disciplinary pilot programme in collaboration with schools to proactively support pupils at risk of exclusions/experiencing poor attendance. This pilot will include robust evaluations in helping BCP to inform future sustainable offer.
- Piloting of a multi-agency pre-exclusion 'case conferencing' system.

Completed by: Geraint Griffiths, Operational Manager, Inclusion and Family Services

Service Unit Head approval with date:

Sarah Rempel – 27/07/2022

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

Updated 31 8 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
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
	Determination of School Admission Arrangements 2024/25	To enable the Committee to consider any proposals before determination by Cabinet	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 include an update on Longspee School/BLC Project	To enable the Committee to monitor this issue and target scrutiny as required.	Committee Report	Sarah Rempel, Director of Education	Recurring item

	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	Rina Mistry, Interim Head of Performance – Children's Services	Added in consultation with the Chair on 27/6/22
	SEND Programme of Expansion – Broadstone Middle School	To enable the Committee to consider this programme.	Confidential Committee Report	Tanya Smith	Added by TS on 10/8/22
22 November 2022					
	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 – delayed from Sept at CS request 2/8
	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

	Subject and background	Anticipated benefits and value to be added by O&S engagement	How will the scrutiny be done?	Lead Officer	Report Information
	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
	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
	Update on High Needs Block funding	To enable the Committee to receive an update	Committee Report	TBC	Added by PFH at meeting on 7/6/22
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
7 February 2023					
	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					

	Subject and background	Anticipated benefits and value to be added by O&S engagement	How will the scrutiny be done?	Lead Officer	Report Information
	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
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	

	Subject and background	Anticipated benefits and value to be added by O&S engagement	How will the scrutiny be done?	Lead Officer	Report Information
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
5.	SEND Mainstream Banding	To enable the Committee to monitor progress	Committee Report in July 2023	TBC	Requested at Committee on 26/7/22
6.	Review of Youth Services	To enable the Committee to scrutinise being consideration by Cabinet	Committee Report	TBC	Requested at Committee on 26/7/22
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	

This page is intentionally left blank

Document is Restricted

This page is intentionally left blank

Document is Restricted

This page is intentionally left blank