

# Notice of Children's Services Overview and Scrutiny Committee



Date: Wednesday, 24 July 2024 at 6.00 pm

Venue: HMS Phoebe, BCP Civic Centre, Bournemouth BH2 6DY

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## Membership:

### Chair:

To be elected

### Vice Chairman:

To be elected

Cllr B Dove

Cllr S Bull

Cllr P Broadhead

Cllr O Brown

Cllr S Carr-Brown

Cllr P Cooper

Cllr E Harman

Cllr B Hitchcock

Cllr S Mackrow

Cllr D Martin

Cllr O Walters

## Parent Governor Co-opted Representatives

Peter Martin, E Hall and S Welch

## Diocesan Co-Opted Representatives

M Saxby

## Youth Parliament Representatives

R Cornish and E Prentice

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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?MId=6188>

If you would like any further information on the items to be considered at the meeting please contact: Sinead O'Callaghan on 01202 096660 or email [sinead.ocallaghan@bcpCouncil.gov.uk](mailto:sinead.ocallaghan@bcpCouncil.gov.uk)

Press enquiries should be directed to the Press Office by email at [press.office@bcpCouncil.gov.uk](mailto: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](http://democracy.bcpCouncil.gov.uk)

GRAHAM FARRANT  
CHIEF EXECUTIVE

16 July 2024

**DEBATE  
NOT HATE**



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  
([janie.berry@bcpcouncil.gov.uk](mailto:janie.berry@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. Election of Chair

To elect the Chair of Children's Services Overview and Scrutiny Committee for the 2024/25 Municipal year.

## 4. Election of Vice Chair

To elect the Vice Chair of the Children's Services Overview and Scrutiny Committee for the 2024/25 Municipal year.

## 5. 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.

## 6. Minutes

7 - 48

To confirm and sign as a correct record the minutes of the Meeting held on 3 and 23 January and 19 March 2024.

### a) Action Sheet

49 - 58

To consider any outstanding actions.

## 7. Public Issues

To receive any public questions, statements or petitions submitted in accordance with the Constitution. Further information on the requirements for submitting these is available to view at the following link:-

<https://democracy.bcpccouncil.gov.uk/documents/s2305/Public%20Items%20-%20Meeting%20Procedure%20Rules.pdf>

The deadline for the submission of public questions is 3 clear working days before the meeting.

The deadline for the submission of a statement is midday the working day before the meeting.

The deadline for the submission of a petition is 10 working days before the meeting.

## **ITEMS OF BUSINESS**

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| <b>8. SEND Progress Update re SEND Improvement Plan and Safety Valve</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 59 - 166  |
| <p>This report provides an overview of the work to date within the Special Education Needs and Disability (SEND) system, through the newly developed SEND Improvement plan. It provides a narrative to the improvement work to date within the BCP Council SEND service, the wider SEND system and points towards the significant progress that has been made over the last 6 months. It is recognised though, that much more needs to be done and that a continued effort is needed across the partnership to address the further areas of improvement.</p> <p>Alongside the operational and strategic improvement work within the SEND system the report also provides information and a short narrative on the progress of the Safety Valve programme and resultant next steps. Discussions are still ongoing with the Department for Education (DfE) and Department for Levelling Up Housing and Communities (DLUHC) and as such a revised Dedicated Schools Grant (DSG) plan has not yet commenced.</p> |           |
| <b>9. Child Exploitation Working Group Findings Report</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 167 - 182 |
| <p>This report is to advise the Committee on the outcomes of the Child Exploitation Working Group and to request its support for the Recommendations highlighted.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |
| <b>10. Items for information</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 183 - 258 |
| <p>The following reports have been circulated to the Committee for information with no presentation or discussion planned:</p> <ul style="list-style-type: none"><li>- <b>Virtual School Headteachers Annual Report 2022/23</b></li><li>- <b>Education Improvement Report</b></li></ul> <p>To advise the Committee of the previously circulated reports prior to consideration by Cabinet on 17 July 2024:</p> <ul style="list-style-type: none"><li>- <b>Children's Safeguarding Partnership Review</b></li><li>- <b>Youth Justice Plan 2024/2025</b></li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |
| <b>11. Portfolio Holder Update</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |
| <p>To receive a verbal update from the Portfolio Holder for Children and Young People.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |
| <b>12. Forward Plan</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 259 - 298 |



The Children's Services Overview and Scrutiny Committee is asked to consider and identify work priorities for its next meeting pending a wider review of its forward plan at a future meeting.

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

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

Minutes of the Meeting held on 19 March 2024 at 6.00 pm

Present:-

Cllr B Dove – Chair

Present: Cllr O Brown, Cllr B Chick, Cllr E Harman, Cllr S Mackrow,  
Cllr D Martin, Cllr A-M Moriarty, Cllr J Beesley, Cllr P Canavan and  
Cllr K Salmon and Cllr K Salmon

Co-opted Members: M Saxby (virtually), D Rees-Coshan and Z Sosic

71. Apologies

Apologies for absence had been received from Cllrs Broadhead, Bull, Cooper and Peter Martin.

72. Substitute Members

Cllr Beesley substituted for Cllr Broadhead, Cllr K Salmon substituted for Cllr Bull and Cllr Canavan substituted for Cllr Cooper.

73. Declarations of Interests

Cllr K Salmon declared an interest in Agenda Item 8 but advised she had received dispensation for the meeting. Cllr Dove declared an interest as a family member was in receipt of an EHCP from BCP Council.

74. Confirmation of Minutes

The Chair raised concerns regarding the fullness of the minutes of the meeting held on 3 January 2024 and following some Committee discussion, it was Proposed and Seconded that agreement of the minutes be deferred to allow the Chair to circulate some proposed additions to the Minutes of the meeting of 3 January 2024 to the Committee for its consideration.

Voting: For – 8  
Against – 1

The Chair raised concerns regarding the minutes of the meeting held on 23 January and it was Proposed and Seconded that agreement of the minutes be deferred to allow the Chair to circulate some proposed additions to the Minutes of the meeting of 23 January 2024 to the Committee for its consideration.

Voting: For – 8  
Against – 1

75. Action Sheet

The action sheet was noted.

76. Public Issues

The following questions were heard at Committee with responses provided at the meeting by the Portfolio Holder for Children and Young People:

The following questions have been received from Mr Sofianos:

Agenda item 8 - SEND Statutory Direction

Question 1

Last month, the Council was issued with a Statutory Direction regarding its SEND services.

In its letter, the Department for Education stated that “we expect all partners, including... schools and colleges ... *and parent and carer groups* to work together at pace to bring about the necessary improvements”.

Of course, this comes at a time when the Council is considering participation in Safety Valve – a scheme whose risks were first identified here, and brought to public attention, by parents.

Families understand these issues better than anyone. They are the victims of every lost form, every missed deadline, every budget constraint, every service cut.

Will the Council commit to fully briefing and involving parent-carers in its ongoing improvement plans?

And, will the Council coordinate a joint discussion between officers, councillors, schools, and parent-carer groups & campaigners, to ensure all voices are heard by all parties?

Answer from the Portfolio Holder for Children and Young People:

There is an established SEND Improvement Board which has representation from across the partnership, including Parent and Carer representatives and Schools.

In BCP we have two Parent Carer groups; Parent Carers together, the official BCP supported group, and Parent Carer Foundation, formally Bournemouth Parent Carer Forum.

Both these parent groups attend the meetings and play a full and active part. (In the written answer I have included links to these two parent groups and would encourage interested parents to contact them and become a member)

The Board meets every 6 weeks and reviews progress against the SEND improvement plan and is chaired by an external, DfE appointed, SEND



Commissioner. The plan was co-produced with our Parent Carer organisations and schools and continues to be adapted and changed to further improve our SEND service.

The SEND Improvement plan is separate from the SEND Safety Valve application.

Home - Parent Carers Together

Parent Carer Foundation ([parentcarefoundationorg.co.uk](https://parentcarefoundationorg.co.uk))

Question 2

The main report for agenda item 8 sets out some updated statistics on EHCP performance.

This data is very useful, although the dataset differs from previous reports, such as the Accelerated Timeliness report published in September 2023.

As the Council moves through this critical period in its improvement journey, it's essential for other stakeholders to have an up-to-date picture on how this is affecting SEND services.

Could the Council therefore agree to publish a monthly data dashboard, to provide a full, consistent overview of service performance statistics?

And would the Council consider applying this across other areas of Children's Services?

Answer from the Portfolio Holder for Children and Young People:

Yes, there is an established SEND Scorecard which has been agreed by the DfE and SEND Improvement Board. This can be shared.

The following question was received from Ms Pearson:

Agenda item 6 – Early Help System

Question 1

As a single parent with two children with extra needs we find ourselves trapped between being too complex for early help and not eligible for CIN. It is isolating and we are left with no support. What is being done under this new plan to ensure families, such as mine, are not stuck between tiers of support and therefore left with nothing?

Answer from the Portfolio Holder for Children and Young People:

The new Early Help Strategy and service redesign is aimed at providing greater accessibility to services.

The past 18 months has been spent working with partners to ensure that services within the community are known, and children and families are able to access the services they need at the time that they are needed.

Enhanced provision for children with SEND will be available through the Family Hub Transformation Programme. In addition, partners will be required to improve the coordination of care planning for children with

multiple and/or complex needs through the development of Family Network Meetings.

These will be multi-agency care planning meetings with families to develop the most appropriate care package available to best support a child and family's needs.

77. Children's Services Early Help System

The Early Help & Partnership Lead and Service Manager, Targeted Support and Youth Services presented a report, a copy of which had been circulated to each Member and a copy of which appears as Appendix 'A' to these Minutes in the Minute Book.

The report set out the diagnostic of the Early Help system within BCP. It explained the changes that had occurred within these services to lead to a better, more efficient, and effective Early Help and prevention offer. These improvements future proof delivery methods and incorporate elements of the Care Review. In addition, it would cover Family Hubs and how we were transforming to work with all children and all age ranges within this service, with the support of our communities.

The Committee discussed the report including:

- In response to some queries regarding the financial aspects of the report the Committee was advised that the officers did not have the specifics that were requested at the meeting and would circulate them by email. **ACTION.**
- The Committee was advised that there was a need for a broader discussion about the future plans for the buildings that were previously used as Early Help Centres. However, they were assured that all the buildings would be utilised appropriately, whether they were sold or used for other purposes.
- In response to a query regarding how the work was going to be done the Committee was advised that the strategy, pathway and implementation plan would be circulated for information. **ACTION**
- The Committee was advised of the intention to maintain partnerships with already established support groups and to offer a space where they can connect with people who wished to use the support services.
- In response to a query regarding how the funding for family hubs was going to be utilised, the Committee was advised that following a successful funding bid, Children's Services would be commissioning new services as a part of the early help offer and to better some environmental aspects of the services.
- The Committee was advised that the mobile youth services mentioned in the plan included a number of mobile units varying in size that offered facilities for youth in the conurbation to contact services such as sexual health, school workers and neighbourhood police teams.

- In response to a query regarding the accessibility of a digital service, the Committee was advised that consideration was given to what parts of the conurbation had digital access and areas that may have limited digital access.
- In response to a query regarding the implementation of the service redesign, the Committee was advised of the work in this area which included building on the foundation that had been established and working on any weaknesses through the strategy.
- A Task and Finish group was proposed concerning the Early Help Service. It was agreed that the scope be considered outside of the meeting and would report back to the Committee at a later date.

**ACTION.**

**RESOLVED that the officers invite Councillors out to the hubs.**

78. Childrens Services Improvement Monitoring Visit 5 and 6 Feedback

The Chair opened the item by advising the Committee that the feedback from Monitoring Visit 6 had not yet been published by Ofsted and therefore any information given or discussions regarding it would require the Committee to go into exempt session.

The Corporate Director of Children's Services, Director for Quality, Performance Improvement and Governance and Service Manager, Care Experienced Young People 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.

BCP Childrens Services was inspected, under the Inspection of Local Authority Children's Services (ILACs) framework in December 2021. The outcome was an overall inadequate judgement.

As a result the Secretary of State of Education issued a Statutory Direction and appointed a DfE Improvement Adviser to support the Council in their improvement of Childrens Social Care Services.

The Childrens Services Improvement Plan was in place to ensure progress was made at pace in Childrens Social Care in line with the recommendations of the December ILACs Inspection and in accordance with the statutory direction notice received by the Council in March 2022.

Overview and Scrutiny required regular updates on themes regarding improvement in order to scrutinise. In November 2023 and February 2024, Children's Services had their fifth and sixth Monitoring Visits, the findings from the fifth inspections are presented for scrutiny. The findings from the sixth visit would published on March 27 by Ofsted.

The Committee discussed the report including:

- In response to a query regarding the continued need to improve professional curiosity, the Committee was advised that there had been a focus on making sure managers and frontline workers were

equipped to ask those important questions as well as encouraging reflection to help people develop and embed those skills.

- In response to a query raised regarding housing and what more could be done to improve the standards in the area, the Committee was advised that housing for care experienced young people included a number of different provisions. The provisions for young people were visited regularly by housing staff as well as personal advisors to check in on how young people were living and maintaining their accommodation. Additionally, work had been done to ensure they were maintaining governance over commissioned properties for young people while making sure properties were at the right standard, and in the right location for the young person.
- In response to a query regarding the use of agency staff, the Committee was advised in December 2021 after the ILACs inspection there were only 30% permanent staff in Children's Services, however this had now increased to 70% of permanent staff in the service.

It was Proposed, Seconded and

**RESOLVED that the Committee request that the Director of Housing liaise with the Children's Services Directorate to prepare information, either written or in the form of a verbal presentation, about the extent of environmental health services powers and the remit to ensure housing is of good quality and fit for habitation for care experienced young people.**

Voting: For – Unanimous

For the Committee to receive any information regarding the MV6 outcome, in accordance with advice from the Monitoring Officer it was:

**RESOLVED that under Section 100(A)(4) of the Local Government Act 1972, the public be excluded from the meeting for the following item of business on the grounds that they involve the likely disclosure of exempt information as defined in Paragraph 3 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.**

The Committee received a confidential update regarding the feedback from Ofsted regarding MV6.

**RESOLVED that the report be noted.**

79. Statutory direction in relation to special educational needs and disability services (SEND) issued 26 February 2024

The Director for Quality, Performance Improvement and Governance and Interim Director of Education and Skills presented a report, a copy of which had been circulated to each Member and a copy of which appears as Appendix 'C' to these Minutes in the Minute Book.



BCP Council received statutory direction in relation to special educational needs and disability services provision (SEND) from the Department for Education (DfE) in February 2024 following a monitoring visit in July 2023. The document, published by the Department for Education (DfE), called on all partners including Bournemouth, Christchurch and Poole (BCP) Council, NHS Dorset, schools and colleges, multi-academy trusts, early years settings, and parent and carer groups to work together at pace to improve services.

A diagnostic had taken place since this monitoring visit in July 2023 and a new SEND Improvement Plan had been created to ensure progress was made at pace. All partners across the SEND system were working together to deliver meaningful support to ensure children get the right support, in the right place at the right time, creating better outcomes for Children and young people.

Progress had been made in the SEND provision including improved timeliness of the decision-making process and requests for Education Psychology advice.

Cllr Beesley left the meeting at 8:37pm.

The Committee discussed the report including:

- The Committee was advised that before the letter of the statutory directive was received a SEND diagnostic was carried out from which an improvement plan was devised and signed off by the SEND Improvement Board. Since the plan was revised the service had seen significant improvement.
- In response to a query regarding EHCPs and the timeliness of the decision-making process the Committee was advised that the service did not make decisions on EHCPs to reduce and improve figures, in fact acceptance of EHCPs was high and that was the result of robust leadership as well as good use of efficient processes and resources.
- A councillor suggested an item for the forward plan concerning the improvement of communication with the families in BCP and parent/carers forums. It was agreed the scope would be considered outside of the meeting and would come back to the Committee at a later date. **ACTION.**
- In response to a concern from the Chair that the Send Improvement Board, which was not a public meeting, seemed to be considering items which would normally come before the Committee to publicly scrutinise, the Committee was advised that the Send Improvement Board fulfilled governance arrangements and assurance to the Secretary of State through the DfE and the membership of the Board was detailed.
- The Committee was also advised that the SEND Improvement Plan had been refreshed and could be shared with the Committee at its next meeting. **ACTION.**

- There was some Committee discussion regarding engagement with the SEND Improvement Board and it was felt that further consideration could be given to this during the Committee's annual forward planning activity.

**RESOLVED that the report be noted.**

80. Information only items

The following items were circulated for information only with no presentation or discussion planned:

- Q3 2023-24 Corporate Performance Update – Children's Services
- Complaints and Compliments Annual Report

The Chair advised the Committee that should they have any comments or queries regarding those reports, then please email them to the Chair for action.

81. Portfolio Holder Update

The Portfolio Holder advised that part of his verbal report included his response to committee recommendations from a previous meeting relating to Safety Valve arrangements. Following concerns raised by the Chair and some Committee Members that they had not sought dispensation for this meeting to participate in discussion on matters relating to Safety Valve arrangements it was Proposed, Seconded and agreed by majority that the part of the Portfolio Holder Update for Children and Young People relating to Safety Valve, be provided after the Committee by email instead of given verbally during the meeting.

The following section was provided by email to the Committee after the meeting:

**1. Notice of Recommendation from the Children's Services Overview and Scrutiny Committee meeting held on 3 January 2024 regarding Safety Valve, for response to the Children's Services Overview and Scrutiny Committee.**

Consider what further engagement can happen upon receipt of any offers from the Department of Education. Consider as wide as possible member engagement in the final decision should one emerge from the Department of Education.

Portfolio Holder response:

- Largely events have overtaken us re these two recommendations, however, the leader and I supported the motion at Council, moved by Cllr Canavan, to bring any Safety Valve offer to a Full Council meeting either a scheduled meeting or an extraordinary meeting depending on the timing, however

CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE  
19 March 2024

“BCP’s proposal does not, at present, meet the criteria for the Safety Valve programme.” (Quote taken from DfE letter circulated to all Cllrs)

- Looking at further member engagement you will be updated as to any further developments for consideration. Moving forward, I would welcome further consideration from this committee. Well timed and correctly targeted scrutiny helps to find solutions and makes suggestions for other approaches which is welcomed.

The following section was provided within the meeting by the Portfolio Holder in his verbal update, with points including:

- A bit of good news; the Supporting Families Team had achieved 91% payment by results performance against Funded Targets by end of quarter 3.
- The National payment by results performance table had just been released and we can see that our Performance up to the end of Q3 equates to:  
16<sup>th</sup> out of 141 LAs Nationally – National average 61%  
2<sup>nd</sup> out of 14 LAs Regionally – Regional average 70%  
The team had also been identified as trail-blazing in the SW Region by DLUHC due to the IT and digital work that had been completed.
- During a recent Cabinet debate, the Portfolio Holder enquired about how we can engage Children and young people in consultation and requested the committee consider ways for how this could be improved.
- Forthcoming items on the Cabinet Forward Plan:
  - SEND Programme of Expansion – Canford Heath Infant and Junior Schools 10<sup>th</sup> April.
  - Dedicated Schools Grant Management Plan update 22<sup>nd</sup> May.

There were other items on the forward plan relating to Children’s Services yet to have dates allocated. The Portfolio Holder concluded by advising if any members of the committee wanted to attend Cabinet to speak on children’s services items, they would be very welcome.

82. Forward Plan

The Children’s Services Overview and Scrutiny (O&S) Committee was asked to consider and identify work priorities for publication in a Forward Plan.

A Committee Member highlighted the requests made during the meeting for potential scrutiny topics and the Committee was advised of the process for them to be progressed.

Following a discussion regarding any further scrutiny to be undertaken on the Safety Valve Programme, it was Proposed, Seconded and agreed by majority to consider the options regarding any further scrutiny of Safety Valve outside of the Committee.

83. Dates of Future Meetings

The dates for the 24/25 Municipal Year were noted.

The meeting ended at 21:03pm

CHAIR



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

Minutes of the Meeting held on 03 January 2024 at 6.00 pm

Present:-

Cllr B Dove – Chair

Cllr S Bull – Vice-Chair

Present: Cllr P Broadhead, Cllr O Brown, Cllr B Chick, Cllr P Canavan (In place of Cllr P Cooper), Cllr E Harman, Cllr B Hitchcock, Cllr S Mackrow, Cllr D Martin, and Cllr A-M Moriarty

Co-Opted  
Members: E Hall and M Saxby

51. Apologies

Apologies of absence were received from Cllr Peter Cooper and Peter Martin.

52. Substitute Members

Cllr Patrick Canavan substituted for Cllr Peter Cooper.

53. Declarations of Interests

Cllr Emily Harman declared an interest as she would be applying to obtain an EHCP for a family member in the future, Cllr Simon Bull declared an interest as a family member was in receipt of an EHCP but had a dispensation for the meeting, Cllr Bobbie Dove declared an interest as a family member was in receipt of an EHCP but had a dispensation for the meeting and Cllr Olivia Brown declared an interest as she helped a close family friend with an application for an EHCP and admission to a special needs school in BCP.

54. Public Issues

The following three questions and statement were received from Mr Sofianos:

Question 1:

As we know, there's currently a statutory override in effect for Dedicated Schools Grant deficits. The override has been ringfencing that accumulating deficit, and keeping it off the main balance sheet.

Paragraph 38 of Appendix 1 suggests that if the override is not extended this year, then the Council would need to issue a Section 114 notice in December.

But the override is not currently due to expire until 31<sup>st</sup> March 2026. So, can Council just confirm, and explain in more detail, its view on when any such notice would need to be issued?

Cllr Richard Burton, Portfolio Holder for Children and Young People, provided an answer as follows:

The statutory override falls away on the 31 March 2026. This means in setting the budget for the financial year 1 April 2025 to 31 March 2026 it will need to recognise that the override will not exist at the end of that period and therefore would not be able to set a legally balanced budget for that financial year as at the end of the period it will have a negative reserve position. Consideration in respect of a s114 report will be needed, as a minimum, in late 2024 if the matter has not been resolved before then.

Question 2:

The scenarios set out in Appendix 1 do not include the Government contributions which would be expected under any Safety Valve contract. Agreed contracts would be published in April 2024, but right now these figures are essential to understanding what an overall Safety Valve package would look like.

Can the Council confirm what Safety Valve contributions have been proposed, by Council and Government? And have any such contributions been included in calculations for the Council's forthcoming budget, and how much if so?

Cllr Richard Burton, Portfolio Holder for Children and Young People, provided an answer as follows:

The proposal has been submitted to DfE. During January we will receive feedback from DfE with regards to the next steps and any Government contributions relating to the Safety Valve proposal. Until this work has been completed there have been no changes to the Council's budget in this regard.

Question 3:

Paragraph 44 is entitled: "Summary of equality implications". Yet this simply states: "The purpose of the DSG management plan is to address the financial sustainability of support for pupils with additional needs."

Obviously this is not in fact an equality statement. But has the Council conducted an equality impact assessment in relation to the Safety Valve scenarios here, and if so, what were its conclusions?

Cllr Richard Burton, Portfolio Holder for Children and Young People, provided an answer as follows:

This work would be completed when a proposal or agreement would be reached.

Statement:

The scenarios provided for future services are alarming. Even the best-case version shows numerous reductions in services and spend – based not on need, but on quota. And the papers raise concerns about legality, deliverability, cost of appeals, impact on reputation, and above all, the impact on children.

Yet even this scenario leaves in-year deficits at almost the same level as now.

This is a disturbing insight into Safety Valve, which confirms so many fears about this project. And it fails to address the background to this situation: lack of adequate funding, lack of coherent national schools policy, and a refusal to confront the ticking timebomb of the statutory override.

Other approaches are possible – which prioritise the experience and well-being of our children. And a more sustainable national policy is surely inevitable. I therefore ask the Committee to consider a motion to oppose this approach, and reject Safety Valve.

55. DfE Safety Valve Programme Update

The Corporate Director for Children's Services and the Interim Director of Education and Skills presented a report, a copy of which had been circulated to each Member and a copy of which appears as Appendix 'A' to these Minutes in the Minute Book.

The report provided information on the work carried out by Children's Services and the Corporate Finance team regarding BCP's invitation to join the Safety Valve Programme from the Department for Education.

During October 2023, Officers had been working to identify a proposal which would see the in-year High Needs Block Budget for children and young people with Special Education Needs and Disability to be balanced within a 5-year period.

Despite significant efforts, the Local Authority had been unable to provide a proposal which balanced the budget within the 5-year time period set down by the Safety Valve Agreement framework.

A proposal had been submitted to the Department for Education as detailed within. The Local Authority will be informed of the outcome during January 2024.

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

- In response to a query, the Committee was advised that Children's Services had been working with special education providers and education psychologists to expand an already established programme that would provide mainstream settings specialist support in caring for children with SEND. The support would be

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focused on the transfer of skills to enable mainstream settings to provide the right environment for SEND Children. The Safety Valve Programme also looked at how outreach could be improved and would provide provisions to cover that.

- The Committee highlighted the national recruiting crisis teachers were facing and queried how much control BCP had within schools, as most of them were academies. The Committee was advised that it was a partnership, and Children's Services and schools would work together with the support of DfE colleagues.
- In response to a query regarding the Safety Valve proposal and what the reaction had been from schools, the Committee was advised of meetings that had taken place with headteachers regarding this. The officers explained it was positive although there was a lot of stress and anxiety, there was also a desire to get it right and a passion to do things differently.
- In response to a concern regarding the decision-making process of the proposal and at what point Council would have the opportunity consider the final proposal, the Committee was advised that where the DfE requested a five-year proposal, BCP had submitted a 15-year proposal and any final decision could not be considered until a response had been received.
- In response to a query regarding member engagement in the process or negotiation, the Committee was advised that the process had not yet involved negotiations but submitting a proposal to the DfE to which a response was due.
- In response to a query regarding the legality of the decision making with case law being cited, the Monitoring Officer advised the Committee that legally BCP Council would make sure every decision regarding the Safety Valve Programme would be made in the best interest of the council.
- The Committee expressed concern that they did not receive the full proposal as a part of the meeting. The documents that were shared with them only showed an overview of the proposal submitted to the DfE and did not show the full proposal that was submitted.

The Committee requested a short adjournment for the full DfE proposal to be sent to them so they could scrutinise the full document.

The Committee adjourned from 6.56pm and reconvened at 7.30pm once having sight of the full submission.

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

- In response to a concern regarding the possible risks, especially regarding EHCPs and how they could be mitigated, the Committee was advised that risks would need to be mitigated by working closely with partners, detailed on a register and monitored. The Committee was advised that there was a detailed SEND improvement plan which sits behind the safety valve proposal.

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- In response to a query regarding health partners contribution to the proposal, the Committee was advised that work had been done with a group of special education headteachers to establish what was needed to support health's engagement which would then go to the SEND Improvement Board for further consideration and action.
- In response to a query regarding the impact COVID had on children and young people, the Committee was advised there had been an impact and increased needs as a result of COVID and it was about how children's services and health needed to support those additional needs, whether through early help or EHCPs.

Following advice from the Monitoring Officer regarding the document circulated in the adjournment being exempt in accordance with paragraph(s) 3 of Part 1 of Schedule 12A of the Local Government Act 1972, it was Proposed, Seconded and agreed to exclude the public and press at this point:

**RESOLVED 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 3 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.**

The Committee continued to discuss the report.

**It was Proposed, Seconded and RECOMMENDED that the Committee notes the hard work undertaken to date but expresses continued concern of the lack of wider engagement on the issue. The Committee would therefore urge the Leader in consultation with the Portfolio Holder and Chair of the Committee to:**

- a) consider what further engagement can happen upon receipt of any offers from the Department of Education.**
- b) consider as wide as possible member engagement in the final decision should one emerge from the Department for Education.**

Voting: For - unanimous

The meeting ended at 8.44 pm

CHAIR

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

Minutes of the Meeting held on 23 January 2024 at 6.00 pm

Present:-

Cllr B Dove – Chair

Cllr S Bull – Vice-Chair

Present: Cllr P Broadhead, Cllr B Chick, Cllr P Cooper, Cllr E Harman,  
Cllr B Hitchcock, Cllr S Mackrow, Cllr D Martin, Cllr A-M Moriarty and  
Cllr O Walters

Co-Opted Members: D Rees-Coshan and Z Susic

56. Apologies

Apologies for absence were received from Cllr Olivia Brown and Mark Saxby.

57. Substitute Members

Cllr Oliver Walter substituted for Cllr Olivia Brown on this occasion.

58. Declarations of Interests

Cllr Emily Harman declared an interest as she would be applying to obtain an EHCP for a family member in the future, Cllr Simon Bull declared an interest as a family member was in receipt of an EHCP but had a dispensation for the meeting, and Cllr Bobbie Dove declared an interest as a family member was in receipt of an EHCP but had a dispensation for the meeting. Cllr Anne-Marie Moriarty declared an interest as she taught at a college locally.

59. Confirmation of Minutes

The Minutes of the meetings held on 6 and 21 November were confirmed as accurate records and signed by the Chair subject to the following amendment on the Minutes of 6 November at Minute 34 – Safety Valve Programme, 2 further bullet points be added to the Committee discussion as follows:

- The Chair stressed the importance of completing an Equality Impact Assessment and consultation with respect of the Brown principles.
- In response to a concern about meeting the requirements set out in the agreement against meeting the statutory responsibilities of the Council, the Committee was advised of consequences of not fulfilling the agreement which included withholding funding; however, it was stressed that Officers would continue to meet their statutory duties.

60. Action Sheet

There was no discussion on this item.

61. Public Issues

The following public questions and statements were received:

Sally Childs

Question 1

What qualifications does the SEN officers and managers have, to allow them to remove from the EHCP, advice given by specialists, without any new professional evidence?

Cllr Richard Burton, Portfolio Holder for Children and Young People, provided an answer as follows:

All Case Officers are trained accordingly for their roles and undertake *Independent Provider of Special Education Advice* (IPSEA) level 1 and 2 legal training.

Any proposed amendment will be through an Annual Review process or a request to review a plan/provision; it is not uniquely a SEND Case Officer decision as all parties are involved in these decisions.

A decision to amend an EHCP is sent to the parent (or young person with SEND, depending on age) and they have a 15 day period to respond before the EHCP is finalised, to allow for further discussion and amendment to be made.

Should the Local Authority and family be unable to reach an agreement, there is also the option to proceed to mediation or to appeal. We are continuing to enhance our workforce development offer to ensure Case Officers are drafting EHCPs to the highest standard and are always keen to discuss any queries regarding the content of an EHCP at the earliest possible opportunity.

Question 2

By removing young people from specialist schools and putting them into mainstream schools, are the Council simply not moving the child's needs from one department (i.e. Education) and putting them into another department (i.e. Health) at the expense of a CYP's mental health?

Cllr Richard Burton, Portfolio Holder for Children and Young People, provided an answer as follows:

There are no plans to move children from specialist into mainstream unless this is outlined through an Annual Review.



Question 3

Why are the SEN department stripping CYP's needs and provision from EHCPs against Specialist's wishes? Surely this is misleading schools, and colleges into accepting CYP's that they cannot meet the needs of, therefore putting them at unnecessary risk and potentially leading to more support from other agencies. This could lead to placement breakdowns. Surely this illegal as it is misleading mainstream schools into accepting students that they cannot accommodate?

Cllr Richard Burton, Portfolio Holder for Children and Young People, provided an answer as follows:

Children will be placed in provision that can meet their needs. Many children with EHCPs enjoy and achieve in mainstream settings, and the national profile of mainstream for children with EHCPs is higher than BCP. Where specialist provision is needed, this will be provided subject to availability.

Any proposed amendment to a child's plan will be through an Annual Review process or a request to review a plan/provision; it is not uniquely a SEND Case Officer decision as all parties are involved in these decisions.

Adam Sofianos

Question 1

Any improvement in EHCP delivery is to be welcomed, and families experiencing a better service will be grateful.

The concern is: how far these improved statistics are due to an increase in refusals. Council is currently under the Delivering Better Value programme, which has an objective to 'suppress' EHCP numbers.

Indeed, Paragraph 2.6 of Appendix 2 seems to suggest this, with almost half of support requests in September being refused.

Can Council please confirm the following:

- The percentage of requests being refused assessment so far this academic year, and
- the equivalent percentage for the 2022/23 academic year.
- The total number of cases proceeding to mediation, and those proceeding to appeal, and
- the relative increase compared to 2022/23.

[127 words]

Source:

<https://www.theguardian.com/uk-news/2023/sep/10/revealed-covert-deal-to-cut-help-for-pupils-in-england-with-special-needs>

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Cllr Richard Burton, Portfolio Holder for Children and Young People, provided an answer as follows:

- So far, this academic year (Sept – Dec 2023), 53.4% of Education, Health & Care (EHC) assessment requests have been declined/refused. This equates to 124 declines out of 232 requests.

KPI	Sept 23	Oct 23	Nov 23	Dec 23
No. of requests for EHC assessment	41	36	95	60
No. of EHC assessments agreed to initiate	21	24	32	31
% of decisions to proceed with assessment of needs being made within six weeks	93.2%	96.7%	93.2%	95.2%

- During the same period in the previous academic year (Sept-Dec 22), an average of 5.9% of requests were meeting the '6wk decision to initiate assessment' timeframe, evidencing that the service was dealing with a requests backlog. Due to the backlog figure, we are currently investigating the state of play in 2022 so that we can provide a like for like comparison and will provide a return accordingly.

KPI	Sept 22	Oct 22	Nov 22	Dec 22
No. of requests for EHC assessment	50	54	61	75
No. of EHC assessments agreed to initiate	42	86	84	61
% of decisions to proceed with assessment of needs being made within six weeks	0.0%	16.7%	5.5%	1.4%

During the calendar year 2022, there were a total of 82 mediations out of which 3 cases were followed up by appeals. In 2023, there were a total of 166 mediations – an increase of 102% from 2022. Looking at appeals data, in 2022 there were 3 appeals that followed mediation compared to 13 in 2023 – 333% increase.

## Question 2

Paragraph 2.2 of Appendix 2 refers to a 3% reduction in the number of EHCPs being processed beyond the 20-week statutory timescale.

In the Accelerated Timeliness paper, presented to Cabinet on 27<sup>th</sup> September 2023, the percentage meeting this timescale was given as zero.

Can Council please confirm the following:

- The percentage of EHCPs meeting the 20-week timescale during the current academic year;
- The average completion time for EHCPs during the current academic year;
- The current backlog of cases.

[90 words]

Source, 27<sup>th</sup> Sept 2023 Cabinet papers:

<https://democracy.bcpccouncil.gov.uk/documents/s42969/SEND%20-%20Accelerated%20Timeliness.pdf>

Cllr Richard Burton, Portfolio Holder for Children and Young People, provided an answer as follows:

The percentage of EHCPs meeting the 20-week timescale during the current academic year;

- 12.2% as at Dec 23 (From 2<sup>nd</sup> Sept/Schools Return), this will continue to increase from the 0%

The average completion time for EHCPs during the current academic year;

- 40 weeks (average Sept-Dec 23) In Dec 23 actual timeframe was 36.7wks.

The current backlog of cases.

- 142 Education, Health and Care Needs Assessments EHCNAs waiting over 30weeks (Dec 23) - from the high point of 251.

Sara Clarke

#### Statement 1

I am grandma to two children with EHCPs, one has complex speech disorders. We've fought hard for SALT provision including LGSCO, tribunal, complaints, hours of studying standards and SEND Law and dozens of emails. All to secure crucial SALT provision for a child with significant needs- it should not have been THAT hard. The impact of his disorder being neglected is that his self-esteem plummeted, aged 5 he started self-harming. Hitting his head over and over again. The balance system is championed as a means to ensure equitable distribution of NHS capacity. In reality it means the children most in need have provision capped by a blanket policy. It denied him essential support. It is of huge concern that there is such a reliance on health provided SALT in the SV plan, when they already are not meeting the needs of those most in need. The stakes are too high.

#### Question 1

As the balanced system seems to be capping children on a basis of 'equity' how do both the LA and NHS propose to ensure that decisions surrounding for children with the most complex needs are receiving provision based on their needs, not a service level blanket policy?

Cllr Richard Burton, Portfolio Holder for Children and Young People, provided an answer as follows:

Through the work of the SEND Improvement Plan and its 8 priorities, the partnership will seek to improve the quality and timeliness of our SEND services. This work will include a review of decisions surrounding children with the most complex needs and developing the provision to meet needs. The eight strategic priorities for the partnership are: Leadership, Management & Governance, Co-production & Communication, Early Identification & Intervention, Inclusion, Pathway, Preparation for Adulthood and Managing Resources.

The change to our early years offer, with an increase in evidence-based group interventions has positively impacted waiting times across the service for preschool children with children accessing intervention in a more timely manner.

The referral route for preschool children has changed. The introduction of our easy access Ready Speech Therapy Early Advice Drop Ins (STEADI) Chat sessions means parents are offered a session with a Speech and Language Therapist (SLT) within 14 days of calling the service. Written referrals from professionals are still accepted in specific circumstances. For school aged children we have been rolling out a targeted vocabulary intervention in a number of BCP and Dorset schools. The results show that all children have made progress. Our waiting time for initial assessments in schools remains around 8-12 weeks. We currently offer a meeting with each SENCO at the start of every term to discuss children of concern and identify priorities for the coming term. The move to the Link Speech & Language Therapist model will address intervention times in schools for children.

Pearl McCarthy

#### Question 1

As the rights of our children in law will not change, how will BCP ensure that they adhere to the law while also reducing the number of EHCPs issued and placing fewer children into specialist settings?

Cllr Richard Burton, Portfolio Holder for Children and Young People, provided an answer as follows:

All children will continue to be assessed through the statutory processes. However, it is hoped that stronger support and use of the Graduated Response and early intervention systems will see a reduction in need assessments over time.

Through our Capital Bid aligned to our Safety Valve proposal and the development of new and differentiated Inclusion work with schools we will seek to increase mainstream places e.g. Resource Base provision. These specialist places will be at a lower cost than independent specialist

placements. We have workshops planned to work through the development of provision with schools.

Question 2

How exactly will the Safety valve be implemented and what effect will it have on the work that is currently being undertaken on the SEND Improvement Plan under the SEND Improvement Board?

Cllr Richard Burton, Portfolio Holder for Children and Young People, provided an answer as follows:

This will be determined and detailed after an agreement is reached; dependent upon the detail of the agreement. However, the work of the SEND Improvement plan and its focus on the SEND systems improvements should not be affected by the Safety Valve agreement.

Steve McCarthy

Question 1

Why have you failed to uphold your legal obligations and follow your own BCP Policy by not carrying out an equalities impact statement, failing to consult and failing to adhere to the brown principles?

Cllr Richard Burton, Portfolio Holder for Children and Young People, provided an answer as follows:

Should an agreement be reached, the Local Authority will create an implementation plan and this will include an Equalities Impact Assessment.

Question 2

Authorities with Safety Valve agreements are asked to focus on one mission statement: to develop plans to reform their high needs systems as quickly as possible to provide a good service within their available funding, normally by the end of a maximum five-year period” - since this involves cutting services, reducing the number of EHCPs issued and so on, and since it does not reduce the deficit by year 5, how can you argue that your 15 year proposal meets the mission statement of safety valve or provides a “good service”?

Cllr Richard Burton, Portfolio Holder for Children and Young People, provided an answer as follows:

BCPs 15-year plan does not meet the Safety Valve 5 year framework. We have been clear that the plan submitted is a thorough and diligent proposal; this has been agreed with the DfE.

The work of the SEND Improvement Plan and its 8 priorities, the partnership will seek to improve the quality and timeliness of our SEND

services. The eight strategic priorities for the partnership are: Leadership, Management and Governance, Co-production and Communication, Early Identification and Intervention, Inclusion, Pathway, Preparation for Adulthood and Managing Resources.

### Question 3

Increasing the number of children in mainstream will inevitably mean an increase in placement breakdown, school refusal, school related trauma and much more costly provision provided outside a school setting or alternative provision to repair that damage. What are the projected costs of a higher proportion of disabled children receiving inadequate education and failing to achieve the best possible educational outcomes, as per the SEND Code of Practice?

Cllr Richard Burton, Portfolio Holder for Children and Young People, provided an answer as follows:

Children with EHCPs within mainstream are currently at 37.1% compared to Statistical Neighbour average of 38.1% and England average of 41.0%. Other SEND systems are able to support a higher volume of SEN children in mainstream and these children enjoy and achieve. We will work with schools through outreach, resource base provision and inclusion strategies to ensure that this happens in partnership and through agreed approaches.

Aimee Surman

### Question 1

In the last meeting you stated you will introduce earlier intervention for children who require it. However, after having three children with SEND go through mainstream, we know that this is already supposed to be in place, funded by the allocated SEND budget given to schools. The level of intervention is not possible already within schools current budget, let alone with further cuts. This already has a detrimental effect on our children and young people's education and mental health. We know that early intervention can prevent needs escalating to the point of needing an EHCP. How will the local authority provide the necessary therapeutic intervention if school budgets are cut further, with no guarantee from health services that they can increase provision?

Cllr Richard Burton, Portfolio Holder for Children and Young People, provided an answer as follows:

The Safety Valve proposal includes £2.8m additional funding for schools to provide support through outreach and inclusion support but this is dependent of the contribution for mainstream schools being at the level set out in the dedicated schools grant DSG management plan. In addition, we are working with Health colleagues to discuss therapeutic support strategies for schools and their children. Workshops are currently planned

with schools to discuss options for development of these approaches, and we will take the learning from national best practice.

Question 2

Scenario 2 lists funding to be given to mainstream schools to support, offset against savings in alternative provision. It is impossible to understand the figures or numbers of children & young people affected. Can you explain how this funding compares to the proposed Dedicated Schools Grant diversion, how many children & young people this funding would need to support and what is the average funding per head? Is this a one-off investment, an annual investment or will this amount be spread over the duration of the plan? How will spending this money reduce the need for alternative provision?

Cllr Richard Burton, Portfolio Holder for Children and Young People, provided an answer as follows:

This is a large piece of work and we will address this after this meeting and in conjunction with our Alternative provision review with schools. The response will be emailed to you and added to the minutes of the meeting.

Question 3

Mainstream schools, particularly secondary, have an entirely different structure and purpose than specialist schools. A large number of children with EHCPs need more structure and consistency, less academics, more life skills training in order to be independent and contributing members of society. Failing the children who could work and live independently would have astronomical personal costs, as well as financial costs in terms of social care and benefits. How much do we understand about the costs to the local authority of failing to meet these children's needs over their lifetime?

Cllr Richard Burton, Portfolio Holder for Children and Young People, provided an answer as follows:

This is difficult to quantify and would require extensive research at a national level. The SEND Improvement Plan has a focus on Preparation for Adulthood and Officers currently working with Parent Carer Groups, schools and Further Education to provide improved support for Year 9 onwards. Within the Safety Valve Plan we have requested Capital investment for increased mainstream Post 16 provision which would provide specialist places at a lower unit cost than that provided by the independent sector.

Rachel Filmer

Question 1

In two separate meetings I have heard officers criticise "too many" parents for making applications for EHC needs assessments directly to BCP. It is

made very difficult for schools to apply, despite the legal threshold. You are averaging 41 weeks to issue a plan (twice as long as the legal timeframe) and if a parent needs to appeal, a hearing date could take a year. That is more than two years of delay while children struggle and placements break down, often after years of struggle. Rather than shifting blame on to parents, how will BCP improve this process and reduce these delays so that parents do not feel they must apply themselves?

Cllr Richard Burton, Portfolio Holder for Children and Young People, provided an answer as follows:

I don't believe Officers intended to criticise parents applying for EHCPs. The data just indicates that we are an outlier compared with other Local Authorities in this area. Whenever an outlier is encountered it is highlighted and the reasons that it exists need to be explored.

We have made improvements to the timeliness of both new assessments and are working to address the number that are outstanding (182 assessments – including 23 after tribunal or appeal waiting 20+ weeks). We will continue to focus on improving outcomes and providing better support for our children and families.

KPI	Dec 2022	Dec 2023	Direction of travel
% of decisions to proceed with assessment of needs being made within six weeks	1.4%	95.2%	↑
% of new EHCPs issued within 20 weeks (including exceptions)	1.2% (From Jan 23-Aug 23 = 0%)	12.2%	↑
Average time (weeks) taken to complete new EHCP assessments (date of request to issue of final EHCP)	41.8 wks	36.7wks	↓
% of requests for Educational psychologist (EP) advice where EP responded within 6 wks from the date of request from the LA	4.3%	94.1%	

## Question 2

Your list of risks considers damage to the reputation of the local authority, but not the risk to our children and families, even from a financial perspective. Children with SEND who have broken down mainstream placements account for significant costs to SEND budgets in terms of appeals, bespoke packages, education other than at school, alternative provision and the need for small and nurturing independent settings. Can BCP accurately calculate the likely increase in these cases, given that placing a higher percentage of children with significant SEND into mainstream settings with insufficient report will inevitably lead to more broken-down placements?



Cllr Richard Burton, Portfolio Holder for Children and Young People, provided an answer as follows:

Other SEND systems have proven they are able to support a higher volume of SEN children in mainstream and these children enjoy their education and achieve good outcomes. We are looking at other systems and our Sector Lead Improvement Partner – Bedford Council to inform and support our approach. We will work with schools through outreach, resource base provision and inclusion strategies to ensure that this happens in partnership and through agreed approaches.

### Question 3

The Administrative Justice Report from 2023 states that local authorities are not amending their first-instance decision making to reflect the approach of the Tribunal. It also states that appeals can be reduced by local authorities making the right decision the first time. As BCP will have targets to meet under a safety valve agreement, and given that eligibility for an EHC needs assessment is set out in law, how will BCP meet their KPIs while also ensuring that children are not failed and more parents do not need to appeal?

Cllr Richard Burton, Portfolio Holder for Children and Young People, provided an answer as follows:

We are currently working with a Sector Lead Improvement Partner – Bedford Council. One area that they are working with us on is our decision-making panels and providing an oversight on our quality assurance processes, including the outcomes of the decisions made. This will ensure that we are constantly assessing and understanding our decision-making thresholds.

### Statement 1

Your documents highlight direct parental applications for EHCNA as a driver for demand, but this is not reality.

BCP put unlawful barriers in the way of school applications. The legal test is only that a child may have SEND and may need provision to be made in accordance with an EHCP.

There is a reason why parents exercise their legal right to apply – it's not because parents are unreasonable, or their child does not qualify. Parents who apply directly will already have tried to go through their setting in almost every case. 3% of plans are issued on time, only because new applications are prioritised, while those already overdue languish waiting for statutory advice.

Local policy does not trump law. We have the right to apply directly. Our children need help now and should not have to suffer for years before you act. Our children deserve better than this.

Rebecca Gannon

Question 1

How will the Safety Valve mitigate the long-term cost, and the damage caused to children who are pushed into mainstream settings which cannot meet their needs, causing further financial damage to BCP?

Cllr Richard Burton, Portfolio Holder for Children and Young People, provided an answer as follows:

Children's needs will continue to be met according to their Education, Health and Care Needs Assessment (EHCNAs) and education, health and care plans (EHCPs).

Question 2

The schools forum document shared in the 3<sup>rd</sup> January meeting referenced a 300-place specialist setting for both Social, Emotional & Mental Health and ASD. In many cases, these children have vastly different and this may damage their emotional wellbeing further. How will BCP mitigate against this?

Cllr Richard Burton, Portfolio Holder for Children and Young People, provided an answer as follows:

The development of this provision will ensure that needs are met with careful consideration to the mix and types of children accessing this setting alongside the education and support provided.

Sarah Murray

Question 1

I am hearing repeatedly of children with extremely complex speech and language needs being limited to a very minimal level of provision on the basis of 'equity' under the Balance system. If SALT have to resort to such measures, how can schools and parents believe that children will receive the speech and language therapy they require?

Cllr Richard Burton, Portfolio Holder for Children and Young People, provided an answer as follows:

Children, young people, families and settings are supported across all three levels – universal, targeted and specialist, not only providing support for identification and intervention but also those key areas of family support, environment and workforce. The move to a coordinated, whole system

approach will ensure that children and young people and their families receive the right information at the right time and get the right support from the right person. There is strong evidence when a system takes on this approach children are very well supported and achieve their outcomes.

## Question 2

Scenario 2 in the Schools Forum document from the last Committee meeting makes no mention of children and young people who cannot attend school, those who have no suitable school place, and those on bespoke and EOTAS packages. What exactly is the plan for these children and young people, who have already been failed by the system due to lack of suitable provision?

Cllr Richard Burton, Portfolio Holder for Children and Young People, provided an answer as follows:

Children without a school place, awaiting specialist provision or Education Otherwise Than At School (EOTAS) packages are currently being reviewed and this will help to inform future sufficiency plans and development of provision. We are working on this with our Sector Led Improvement Partner (SLIP). The associated Capital Bid for the Safety Valve has requested funding to support these developments a decision is due for this end March at present.

Anthony Evans

## Statement 1

Primary headteachers do not want to be suspending or permanently excluding pupils. they do so with heavy heart and necessity to offset the pressure of staff retention, the disruption and harm to other children and the hope that such measures will allow reflection and change in pupil behaviour. But as heads we are all dealing with significantly challenging behaviour post COVID- we have all been hit, punched, kicked and spat at and we need help and clear pathways of support and quality provision. It feels as though some of these things only kick in when the child has been permanently excluded.

Rebecca Gannon

## Statement 1

Both my children have SEN, both with different profiles. They both have EHCP's. However, the process was exhausting. Every decision was refused by BCP, from refusal to assess to refusal to issue.

The process took in excess of 63 weeks.

The damage caused to my oldest child due to being mainstream and not having her needs met has resulted in her not accessing any education since June 2022. She is still unable to simply, go to school.

She is a mentally broken 12 year old with a broken family, fighting broken systems.

The potential for further harm being caused to my children and many other SEN young people is REAL if the Safety Valve is agreed.

Sarah Murray

Statement 1

I am deeply concerned about the Safety Valve Proposal, particularly the lack of consultation with parents and young people, especially those with SEN. The decision not to share the document until the scrutiny Committee meeting is distressing. The justification for withholding the full proposal, fearing it would upset parents with SEN children, is unfounded - we are already upset. As a parent whose child has been out of school for three years due to mental health problems, I understand the gravity of the situation. Unfortunately, my child attempted suicide, underscoring the urgent need for proper support and education. The current support is insufficient, leading to this dire situation. I urge you to reconsider this proposal, as it appears detrimental to every child and young person in BCP, denying them the support, understanding, and education they deserve. The lack of consultation or co-production is puzzling; our children's voices must be heard.

Kerry Friend

Statement 1

The whole idea of the Safety Valve Action plan terrifies me! With a child who has been totally failed by the school system due to not enough resources how can it be right to reduce the resources that are already not fit for purpose. Mainstream schools don't have the resources or staff to cope with the amount of children with SEND needs. It can take years to get any form of help! We fought for so long, countless meetings, emails, phone calls (all which cost somebody) and all for nothing. Still no support 4 years later due to RESOURCES. We're not the only ones and now you want to cut these resources more. All you will get in a few years is a huge amount of adults with SEND needs who have been failed and in turn will need even more support in later years. More resources are needed!

Bob and Jeanie Francis

Statement 1

We're grandparents to three SEND children, with EHCPs, two have places in maintained specialist. We've been battling this system for 14 years to get the support they need. They, alongside all children of school age are at the heart of the 'safety valve' programme'. Every parent/carer of a school age child should be worried about this. Your child won't cope with mine, mine will not cope with yours, teacher's won't cope with the numbers of SEND children they'll now be incorporating into mainstream, teachers have

not had the training to cope with children that could be mute, have learning disabilities flap their hands, screech and scream, bang their heads in frustration, aggressive, swear. Our already overstretched teachers won't have time to provide the support our children need. BCP will be handling more than double the amount of appeals at what cost, they already have an abysmally poor rate of success.

Sarah Cooper

Statement 1

- I have 2 sons, both with EHCPs that were a fight, from reception until year 3
- Eldest son is now in a specialist independent school, out of county, this was our parental preference, the only school that could meet his needs, we had to go to tribunal after mainstream secondary failed, due to BCP not listening to us about the type of placement he needed, further damaging his mental health and ours.
- Youngest son is in phase transfer year and I've just submitted appeal paperwork, it's the same scenario. BCP, listen to parents, you are damaging children's mental health by having them in the wrong settings. We need more ASD/SEMH schools that are not like Iford Academy, but designed for Autistic children not just children that have been excluded. The Safety Valve is going to destroy more children's mental health by forcing them into wrong settings.

Mr Adam Sofianos

Statement 1

The Safety Valve petition has passed 2,000 signatures, which entitles it to be heard at Full Council. A parents' campaign group has attracted hundreds of followers. School leaders have condemned proposals to transfer funds from their budgets. Every day, the media spotlight reveals the terrible effect of these proposals on our children.

Safety Valve won't even work as an emergency package. Council will be 'technically insolvent' next month, with a £63m accumulated deficit. But the 15-year plan doesn't reduce that deficit, and doesn't remove its consequences. This will not save the Council from bankruptcy in 2026.

Parents are concerned that Council executives might use emergency powers to sign off Safety Valve without democratic consensus. This would be incendiary.

I therefore urge Council to set out a detailed explanation of what's happening, and when, to provide clarity for concerned families across the region.

Teresa Brown

Statement 1

My 15 year old grandson has complex mental health issues and autism; he has effectively lost about 3 years of schooling and now has a patchy and precarious arrangement with tutors (when they can be found) twice weekly, while he attempts to manage 4 GCSEs. He has been left anxious and lacking in confidence by his educational experiences to date.

Without my daughter's full time commitment (despite her own health issues), to navigating complex local authority networks and processes, my grandson would not even have had his minimal educational input throughout his secondary school years.

The Safety Valve proposal does not acknowledge the many and varied complex needs of individual children, for whom integration within mainstream schooling is not an option. The focus should rather be on resourcing individual needs, whereas this proposal is a blatant resource-led measure.

Maisie Boorn

Statement 1

I've been in the SEN system since September 2022. Despite my needs SEN department don't seem to think it's necessary for me to attend an appropriate setting because I'm not worth the funding it seems and I've been out of f/t education since January 2023. My mental health has declined, I feel worthless and no one listens to me or my feelings despite the fact that BCP are supposed to listen to the views of the yp. You have and still are failing me, no one can answer questions when asked and no one is actually held accountable for decisions. Health professional reports aren't actioned. My EHCP isn't being followed, finalised June 2023. Why is my mental health, education not important to SEN department?

William Murray

Statement 1

I am 15, and I haven't been in full time education for 8 years. That's nearly two thirds of my life. That's also how long we've been fighting for me to receive what every child is entitled to, and what should be a given. The current provision isn't even enough now, for myself and countless other young people throughout BCP, so how is it going to improve when people who have never met us make a drastic decision that will change the course of our futures, and when the already insufficient budget is cut? The idea that young people like me will be forced into a mainstream environment, with teachers and teaching assistants who are inexperienced with SEND, is beyond frightening. I have already experienced trauma with my experiences, including severe mental health problems. If I had had to go the mainstream, I wouldn't be here today.

Anonymous – name and address supplied

Statement 1

I'm making this statement as a parent of children with SEN and also as a longstanding school governor. The current state of SEN provision is disheartening, with a patchwork of support that has persisted for years. 15 years ago, when my child entered the educational system, the landscape was vastly different. Sadly, the necessary budget and investment haven't kept up with need, leaving our community underserved and our SEN children bearing the brunt. The proposed solution fails to address this longstanding issue. Moreover, our mainstream schools, already teetering on financial instability, face an impending 11% budget cut. This isn't just a cut; it's a catastrophe in the making for our current children and those yet to come. Demanding schools to accomplish more with significantly less is simply unacceptable. The future generations deserve better. The consequences of neglecting this issue now will reverberate for years, hindering the potential of our children.

The Chair, with agreement of the Committee, advised that there would be a change to the running order of the Agenda to enable items relating to Safety Valve to be heard next, followed by the presentation from the Speech and Language Therapy Service.

62. Safety Valve Programme Update

The Corporate Director of Children's Services and Chief Executive provided a verbal update which included:

- A fifteen-year plan had been submitted to the DfE as set out in the report submitted to the previous Children's Service Overview and Scrutiny Committee meeting held on the 3 January 2024.
- Children's Services was informed it would not receive any feedback on the plan until the end of February. Additionally, the Capital plan submitted would not receive feedback until the end of March.
- The submitted plan was a proposal that ensured Children's Services would still be able to provide statutory services without negatively impacting on the service.
- Other Councils that had entered into the Safety Valve programme had agreed to a five-year plan which some were struggling to meet. The increased demand meant they had to undermine their levels of statutory services.
- If the DfE proposed a plan that could be recommended to members, it would be decided at Full Council.

The Committee discussed the update which included:

- The Committee was advised that the original submission to the DfE included an illustrative scenario that would take 11% from the school budget. This demonstrated what would happen if the deficit were to

be funded by the school's budget, which was the only other legal budget it could be funded from.

- In a query regarding equality impact assessments the Committee was advised that one must be completed once an offer had been received from the DfE. An equality impact assessment would accompany any recommendation that was proposed to Full Council.
- In response to a query regarding the detrimental impact on young people, the Committee was advised work done under Safety Valve would be monitored with clear performance indicators to ensure it had a positive impact on children, young people, and their families.
- The Committee was advised that BCP Council had asked for 4.8million in capital investor contributions. However, those contributions would not cover the deficit predicted at the end of this financial year but would balance the budget after the proposed fifteen-year period.
- In response to a query regarding the consequences of the DfE not accepting the proposal or BCP rejecting any alternative proposal, the Committee was advised that every effort would be made to balance the budget although it would be a difficult process.

63. Portfolio Holder Update

The Portfolio Holder for Children and Young People provided a verbal update which included:

- Providing a partial response to the recommendation from the Children's Service Overview and Scrutiny Committee made in the 3 January 2024 meeting. He advised the Committee of the Children's Services Improvement Journey cross-party update that was due to be held on 25 January 2024 which was an opportunity for Members to ask questions and provide input on Safety Valve.
- Work was also being done to plan an all-member 'Show and Tell session' in early February to enable further member engagement regarding the Safety Valve Programme.
- Advised the Committee that his full response would be provided to the Committee in writing within the two-month deadline.

64. Speech and Language Therapy Service

The Lead for Children, Young People & Family Services and Head of CAMHS and Children services at Dorset HealthCare gave a presentation which detailed:

- What services Speech and Language Therapy (SALT) offered
- How the SALT service could be accessed including community based, Ready Steadi Chat and Specialist referrals.
- Activities of the SALT service including caseloads, number of EHCPs and referral to treatment time.
- Transforming the System using a whole system approach which would require additional training and input from all services.



- Challenges for the Service including recruitment, implementation of the balanced system and specialist and alternative placements that would require support.

The Committee discussed the presentation which included:

- In response to a query regarding working with libraries to increase the number of parents reading to their children and children reading, the Committee was advised that whilst most of the services work was within school settings, they also worked closely with libraries too.
- In response to a query about whether the service was meeting their 18 week referral time target, the Committee was advised that this was an internal target used to monitor the service and was met 90% of the time.
- In response to a concern regarding the accessibility of the service, the Committee was advised that with regard to Under 5s, having the Ready Steadi Chat response within 14 days should see an improvement in accessibility for that age group and with regards to school age children, a barrier could be delays in the referral if the form wasn't correctly filled in and whether it was actually an issue which the service could resolve or whether the issue would be better resolved by a SENCO which could cause further delays.
- In response to a query about the balanced system, the Committee was advised it was about providing consistency in support outside of the therapy sessions provided by working with schools, early years and families to ensure the work continued. Regarding how success of the system could be measured, the Committee was advised the plan started about 18 months ago and the work was detailed which included being at the start of the transformation program which would take approximately three years to fully implement. The Committee was reassured that it was continually being monitored and evaluated for its effectiveness.
- In response to a query about diagnosing conditions, the Committee was advised that the SALT service could provide diagnosis' specifically related to speech, but anything more complex would need to go through the paediatric process provided by University Hospitals Dorset, however SALT would be actively involved in the assessment process.
- In response to a query about once a diagnosis had been given, and the SALT involvement in the delivery of any treatment, the Committee was advised that the service could recommend how many sessions known as dosages would be required, which would then be fed into a multidisciplinary plan from paediatrics.
- In response to a concern about the inability to offer adequate SALT provision within mainstream settings therefore requiring more specialist provision as the only suitable alternative, the Committee was advised that the service did not provide all SALT across Dorset and independent SALT including within alternative provision, would not work in the same way.

- In response to a concern regarding speech and language difficulties and youth offending, the Committee was advised that whilst there was already SALT within the Youth Offending Service, and it had recently been agreed to increase that provision with recruitment currently underway.
- In response to a query regarding the need currently outstripping availability and what was being done to address this, the Committee was advised of the difficulties in recruitment including the reluctance to undertake the degree qualification, which meant consideration to different ways of delivering the service was necessary.
- It was acknowledged that Covid had caused a surge in demand and the reasons for that were highlighted.
- The qualification was discussed, and it was noted that there was not a national scheme in place to increase the workforce, however the service was in discussions with local universities to see how they could offer support to students choosing the SALT degree.
- In response to a concern that the balanced system was not needs led but resource led, the Committee was reassured that this was not the case but from experience and evidence that wider engagement with people that support the children was needed to ensure a consistent approach. It was stressed that children with more complex needs support would be commissioned by University Hospitals Dorset and SALT would support any arrangements put in place.
- In response to a concern that parents feedback regarding the balanced system was not the same as was being detailed in the presentation, the Committee was advised that parents should contact the managers of the service with any concerns, however it was noted that the introduction of the balanced system was in its infancy and the service would be happy to bring back a report on its implementation and progress at a future date.
- The Chair requested contact details for the managers to be passed to Democratic Services to be passed to any parents with issues.

**ACTION.**

**RESOLVED that the contents of the presentation be noted.**

65. School Permanent Exclusions and Suspensions

The Head of Virtual School and Inclusion Service presented a report, a copy of which had been circulated to each Member and a copy of which appears as Appendix 'A' to these Minutes in the Minute Book.

The report outlined the importance of a full-time education in the right education provision for children. It provided information on the current level of suspensions and permanent exclusions in BCP compared to both the South West and England.

The Local Authority was concerned by the high rate of both suspensions and permanent exclusions for children in BCP and would be working

closely with the Department for Education (DfE) and all schools to both understand and improve this position.

The focus was to improve the rates of attendance and inclusion across the system with our partners. The aim was to reduce the number of children missing out on their learning. Actions regarding this were detailed in the report and included details of the national policies that had been recently published. These actions illustrated how they would support the changes needed to reduce the number of children being suspended and permanently excluded.

The Committee discussed the report which included:

- In response to a query regarding guidance about exclusions for teachers, the Committee was advised that work was being done to provide a clear pathway that could be shared with schools on best practice.
- In response to a query regarding the high number of exclusions and suspensions in the BCP area and what was being done to address this, the Committee was advised that the service was part of a network of local authorities to help highlight methods used to reduce permanent exclusions. Collaborative work with partners and schools was essential to find out what was causing the increase and how to best support young people.
- The Committee was advised that work was being done to increase the number of registered alternative places, however finding funding to do so was challenging.
- In response to a query regarding providing funding to help students in the early stages of education as a way to combat expulsions, the Committee was advised that consideration was being given to frontloading funding. It was noted that collaboration with schools would highlight and identify areas that could benefit students, where they may need extra support.
- The Committee was advised of the positive things happening in schools in the area and was encouraged to visit schools in BCP to give a real insight into the good work that was already being done.
- The Committee was advised of the motivation of the service to improve the relationship with schools and the need for the system to mature and the relationship to grow was acknowledged.
- The Committee was advised of educational improvement workshops that were being held and an update would be provided from the Education Improvement Board in September. **ADD TO FORWARD PLAN.**

It was Proposed, Seconded and unanimously agreed to add a c) as follows:

The Committee notes the work that is being done in this arena and is encouraged by the co-production between headteachers and the council in developing pathways and action plans and requests an update on the progress in this area come back to the Committee in September.

**RESOLVED that:**

- a) **The Committee understand the current position of vulnerable learners in BCP place.**
- b) **An update on the progress across the Education System throughout this academic year linked to the Education Improvement work is brought for your attention at the end of the Academic year.**
- c) **The Committee notes the work that is being done in this arena and is encouraged by the co-production between headteachers and the council in developing pathways and action plans and requests an update on the progress in this area come back to the Committee in September.**

Voting: For - Unanimous

66. School Attainment and Progress 2023

The Head of Service Education Improvement, Secondary Adviser and Early Years and Primary Adviser presented a report, a copy of which had been circulated to each Member and a copy of which appears as Appendix 'B' to these Minutes in the Minute Book.

The report was a summary of the results for the 2022/23 Cohort across EYFS - KS5 for all statutory assessment points and external examinations in BCP state schools.

Progress by groups across educational phases would be available later in the Spring Term following all national checks and the outcomes of the census in January. The team would be happy to return to the Committee to discuss those at a later date if required.

The Committee discussed the report which included:

- In response to a query regarding A-Level provision in learning environments other than sixth forms, the Committee was advised that Bournemouth and Poole College stopped providing A Levels a few years ago and were not planning to change their offer. Children's Services were aware of the gap in the provision. There had been work done on the transition routes between secondary and sixth form to help young people transfer from one cohort to a sixth form A Level setting.
- In response to a query about disadvantaged and SEND pupils taking up further education in the mainstream sixth forms, the Committee was advised that whilst there was an aim to encourage more of them to take up further education, some young people were making informed choices to take up more vocational courses provided by the local colleges.
- The Committee was advised of the Careers and Apprenticeship Show that was being held on the 14 March 2023. It was noted that SEND pupils had helped create part of the event. A Committee

Member asked if details of the show could be circulated to the Committee. **ACTION.**

- In response to a query raised regarding the national tutoring programme and whether it was still active the Committee was advised that the programme was no longer running nationally. Some of the most disadvantaged schools in the BCP area were using the national tutoring programme during COVID-19 to good effect, however due to central government funding being reduced, it could no longer be funded.
- In response to a concern that SEND pupils were more likely to become Not in Education, Employment or Training (NEETs), the Committee was advised that the NEET levels locally were lower than some comparators and the reasons for that were detailed. It was noted that NEETs were regularly monitored.
- In response to a query regarding pupils awaiting EHCPs and specialist provision, the Committee was advised that there was a waiting list for specialist provision which was being reviewed depending on the length of time a child had been on the list and their needs and consideration to any support which could be provided in the interim. It was noted that this was an action on the SEND Improvement Plan.
- In response to a concern from the Chair that pupils who lived within BCP but were placed in provisions outside of the conurbation were not aware of the Careers and Apprenticeship Show, the Committee was reassured that this would be picked up and actioned. **ACTION.**

**RECOMMENDED that the Committee:**

- **note the outcomes of pupils in EYFS - KS5 and ask officers any questions they have as a result of the contextual information in the report.**
- **That the education improvement team (EIT) return later in the Spring Term to discuss gender, disadvantaged pupils and those who are in vulnerable groups such as SEND or with experience of care.**

67. SEND Improvement Update

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

The report provided an update on the progress to date and work being carried out across the BCP place with regards to the improvements required in the Local Area SEND system. It provided an update of work across the partnership with regards to a new SEND Improvement Plan and associated Performance Scorecard. The Performance Scorecard would both identify and evidence the performance areas and improvement metrics that could demonstrate that the partnership was making sustainable improvements.

Since 2021 the BCP Local Area SEND Partnership had been subject to a Written Statement of Action Plan (WSoA). The WSoA outlined eight improvement areas following the local area SEND Inspection July 2021. Since that time, progress against the WSoA plan was reviewed by a partnership SEND Improvement Board (SIB). During July 2023, DfE Officials reviewed the progress of the SEND Improvement Board against this plan and determined that the pace of change was too slow and further that too many children were experiencing delays in service provision. It noted that the SEND partnership within BCP place needed to do more to refocus its efforts and secure solid sustainable improvements for children and young people with SEND. A new SEND Improvement Board Chair was arranged with John Coughlan arriving to support the improvements needed in Autumn of 2023.

Over the last 14 weeks (Sept – mid December), a thorough review had taken place involving all senior stakeholders across the SEND partnership. This had sought to identify what must happen to ensure the necessary changes for the SEND system in BCP.

The SEND partnership was now in the final stages of agreeing a new Improvement Plan, this had identified eight new strategic areas of attention. Progress against this plan would be monitored through a performance scorecard which would hold key partners to account. It was recommended that this Committee receives a termly update of progress against this improvement plan so that there was transparency of the actions and improvements realised for children and young people with SEND in BCP.

The Committee discussed the report including:

- In response to a request for clarification, the Committee was advised that an assessment of need would be undertaken which could then determine whether a child required an Education and Health Care Plan (EHCP), however if the child did not meet the threshold for a plan, they may still be eligible for some additional support.
- In response to a query regarding the parent and carer groups and how they were recruited and engaged, the Committee was advised of the detailed work and forums which were used to engage with as much of the parents and carers as possible.
- In response to a concern regarding SEND pupils being in mainstream schools and due to delays were without EHCPs or the required funding, the Committee was advised of the activities which were being undertaken to address the backlog in assessments, increased administration support to process them and close monitoring of progress which included, where possible, prioritising vulnerable pupils.
- In response to a query regarding the number of EHCPs rejected in the current academic year, the Committee was advised it was a complex picture because the service was dealing with a backlog where children's needs may have changed. It was highlighted that it would be difficult to monitor performance when considering statistics until the service had stabilised and the backlog had been reduced.

The Committee was reassured that, in partnership with the services sector led improvement partner, work was ongoing to ensure best practice was used in the processing and quality of the decision making.

- In response to a concern that the contracted providers engaged to assist with the EHCP backlog were not fulfilling their contract, the Committee was advised that unfortunately, the company had been unable to recruit the required educational psychologists to fulfil the contract, which had resulted in further delays. The Committee was advised what was being done to address this issue, however it was acknowledged that a shortage of educational psychologists was a national issue.
- In response to a query regarding trying to recruit more educational psychologists to work for the Council, the Committee was advised of the issues and the reasons why some may choose to work for agencies and also what was being done to try and address the recruitment and retention.

**RECOMMENDED that**

- a) The report is read and accepted as evidence of the work currently being carried out across the wider partnership within BCP place for its SEND Services.**
- b) The Improvement Plan when agreed by the Department for Education is shared with the Children's Services Overview and Scrutiny Committee.**
- c) That the BCP SEND Partnership Scorecard when agreed by the Department for Education is shared on a termly basis with the Children's Services Overview and Scrutiny Committee.**
- d) That the Local Authority Progress report of December 2023 is acknowledged with the improvements identified as outlined in this paper.**

68. Items for information

There was no discussion on the information only items previously circulated.

69. Forward Plan

The Children's Services Overview and Scrutiny (O&S) Committee was asked to consider and identify work priorities for publication in a Forward Plan.

The Chair advised she was meeting with Children's Services to discuss the Forward Plan shortly and should any Committee Members wish to feed anything into that discussion, to email her with information.

70. Dates of Future Meetings

The date of the final meeting of 23/24 was noted.

The meeting ended at 9.47 pm

CHAIR



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

Updated – 16 July 2024

Minute number	Item	Action* *Items remain until action completed.	Benefit	Outcome (where recommendations are made to other bodies)
<b>22 March 2022</b>				
	<b>Full ILACS (Inspecting Local Authority Children's Services) Report</b>	<p>Decision Made: Share the Corporate Parenting Board report regarding HMOs with the Committee.</p> <p><b>Actioned.</b></p> <p>Decision Made: To provide an update on social workers caseloads at an appropriate time.</p> <p><b>Actioned.</b></p>		These actions are out of date or have been actioned and will be removed following the next meeting of the Committee.
<b>26 July 2022</b>				
	<b>SEND Improvement Journey: Permanent and fixed term exclusions</b>	<p>Decision Made: Ensure MYP involved with Headteachers Forum's discussions on school uniform policies</p> <p><b>Actioned.</b></p> <p>Decision Made: Discuss possible alternative provision with Cllr S Moore</p>		These actions are out of date or have been actioned and will be removed following the next meeting of the Committee.

		<p><b>Actioned.</b></p> <p>Decision Made: For the Committee to continue to be provided with data to monitor progress.</p> <p><b>Actioned.</b></p>		
<b>22 November 2022</b>				
	<b>Feedback from the Child Exploitation Working Group</b>	<p>Decision Made: To circulate the minutes of the recent working group including the proposed next steps and if they had any comments or suggestions to email the Clerk.</p> <p><b>Actioned – to come to Committee under Forward Planning item in July 2024</b></p>		
	<b>Pan-Dorset Safeguarding Children Partnership</b>	<p>Decision Made: That the scrutiny plan which was being developed could be shared with the Committee once complete</p> <p><b>Actioned.</b></p> <p>Decision Made: The Independent Chair to attend a youth forum to detail the work of the Board to spread awareness and understanding.</p> <p><b>Actioned.</b></p>		<p>These actions are out of date or have been actioned and will be removed following the next meeting of the Committee.</p>
	<b>Written Statement of Action Progress Report</b>	<p>Decision Made: That the coproduction work be shared with the Committee</p>		<p>These actions are out of date or have been actioned and will be removed</p>

		<p><b>Actioned.</b></p> <p>Decision Made: The Key Performance Indicators (KPIs) being developed be shared with the Committee once complete.</p> <p><b>Actioned.</b></p> <p>Decision Made: The Director of Education advised she could send the inspection letter to the Committee which provided further details.</p> <p><b>Actioned.</b></p>		<p>following the next meeting of the Committee.</p>
<b>7 February 2023</b>				
	<b>Action Sheet</b>	<p>Decision Made: Lobby local MP regarding CE</p> <p><b>Actioned.</b></p>		<p>These actions are out of date or have been actioned and will be removed following the next meeting of the Committee.</p>
	<b>Virtual School Head's Annual Report</b>	<p>Decision Made: To pass the Committee's congratulations on to the CIC and CL who had completed Degrees and Masters.</p> <p><b>Actioned.</b></p> <p>Decision Made:</p>		<p>These actions are out of date or have been actioned and will be removed following the next meeting of the Committee.</p>

		To consider with post 16 provision providers how to notify foster carers when their young people do not attend college. <b>Actioned.</b>		
	<b>Brighter Futures Children's Services Key Performance Indicators (Q3)</b>	Decision Made: Provide Committee with ethnicity data of pupils being permanently excluded. <b>Actioned.</b>		These actions are out of date or have been actioned and will be removed following the next meeting of the Committee.
<b>6 June 2023</b>				
	<b>Youth Justice Service Youth Justice Plan for 2023/24</b>	Decision Made: Chair to send an email regarding some of the language within the plan. <b>Actioned.</b>  Decision Made: The Youth Justice Service Partnership Board consider how the improvements in the intervention work could be measured. <b>Actioned.</b>		These actions are out of date or have been actioned and will be removed following the next meeting of the Committee.
	<b>Update to SEND Mainstream Banding</b>	Decision Made: To provide the Committee with feedback from schools, parents and carers once collated. <b>Actioned.</b>		These actions are out of date or have been actioned and will be removed following the next meeting of the Committee.
	<b>Brighter Futures</b>	Decision Made:		

	<b>Children's Services Key Performance Indicators (Q4)</b>	The Chair requested that all future reports include the EQIAs and RAG ratings.  <b>Actioned.</b>		
	<b>Forward Plan</b>	Decision Made: To provide the Committee with information about ongoing work regarding Youth Service  <b>Actioned – included in report regarding Early Help at Committee on 19 March 24.</b>		
<b>19 September 2023</b>				
	<b>Members of Youth Parliament Annual Report</b>	Decision Made: A Member advised she would make contact with the MYPs to discuss youth surgeries within schools further.  <b>Actioned.</b>		
	<b>Ofsted Monitoring Visit 4 – Children in Care</b>	Decision Made: The Chair advised she had some actions which she wanted to progress, and she would circulate them outside of the Committee.  <b>Action – Chair to progress.</b>		Now out of date so will be removed.
<b>6 November 2023</b>				
	<b>Safety Valve Programme</b>	Decision Made: The committee understand the necessity for the work underway by officers as part of the safety value process. However, we are determined that outcomes for children, young people and families should remain a central part of the negotiations with		

		government. Accordingly, the committee resolves to delegate to the Chairman to make representations and hopefully provide input as part of that negotiation process.  <b>Actioned.</b>		
<b>21 November 2023</b>				
	<b>Young Peoples Mental Health Services – Your Mind, Your Say</b>	Decision Made: A Committee member highlighted, that it would be beneficial to be updated regarding the updated business model. It was confirmed that an update would be circulated by email outside of the meeting including the updated business model.  <b>Action – Officers aware</b>		
	<b>Building Stronger Foundations Business Case - Children's Services Transformation</b>	Decision Made: The Chair advised the Committee that this item would be considered again in March where there would be more information to scrutinise.  <b>Action – add to Forward Plan</b>		When will this be considered by Committee?
<b>3 January 2024</b>				
	<b>DfE Safety Valve Programme Update</b>	Decision Made: This committee notes the hard work undertaken to date but expresses continued concern of the lack of wider engagement on the issue. The committee would therefore urge the Leader in consultation with the Portfolio Holder and Chair of the Committee to:		

		<p>a) consider what further engagement can happen upon receipt of any offers from the department of education.</p> <p>b) consider as wide as possible member engagement in the final decision should one emerge from the department of education.</p> <p><b>Actioned – Emailed response circulated to Committee on 4 April 2024.</b></p>		
<b>23 January 2024</b>				
	<b>Speech and Language Therapy Service</b>	<p>Decision Made: The Chair requested contact details for the managers to be passed to Democratic Services to be passed to any parents with issues.</p> <p><b>Action – Officers aware – DS chasing response.</b></p>		
	<b>School Permanent Exclusions and Suspensions</b>	<p>Decision Made: The Committee notes the work that is being done in this arena and is encouraged by the co-production between headteachers and the council in developing pathways and action plans and requests an update on the progress in this area come back to the Committee in September.</p> <p><b>Action – add to Forward Plan for September Committee.</b></p>		
	<b>School Attainment and Progress 2023</b>	<p>Decision Made: The Committee was advised of the Careers and Apprenticeship Show that was being held on the 14 March 2023. A Committee Member asked if details of the show could be circulated to the Committee.</p>		<p>These actions are out of date or have been actioned and will be removed following the next</p>

		<p><b>Actioned.</b></p> <p>Concerns were raised for pupils who lived within BCP but were placed in provisions outside of the conurbation and were not aware of the Careers Show, the Committee was reassured that this would be picked up and actioned.</p> <p><b>Actioned.</b></p>		meeting of the Committee.
<b>19 March 2024</b>				
	<b>Children's Services Early Help System</b>	<p>Decision Made: The Committee was advised that the officers would come back with specifics regarding the financial issues raised at the meeting.</p> <p><b>Actioned – email sent to Committee on 22 May 24</b></p> <p>Decision Made: The Committee was advised that the strategy, pathway and implementation plan would be circulated to the Committee for information.</p> <p><b>Actioned – email sent to Committee on 22 May 24</b></p> <p>Decision Made: A Task and Finish group was proposed concerning the Early Help Service. It was agreed that the scope be considered outside of the meeting and would report back to the Committee at a later date.</p> <p><b>Actioned – scrutiny request on Forward Plan item for 11 June 24.</b></p>		



		<p>Decision Made: For Officers to invite Committee Members to visit the 333 Hub.</p> <p><b>Action – Officers aware</b></p>		
	<p><b>Statutory direction in relation to special educational needs and disability services (SEND) issued 26 February 2024</b></p>	<p>Decision Made: An item for the forward plan was proposed concerning the improvement of communication with the families in BCP and parent/carers forums. It was agreed the scope would be considered outside of the meeting and would come back to the Committee at a later date.</p> <p><b>Action – DS to liaise with Member regarding scrutiny request.</b></p> <p>Decision Made: The Committee was advised that the SEND Improvement Plan had been refreshed and could be shared with the Committee at its next meeting.</p> <p><b>Actioned – coming to Committee on 11 June 24</b></p>		

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## Cabinet



Report subject	<b>SEND Progress Update re SEND Improvement Plan and Safety Valve</b>
Meeting date	22 May 2024
Status	Public Report
Executive summary	<p>This report provides an overview of the work to date within the Special Education Needs and Disability (SEND) system, through the newly developed SEND Improvement plan. It provides a narrative to the improvement work to date within the BCP Council SEND service, the wider SEND system and points towards the significant progress that has been made over the last 6 months. It is recognised though, that much more needs to be done and that a continued effort is needed across the partnership to address the further areas of improvement.</p> <p>Alongside the operational and strategic improvement work within the SEND system the report also provides information and a short narrative on the progress of the Safety Valve programme and resultant next steps. Discussions are still ongoing with the Department for Education (DfE) and Department for Levelling Up Housing and Communities (DLUHC) and as such a revised Dedicated Schools Grant (DSG) plan has not yet commenced.</p> <p>The report also outlines the serious implications of the current funding position for SEND services, for the Council.</p>
Recommendations	<p><b>It is RECOMMENDED that Cabinet:</b></p> <ul style="list-style-type: none"> <li>a) Note the positive progress against the SEND Improvement Plan in the Local Authority's key statutory processes in particular, our children in BCP Children's Services this academic year are no longer experiencing delays to the initial assessment and creation of their EHCPs.</li> <li>b) Acknowledges that the new SEND Improvement Board governance structure provides the rigour and transparency required to maintain progress in the SEND system.</li> <li>c) Note the assumptions within the Safety Valve plan and associated DSG plan are understood and that the Committee notes that BCP are currently in discussions with DfE and DLUHC regarding the financial implications of the High Needs Block budget.</li> <li>d) Acknowledge that the progression of improvements in SEND is reliant on Health, Education and the Council working together.</li> </ul>

Reason for recommendations	To ensure that all stakeholders within and across the SEND system are aware of the positive improvements in the SEND system and the future work required regarding the Safety Valve programme and supporting DSG plan.
Portfolio Holder(s):	Cllr Richard Burton, Portfolio Holder for Children and Young People
Corporate Director	Cathi Hadley Corporate Director Children's Services
Report Authors	Sharon Muldoon, Interim Education and Skills Service Director
Wards	BCP Wide
Classification	For update and information

## Background

1. The SEND Improvement journey has been an absolute focus of BCP's Children's Services since the DfE and NHSE review visit in July 2023. The outcome of this visit deemed that the level of progress had been too slow and that the SEND system had not yet made the progress required to ensure a good standard of service delivery for children and their families across the SEND partnership in BCP local area (Appendix 1). A resultant Statutory Direction (28 February 2024) was issued to ensure that the right improvement focus, and attention be given to the SEND system to make the essential improvements (Appendix 2). The delay in issuing the Statutory Direction was caused by a debate across government about how best to ensure that health partners, in particular, were actively engaged in the SEND improvement programme.
2. Alongside the delays in the SEND improvement programme of work, the financial aspects of SEND in BCP Council had also been under review by the Department for Education due to the increasing financial deficit. This deficit is caused by the difference between the cost of providing the required services and the budget provided by DfE which is insufficient to fund the services. The current financial regime imposed on the Council prevents that deficit from being funded from the General Fund and the negative balance is held in an unusable reserve, and outside of the Council's consolidated reserves position. This accumulated deficit is estimated to be c£63m by year end 2023/24. The statutory set-aside is currently timed to end on 31 March 2026, at which point government will have to decide who will bear the cost of the accumulated deficit.
3. During 2023, DfE recognised that the Delivering Better Value programme, which had included BCP Council, was not sufficiently strong to deal with our increasing deficit and invited the Council to join the Safety Valve programme. The Council was invited to submit a DSG deficit management plan, including changes to policy and practice designed to reduce the deficit position of the local system and bring about system changes to stabilise the financial profile within the forecast available budget. This proposal was developed alongside a new SEND Improvement Plan to ensure that all strategies and actions were co-produced and co-ordinated. This would support the SEND system to stabilise and for long term improvements to be sustained. (Appendix 3 – Safety Valve Proposal).

4. The Safety Valve proposal was submitted to the Department for Education on 15 January 2024 comprising two parts:

- a. A profile of changes which, over a period of time, are designed to bring the budget into a balanced position articulated financially through the DSG deficit management plan. Due to the nature of the profile of provision for children and young people in the current SEND system i.e. a high use of Independent Non-Maintained Specialist Placements (INMSS), a relatively low penetration of Education, Care and Health Care Plans (EHCPs) within the mainstream education system and a significant increase in the level of new assessments, this proposal identified that it would take 15 years to balance the system.

The plan assumptions were predicated on supporting existing placements in specialist provision and changing the future sufficiency of placements and improvement in early help and identification systems to reduce the volume of new plans.

The Council was informed on 13 March 2024 (Appendix 4) that this plan has not been accepted by the DfE. Further discussions are underway regarding the future financial arrangements for the SEND system locally and it should be noted that concern is growing nationally for the funding of DSG high needs provision.

- b. The second part of the Safety Valve submission was an application for c£5m capital funding for the creation of new specialist provision for our children and young people. It identified a number of areas for new provision to reduce the use of costly independent provision and to ensure that new provision e.g. increased outreach provision, resource base provision and specialist provision could reduce the cost profile for the long term and better meet children's needs.

Feedback from the DfE was that this was a credible approach, and the Council is currently awaiting a decision on the provision for capital funding. In the meantime, the SEND team within BCP Children's Services is continuing to work with schools and providers to support future developments so that no time is lost where at all possible.

5. Against the outcome of the DfE and NHSE visit in July 2023 and subsequent Statutory Direction a new SEND Improvement Plan was co-produced across the partnership, including representation and engagement with Parent Carers Together and Parent Carer Forum organisations within BCP local area (Appendix 5). It reviewed the historic Written Statement of Action Plan and held internal and external meetings to identify the barriers and opportunities for improvement. This work took place from September to December 2023. It ensured that the voice and experience of children and young people with SEND was understood, acted upon and central to the much-needed developments in the system. This work also included several meetings with Head Teachers through structured Head Teacher Forums and individual discussions orientated around children or school experiences of the system.
6. The resulting improvement plan has 8 priority areas. These are focused on ensuring that the systemic faults in the system are addressed individually and moreover, that all actions work in an integrated fashion to ensure the SEND system in the BCP local area is stabilised and ensures a good sustainable future. The priority areas are Leadership Management and Governance, Co-production and Communication, Early Identification and Intervention, Inclusion, Pathway, Sufficiency, Preparation for Adulthood and

Managing Resources. Each priority area has actions with agency and service leads being responsible for their delivery.

7. Alongside the new SEND Improvement Plan, a new refreshed SEND Improvement Board was established in the Autumn of 2023 and is chaired by John Coughlan, DfE advisor to BCP Council. John ensures that there is both independent challenge and support to partners across the BCP local area. He has led the Social Care Improvement Board for the BCP Children's Services since April 2022, and this provides continuity in terms of approach in the improvement plan ensuring that children's pathways across Education, Care and Health services are aligned. This Board meets every 6 weeks and reviews the partnership's progress against the identified milestones.
8. Measuring progress and improvements across the SEND system is paramount. Working with the Parent Carer Together and Parent Carer Forum a new SEND Partnership Scorecard was created (Appendix 6). This scorecard has several qualitative and quantitative measures to assess progress. The scorecard is updated each month and is subject to scrutiny at the Improvement Board by the Chair. This mechanism ensures that there is full transparency and accountability in place regarding the measurement of progress and impact of the improvement actions.

### **Impact of Improvement Work to Date**

9. Across the 8 priority areas there are currently 137 actions, and much work has happened in the last four months to improve our Services for children and young people. Good progress is being made, the system is improving and at speed. There are some areas within the Improvement Plan which have been slightly delayed, these are being managed through risk assessments and mitigating actions, and for the main are to be expected in such a large and complex improvement journey. For instance, the new SEND Strategy has been developed in draft but recent representation from schools and parents and carers regarding provision has resulted in co-production workshops which are due to finish in their entirety in the summer term, whilst this is a delay it ensures that all views are considered in the development of onward actions.
10. A key focus for the BCP SEND service was to address the significant delays for children and their families. It was also imperative that the historic slow or static improvement journey in the Education system within the BCP local area was understood to make sustainable changes.
11. Key changes in personnel and systems have taken place to ensure that right people, right focus, and culture for improvement is in place, at both a strategic and operational level. A key imperative has been to increase BCP Council's communication and engagement with schools and to this end the Director for Children's Services and Interim Education and Skills Director now hold virtual briefings every 3 weeks alongside termly face to face meetings. Separate meetings have been called as and when necessary. Whilst it is early days, the SEND School Improvement Board representatives have recently acknowledged that it feels like the system is improving.
12. As at the end of March, efforts of our improvement plan have resulted in the following progress:

Area	March '23	February 24	March 24	Impact for children and young people (Eng add SW av)
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6 week decision making	26.7%	99.0%	96.4%	No comparator data available
20 week decision making (inc. exceptions)	0.0%	52.9%	67.1%	<b>National</b> 44.47% (but this <b>excludes exceptions</b> , new data will be published in June 24) <b>Statutory neighbours</b> 36.4% (new data will be published in June 24) <b>South West</b> 34.7% (new data will be published in June 24)
EPS timeliness	0.0%	98.0%	92%	No comparator data available
Health timeliness	87.5%	93.2%	91.1%	No comparator data available
Annual Review backlog	2012	1216	1030	Annual review backlog for Academic Year 23/24 will be completed by end April.  In year timeliness has improved but with some children experiencing delays this is currently c350 children with a plan in place to recover this.
In Year Annual Review	65.9%	70.1%	62.1%	No comparator data available
% Parental Requests	29%	23%	22%	No comparator data available
Children Awaiting Specialist provision	-	-	282	No comparator data available.  We have reviewed the needs of all these children and are finalising co-production events with schools for future provision. A clear plan to address this will be in place by the end of the academic year. This work will then be included into our Sufficiency Strategy.

13. The hard work and efforts of staff should be acknowledged and celebrated. We are proud of the progress made so far but know that there is much more work to be done before SEND services reach a sustainably good standard. There has been an absolute focus on improving the delays in our children's pathways within the Local Authority processes and these have both been improved and sustained at significant pace since September of last year. No child has experienced any significant delay in receiving a needs assessment service in this academic year and we have now addressed the backlog that had occurred previously. It is accepted that this was not satisfactory, and leadership and management controls are now in place to ensure that this does not occur again.

14. BCP staff, working with the active engagement of schools are addressing the availability of specialist placements for our children and young people. We know that there are too many children awaiting specialist provision, and this is why the capital bid is of paramount importance. The DfE is scheduled to inform us of the outcome of our capital bid and a positive decision is key to reducing the number of children awaiting specialist provision. If the capital funding is not provided by the DfE, the Council will need to consider whether it can fund the required works through borrowing which will add costs to the currently balanced medium term financial plan.
15. However, it is not just about building new provision, it's also imperative that our system remains and improves its penetration of SEND inclusive education across the BCP local area. This is not the work of the Local Authority alone; it involves Health and schools supporting our SEN learners.
16. During March and April, the SEND team have conducted several workshops with schools and parent carer representatives to discuss specialist and wider SEND provision and what further improvements are needed. This includes the appetite and engagement of our schools in increasing EHCP penetration in mainstream schools which is comparatively low (37.3% in BCP as of February 2023 compared to 41% National).
17. Through reviewing our data, listening, and working with schools it is important that all stakeholders working together to reduce the level of SEN learners being suspended, excluded, or being referred to long term Alternative Provision (Appendix 7 – Overview and Scrutiny Report). The LA SEND Service has recently held four workshops with schools to discuss and co-produce new aspects of inclusion, outreach, and specialist provision. It is essential that the BCP education system is an inclusive system and those children that can and should be enjoying and thriving in mainstream education can do so, this is true for all stages from primary through to Post 16 provision. This work will continue to inform our DSG management plan and onward Sufficiency Strategy for SEND.
18. Over the last four months the Children's Services along with the senior leadership of the Children's Services have been working together to secure the improvements needed in BCP place. There are monthly leadership meetings in place between the Local Authority with the key Executives in Health. As with the national profile, children and young people do experience significant delays in accessing Health pathways due to capacity and staff shortages. This is most acute within the CAMHS services and Neurodiversity Pathways and has been a subject of discussion at the SEND Improvement Board. The local authority is currently working with colleagues in NHS Dorset to review those children waiting specialist provision to identify what other support service could be provided whilst children and their families are waiting. Health colleagues are invited to share progress at the Local Authority Education meetings and continue to use this as an avenue to build relationships with schools.
19. Through dedicated effort, we can see that the SEND system in the BCP local area is starting to improve with partnership conversations now happening in parts of the system that have been stuck in the recent past. A new SEND Sufficiency Strategy is in development, and this will address the aspect of children waiting specialist provision and seek to address greater inclusivity in and across BCP schools.

### **Options Appraisal**

20. N/A – this paper provides an update on progress.



## Summary of financial implications

21. In 2023/24 the Council budgeted to spend £27m more on Special Educational Needs and Disability services than the funding specially being made available by government. In 2024/25 the council is budgeting to spend £28m more than the grant provided by the Department for Education (DfE) as part of the Dedicated Schools Grant (DSG).
22. The Dedicated Schools Grant (DSG) is the main source of funding for schools and education services. It is allocated by the DfE to local authorities, who then distribute it to schools and other providers according to local formulae and arrangements. It is divided into four blocks: schools, high needs, early years, and central school services. It is possible to transfer 0.5% of school block funding to support high needs expenditure with this option agreed by government for 2024/25 to reduce the high needs funding gap to the £28m. The DSG deficit management plan assumes this contribution will grow to 1% in future years, requiring further approval from the DfE.
23. The high needs block is allocated to councils according to a national funding formula. This formula reflects the characteristics of pupils in the local area (0-25 population, disability, poor health, low attainment at key stages 2 and 4, and deprivation indices) plus an amount based on the historic (2017/18) level of the council's high needs budgeted expenditure. There is protection each year for a minimum increase (per 0-25 population) for this aspect of the formula for all councils. BCP has received this minimum increase since inception with the increase for 2024/25 only 3%. The national formula also allocates an amount per pupil for those placed in specialist provision which is updated in-year based on data returns.
24. The high needs block funding is insufficient for the level of expenditure following the rise in demand for statutory education services for children and young people with special educational needs and disabilities (SEND), and others unable to be educated in mainstream provision (such as those with medical needs or permanently excluded). Funding increases have not reflected either the rise in demand or rise in the costs of placements. DfE advised that the DSG Deficit Management Plan should assume only a 3% increase in funding each year going forward. The increase in demand annually is projected ahead of this (35% further EHCP growth in the plan over the next 5 years) with the annual high needs funding gap already £29 million.
25. There needs to be a significant reduction in the average cost of placements to make the high needs budget sustainable with the levels of demand experienced in recent years and projected. The plan includes a budget of £2.8m for invest-to-save initiatives to increase inclusion in mainstream schools. Additional capital above current allocations will be needed to create new special school places to reduce reliance on higher cost independent and non-maintained special school provision.
26. The council is not permitted to add to the DSG from its own general fund resources without the express approval of the government. The statutory override that is in place to prevent it being considered as part of the overall assessment of the council's financial position reads as follows.

*Where a local authority has a deficit in respect of its school's budget for a financial year beginning on 1st April 2020, 1st April 2021 or 1st April 2022, the authority—*

*(a) must not charge to a revenue account an amount in respect of that deficit; and*

*(b) must charge the amount of the deficit to an account established, charged, and used solely for the purpose of recognising deficits in respect of its school's budget.*

On 12 December 2022 as part of a local government finance policy statement government announced the extension of the DSG statutory override for a one-off period of three years up to 31 March 2026. By this time, it will have been in place for 6 years, a time within which the DfE was expected to find a solution. Meanwhile, an increasing number of councils have needed to rely on the override and sought additional DSG funding via the Safety Valve mechanism to reduce their deficits to more manageable levels.

27. The impact of spending money on providing these services, over and above the annual resources being made available by government is an accumulating deficit in an unusable reserve, specifically for the DSG. This deficit is predicted to have totalled £63m as of 31 March 2024 and to grow to £91m on the 31 March 2025. As set out in previous financial reports to Cabinet and Council this issue presents the most significant risk to the council's financial health and sustainability as the accumulated DSG deficits will be greater than the total General Fund reserves from 31 March 2024 and create an overall negative position for the Council. Any authority with an overall negative position is technically insolvent. The current statutory override means the DSG deficit position can be ignored by all councils until 31 March 2026 provides a degree of protection for the council. However, the financial imperative is huge, and the Cabinet are recommended to encourage lobbying of DfE and DLUHC to resolve this position for the long term, and for the Director of Finance to draw the attention of DLUHC and CIPFA to the financial position of the Council.
28. The payment of c£30m annually more than the government grant funding needs to be underpinned by the availability of financial resources to fund the payment. The 2024/25 budget report (February 2024) highlighted that this requirement is likely to be costing the council c£3.9m in 2024/25 in forgone income that it would otherwise have obtained on its reserves, balance and normally treasury management operating cashflow position. This money would otherwise be available to fund additional revenue services and represents further services cuts that have been imposed on services.
29. There is also the challenge of whether the Council can continue to provide the cashflow to cover the payments for these services as the increased expenditure, with no income cover, is stretching the cashflow of the Council to the extreme. There will come a point as expenditure continues to exceed the budget, possibly during 2025/26, that we cannot continue to provide the cashflow to fund it and that will trigger severe consequences for the financial administration of the Council.
30. Looking forward the council is in the process of commencing its work to deliver a robust and balanced budget for 2025/26. As part of this process legal advice is being sought into various aspects associated with the funding of the accumulating DSG deficit. This includes consideration of the legislation that prevents long term financing of revenue expenditure by borrowing and the requirements of the Prudential Code which indicate it would be imprudent for a council to borrow more than its Capital Financing Requirement (approved debt limit on already incurred expenditure). The outcome of this legal advice will guide the Director of Finance and other statutory officers on any action that may need to be taken in line with their statutory duties.

## **Summary of legal implications**

31. Whilst there are no direct legal implications arising from this update report, it is imperative that the Director of Finance and Section 151 Officer, as detailed within the financial implications carefully monitors the Council's financial position in view of the current expiry of the statutory override on 31 March 2026. The impact of failure to extend this statutory override could result in the Section 151 Officer, in consultation with the Council's Statutory Officers, considering what action may be required under the Local Government Finance Act 1988.

## **Summary of human resources implications**

32. N/A

## **Summary of sustainability impact**

33. N/A

## **Summary of public health implications**

34. N/A

## **Summary of equality implications**

35. N/A

## **Summary of risk assessment**

36. N/A

## **Background papers**

Overview and Scrutiny Education Jan report:

1. [Children's Services Overview and Scrutiny Committee January - SEND Improvement Update.](#)

## **Appendices**

Appendix 1 – DfE July 2023 letter

Appendix 2 - Statutory Direction:

[SEND Statutory Direction Bournemouth Christchurch and Poole childrens services \(publishing.service.gov.uk\)](#)

Appendix 3 – DSG 15 year plan):

[BCP Safety Valve submission - DSG 15 year management template \(bcpcouncil.gov.uk\)](#)

Appendix 4 – DfE Letter Safety Valve March 24

Appendix 5 - SEND Improvement Plan

Appendix 6 – SEND Partnership Scorecard

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Graham Farrant, Chief Executive, Bournemouth Christchurch and Poole (BCP)

Patricia Miller OBE, Chief Executive, NHS Dorset Integrated Care Board (ICB)

By Email.

04 August 2023

Dear Graham and Patricia,

I'm writing following the meeting held on 11 July 2023, to review the local area's progress against the Written Statement of Action since Ofsted and the Care Quality Commission (CQC) inspected Bournemouth, Christchurch and Poole (BCP) SEND service in June 2021. My team would like to pass on their thanks to colleagues for their attendance and contribution to the meeting, particularly Parent Carers Together and the Parent Carer Foundation for sharing their experiences and those of families in BCP.

In addition to the discussion at the review meeting, we have also considered wider evidence of progress including guidance from DfE and NHSE SEND advisers, information presented at SEND Improvement Board meetings and available performance data.

This letter accompanies a more detailed monitoring report that the DfE SEND advisor has produced with support from the NHSE SEND advisor, in regard to the local areas progress against the 8 areas of significant weakness identified in the 2021 inspection.

Overall, a lot of work remains in addressing the many areas of concern identified in the 2021 SEND inspection. There has been a lack of pace and consistent impact across the improvement activity that has been taken forward to date, which means that the lived experience of children and young people with SEND in BCP, and their families is poor and, in some instances, reported as worse than two years ago.

As you'll be aware, if Ofsted and CQC were continuing in their normal inspection cycle, the BCP area would have been expecting their revisit to have taken place by now or for it to be imminent. Given the lack of progress over the last two years, the DfE and NHS England would like to call a senior officials meeting with attendance from key figures from the Council and the ICB, including but not exclusive to the Council's Chief Executive, Director for Children's Services, Chief Executive of the ICB and the Chief Nursing Officer of the ICB to discuss and agree a plan for how you will ensure that much needed pace and drive is provided to improving the areas outlined in the Written Statement of Action plan.

Mohamed Jimale, the DfE case lead for BCP will be in touch to co-ordinate this meeting in the coming weeks. Please do liaise with him if you have any questions about the content of this letter.

I am copying this letter to Cllr Richard Burton, Cathi Hadley, Debbie Simmons, David Freeman, Mark Harris, Lorraine Mulroney, Jill Crook, Graham Carr, Salam Katbi, John Coughlan, Gabrielle Stacey, Mark Tucker, Gemma Blackmore and Mohamed Jimale.

Yours sincerely



**Hannah Woodhouse  
Regional Director  
South West Regions Group**



Dear Graham Farrant,

### **UPDATE ON BCP'S SAFETY VALVE NEGOTIATIONS**

Following BCP's involvement in the Safety Valve programme, we are writing to set out the next steps.

BCP's proposal does not at present meet the criteria for the Safety Valve programme. As a reminder, the criteria for a proposal to be sufficient for an agreement are as follows:

1. It should improve support for children and young people with SEND, reforming systems such that they function effectively and address current weaknesses.
2. It should control your deficit and reach an in-year balance (as a minimum) on your DSG, as quickly as reasonably possible.
3. The plan should be deliverable, with clear governance and support throughout implementation.
4. The residual ask of the Department to contribute to the historic deficit must be within affordable limits, using existing Safety Valve agreements as a general benchmark.

In particular, BCP's proposal included an ask of the Department significantly above the level which we could reasonably afford in comparison to other agreements. Ministers have therefore decided that we cannot enter into an agreement with your LA at this time.

However, we recognise that your DSG deficit as forecasted poses a substantial risk to your authority. We therefore propose to continue to work with you over the coming months, alongside colleagues from DLUHC, with the aim of finding an appropriate solution. We will start this process on Thursday 14<sup>th</sup> March 2024, when we have arranged to meet with BCP and DLUHC colleagues to discuss your overall financial position.

In the meantime, you will want to continue to develop your plans to bring BCP to a more sustainable high needs system. Our advisors will remain available to you for discussions, should there be further areas for development on your proposals.

We understand that this news will be disappointing, and as I have said we will be in touch shortly about next steps.

We are aware of some media attention surrounding your LA specifically, and expect there will be further such attention when BCP are not included in the next batch of published Safety Valve agreements. We would be happy to work with you on lines to take about this.

To be clear, this letter does **not** include the outcome of your capital application, which remains under assessment. Our capital colleagues hope to be able to confirm the outcome of your application (including Ministerial decision) before the end of the financial year.

If you have any questions in the meantime, please do get in touch with us through the Safety Valve programme mailbox ([Safetyvalve.programme@education.gov.uk](mailto:Safetyvalve.programme@education.gov.uk)).

Yours sincerely,

Tom Goldman  
Head of Funding Policy Unit

A handwritten signature in black ink, appearing to be 'TG' followed by a long horizontal stroke.



Bournemouth, Christchurch and Poole  
**SEND Improvement Plan**  
2023/26

**Building better SEND support**



Respect  
and trust



Honesty and  
transparency



Empathy and  
belonging



Clear  
communication

March 2024

## Introduction

This SEND Improvement Plan identifies the necessary areas for improvement across the SEND system in Bournemouth, Christchurch and Poole. It builds on the work that our partnership has delivered over the last few years through our Written Statement of Action (WSOA). We have identified 8 priority areas for the partnership to focus on, with specific actions based on feedback from our Parent, Carers Groups to improve the lived experience of children and young people using SEND services. These priority areas are designed to ensure that services are responsive, child led, offer earlier identification, earlier support and are inclusive for our children and young people with SEND.

We have considered and used the excellent work with our parent and carer community around the Vision for SEND in BCP and this remains as agreed, as outlined below. Below this vision is the vision statement for all children and young people in the Local Area as identified in the Children and Young Peoples plan.

“We will ensure that the BCP region becomes one of the best places in which children can live, learn, and grow up; with opportunities to stay in the area after they leave school, whether to go to university, to train or to work.

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This means supporting the health, wellbeing, and development of children from birth, through their early years, right through their education and into adulthood.”

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

- experience inclusion in every aspect of their lives
- achieve their full potential
- are partners, alongside their families, in developing provision and services.

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

Our partnership includes Parent Carer Forums, BCP Council, NHS Dorset ICB, education settings and health providers and is committed to working better together with all partners and stakeholders to improve outcomes for children and young people in Dorset. This commitment is underpinned by our focus on

Date printed: 12 April 2024

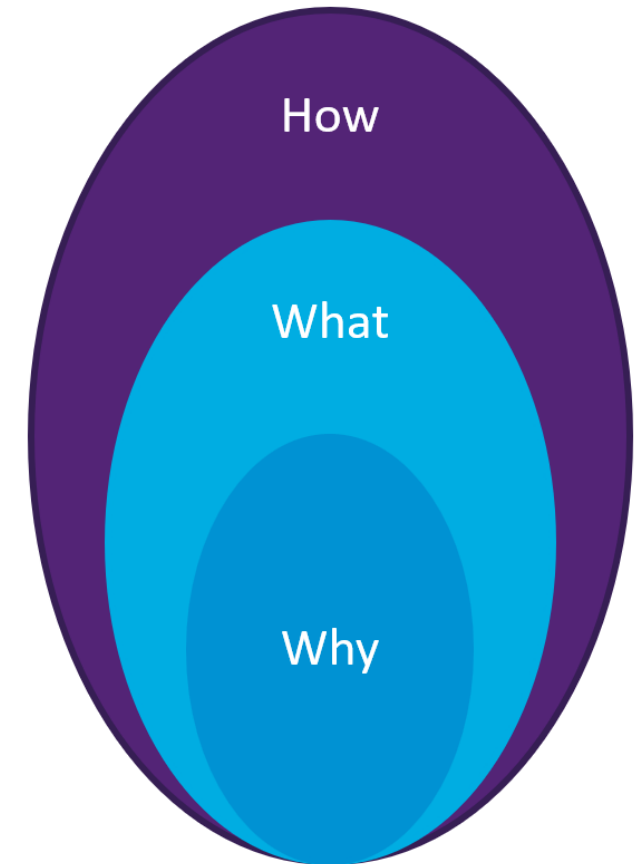
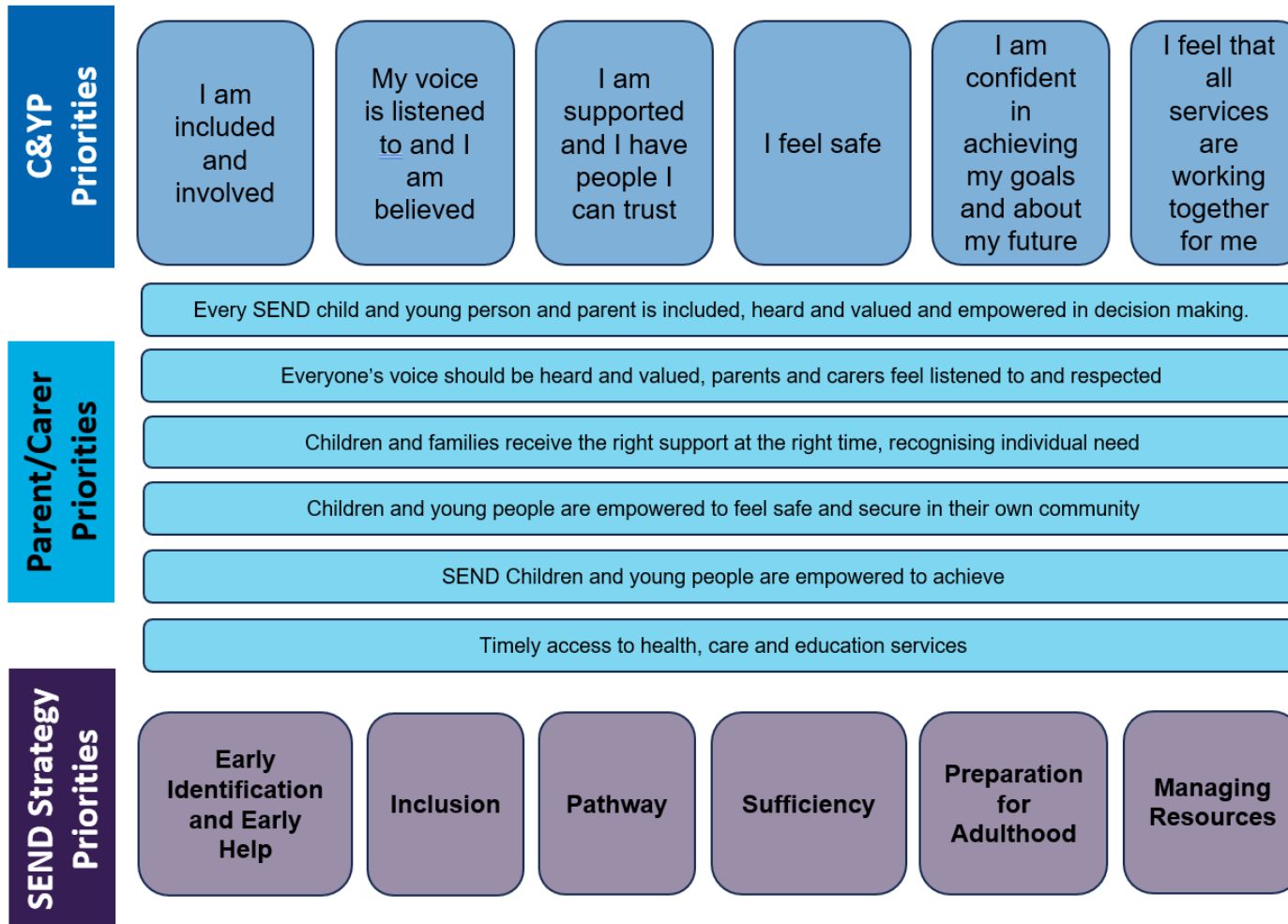
building thriving communities, co production and a recognition that children, young people and their families must be at the centre and are experts in their own care. We recognise that whilst some progress has been made through our send improvement work, there is a need for pace as families in BCP are continuing to tell us that their lived experience is not reflective of the progress we think our partnership working has made. Key themes include the importance of being able to access the right support at the right time, improved communication between multi agency services as well as between partners and families in the BCP area. This updated SEND improvement Plan reflects our shared roles, responsibilities and partnership working to improve outcomes for children and young people with SEND, as well as the strengthened governance and executive leadership focus to drive forward the improvements needed improve the experience and outcomes for CYP with SEND.

The vision for Bournemouth, Christchurch & Poole to be a place where every SEND child & young person is heard and valued, where services are timely and accessible and where parents and carers work with professionals to improve opportunities for all. Where true partnership working can deliver on the aspirations of children and young people are supported regardless of their disabilities

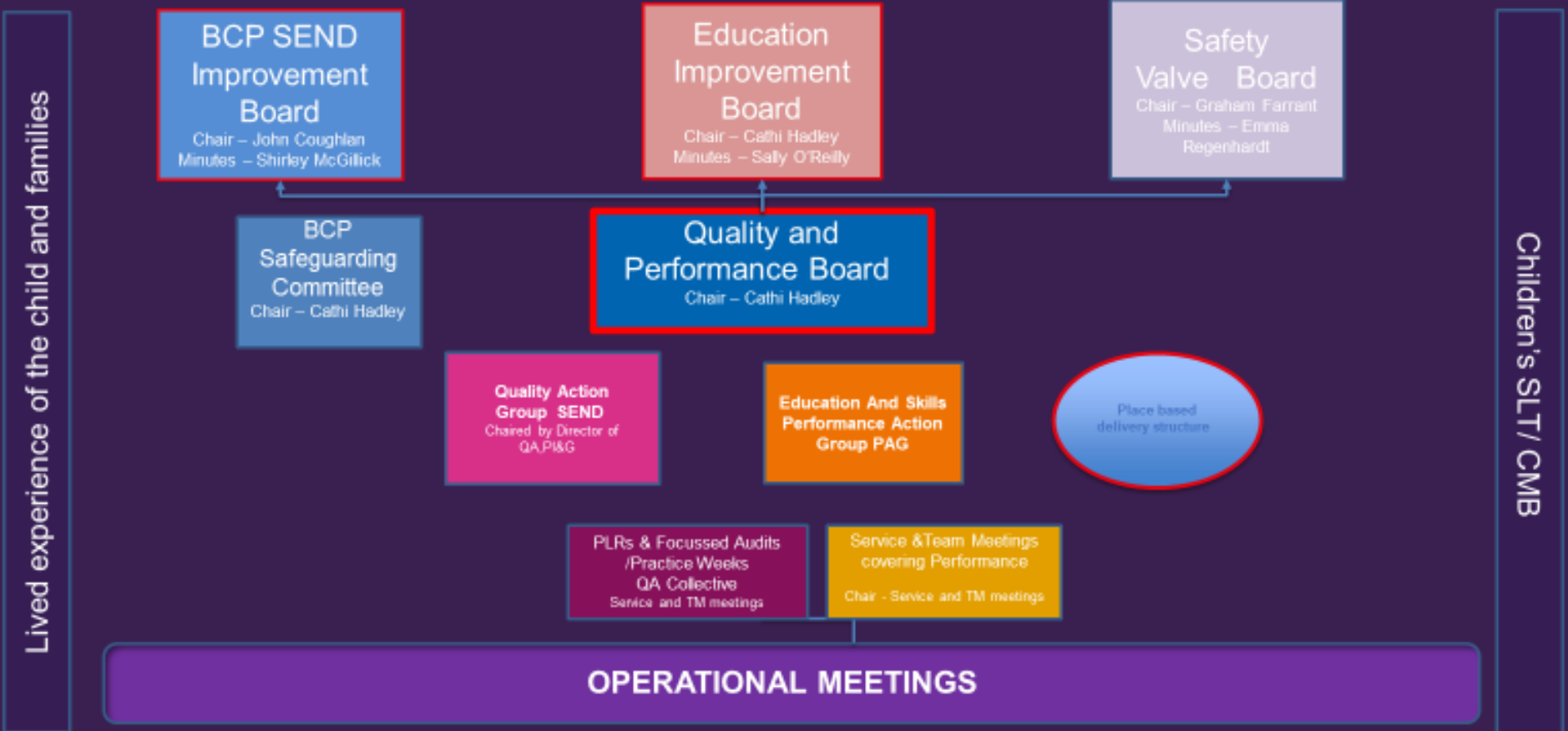
Version Control:

Version	Update Author	Job Title	Organisation	Date
1.1	Jo Hooper	Senior Project Manager	BCP Council	21/02/24
1.2	Jo Hooper and named Activity Leads	Senior Project Manager	BCP Council	12/04/24

# Aligning priorities across Bournemouth, Christchurch and Poole



# BCP Place Based Education Governance – Service



Actions and impact will be measured using the following definitions for RAG rating.

78

RAG	Description	Total out of 138 actions*	%	Direction of Travel
R	High risk – action not started yet but expected it to have commenced / escalation required due to performance concerns /significant delay – action is a worry	2	1%	↓
A	Significant risk – plan in place, action started but further work required to ensure improvement.	30	22%	↓
P	On track – running to plan and within timescale, performance has improved against the plan.	96	70%	↑
G	Actioned – implemented and embedded.	7	5%	↑
C	Completed and can be removed from plan.	0	0%	↔
NS	Not Started	3	2%	↓

## 1. SEND Leadership, Management and Governance


We recognise that there is a need to deliver effective area wide strategic leadership to drive sustainable, impactful change across our SEND System. We have learned from the progress and challenges over the last 2 years and this informs the actions identified below that recognise the importance of strengthening our SEND leadership and governance.

**Parent/Carer voice** - Strategic Leaders need to be accountable. Partners need to work together recognising joint ownership. As well as the LA and NHS organisations, Schools, Parent/Carers and Children/Young People need to feel empowered and engaged in strategic SEND governance.



### Key Performance Indicators


	Required Direction of Travel	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct 24	Nov 24	Dec 24	BCP Target	National (2022/23)
% attendance of Senior Leaders at SIB	▲	TBC	TBC	TBC	TBC										100%	n/a
% of case audits judged as good/outstanding	▲	27.6%	41.6% %	41.6%	41.6%										90%	n/a
No. of complaints	▼	5	5	8	16										0	n/a



Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
1.1	SEND Governance review	Complete intelligence led 'deep dive' workshops involving all members of the partnership framed around thematic areas to inform and co-produce actions required to deliver and monitor system wide improvement	Sharon Muldoon/ Interim Education and Skills Director	30/01/24	▲	Local Authority diagnostic completed All LA Education SMT engaged in workshops Clear forward plan is approved Joint Performance Scorecard in place	Improvement Plan signed off. First draft SEND Performance Scorecard developed  SEF sessions completed (Jan)  Diagnostic shared with Schools and forward actions established	Workshops complete and intelligence gathered informing future plans

Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
						Improvement Plan in place	Schools Inclusion processes reviewed.	
1.2	SEND Governance review	Finalise role of Sector Lead Improvement Partner (SLIP) to support with next steps of SEND Improvement Plan – including clear expectations to maximise impact	Sharon Muldoon – Interim Director of Education and Skills - BCP Council/Sam Best – Principal Lead, Strategic Commissioning (NHSD)	14/12/23		<p>Resource Allocation Process (RAP) agreed with DfE</p> <p>Reporting mechanisms are in place to track the progress of actions and the impact of actions for CYP and families including use of a SEND Performance Scorecard</p>	<p>NHSD meeting with SLIP in next couple of weeks to explore potential support.</p> <p>80% of areas within RAP 3 have commenced and showing accelerated pace despite having to step into an operational space.</p> <p>Coaching and mentoring of staff has boosted morale and productivity</p>	<p>Increased monitoring of the DBV AR workstream has resulted in increased KPI delivery with less than 150 annual reviews in the pre sep23 backlog to be actioned.</p> <p>SEND whole team training session satisfaction 4.5 out of 5</p> <p>SEND forum satisfaction 4.8/5</p>







Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
1.3	Strategic Direction /SEND Governance review	Secure commitment to develop shared roles/capacity between the LA and NHS Dorset to lead on strategic SEND System improvement and joint commissioning	Cathi Hadley – Director Childrens Services/David Freeman - Chief Commissioning Officer – NHS Dorset	31/01/24		<p>New partnership strategy co designed and co-produced</p> <p>Actions are kept on track as per approved plan</p> <p>Consistent attendance by all partners through Governance Structure</p>	<p>Partnership meetings have begun.</p> <p>Commitment to work together</p> <p>SEND Strategy in development</p> <p>Joint Commissioning discussions underway.</p> <p>Health Summit planned for 14<sup>th</sup> May 2024.</p>	
1.4	Strategic Direction/ SEND Governance review	Improve commitment to develop shared improvement capacity between LA and NHS Dorset to lead on strategic SEND System improvement and Joint Commissioning	Cathi Hadley – Director Childrens Services/David Freeman - Chief Commissioning Officer – NHS Dorset	30/03/24		<p>Agreed approach in place and appropriate resource agreed.</p> <p>Integrated commissioning roles will be agreed and in post</p> <p>Joint commissioning plan in place</p> <p>NHS Dorset and health providers will be collaborative</p>	<p>System wide engagement with governance review workshops with all partners present.</p> <p>Senior Executive representatives at SIB across the partnership</p> <p>Dedicated identified leads within health and social care focused on our SEND agenda</p>	

Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
						partners in our SEND improvement journey that is reflected in our governance with clear accountability.		
1.5	SEND Governance review	Dedicated SEND Improvement programme resource agreed and secured across the system.	Sharon Muldoon – Interim Education and Skills Director/Mark Harris – Deputy Director of BCP Place – NHS Dorset	31/01/24		<p>Appropriate PPMO project resource and support in place across the system.</p> <p>Regular PPMO programme performance to be provided on a quarterly basis</p>	<p>Improvement Plans and diagnostic initial outline have identified approach needed.</p> <p>LA Dedicated Officer post agreed to support SEND Improvement Board and Governance now in place.</p> <p>LA dedicated Programme Manager to support delivery of SEND Improvement Plan for Local Authority.</p> <p>All health partners are committed to the SEND agenda. Refreshed SEND Health Forum being constituted. Agreed senior leadership for SIB and identified programme leads for work programme</p>	




Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
1.6	Strategic Direction /SEND Governance review	Develop and effective use of data across the partnership to develop shared understanding of priority improvement 'themes'	Sharon Muldoon – Interim Education and Skills Director	31/01/24		SEND Performance Scorecard in place  Dashboard/scorecard partnership dashboard/scorecard used to inform commissioning intentions / service improvements	Scorecard presented Jan 24 SIB.  Ongoing development of one integrated shared SEND Performance Scorecard using the Dorset Intelligence Insight Service (DiiS)  <b>LA received data on CAMHS, ND pathways to determine educational footprint for these children.</b>	
1.7	SEND Governance review	Develop new Governance Framework for delivery of SEND Improvement – setting out relationship to key organisational and partnership governance meetings including genuine co production and ownership	Rachel Gravett – Director Quality, Performance Improvement and Governance	31/04/24		Framework agreed and in place.  Representation at meetings at the correct level of accountability	New Governance framework has been presented to SIB and signed off.  Quality and Performance Board has its first meeting Feb 2024, internal only and was due to have its first MA meeting in April but this has been postponed due to DFE Review QPIB IN April agenda changed to focus on DFE SEND review .  Some settling in expected over first two months cycle.  Work has taken place to	Creating an environment where BCP children and young people are understood to be everyone's responsibility and all services own this and take accountability

Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
							<p>amend memberships of Boards and meetings in the Governance Structure considering accountability levels. SEND Imp Board has reduced in numbers and is a CEX or Deputy Director level meeting in order to allow it to concentrate on driving strategic direction, the SEND QPIB attendees has been amended to enable more detailed and /or operational discussion. The QPIB will escalate issues as required to the SEND Imp Board.</p> <p>This is being supported by CEX BCP Council and escalated at this senior level. Issues cross both SEND Improvement and Children's Services Improvement Health - The Health SEND Forum is being re-established to provide direct oversight of all health-related actions outlined within the improvement plan. Draft terms of reference have been circulated for the forum and a date is currently being sought for the 1st re-constituted meeting.</p>	



Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
							Respective senior health representation from each of the health agencies within the BCP partnership have now also been confirmed and have renewed their commitment to effectively implement SEND reforms in accordance with the SEND code of practice (2015) and the Children and Families Act (2014). Terms of reference drafted and to be agree	
1.8	Strategic Direction /SEND Governance review	Create new Partnership SEND Dashboard	Sharon Muldoon – Interim Education and Skills Director	31/01/24		A monthly/termly performance scorecard is produced and presented to the SIB	Scorecard presented at January SIB.	Scorecard standing item on SEND Improvement Board agenda
1.9	SEND Governance review	Implement a Partnership SEND Risk Register	Sharon Muldoon – Interim Education and Skills Director / Mark Harris - Deputy Director of BCP Place – NHS Dorset	31/01/24		SEND Partnership Risk Register in place SEND Partnership Risk Register reviewed as a standing item at SEND Improvement Board	Risk Register being developed alongside the Self Evaluation Framework.  In place to be shared alongside SEF.  Governance cycle to be confirmed	
1.10	SEND Governance review	Co-produce a local area SEND Self Evaluation	Sharon Muldoon – Interim Education and	30/01/24		Self-Evaluation Framework published locally	Draft SEF document completed. Awaiting some supporting narrative to be included. Draft due to be	

Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
			Skills Director/Mark Harris - Deputy Director of BCP Place – NHS Dorset				presented to DofE/NHSE monitoring review in May 2024	
1.11	WSoA/ Education and Skills Diagnostic	Implement a new Quality Assurance Framework across the SEND System	Rachel Gravett – Director Quality, Performance Improvement and Governance	30/06/24		<p>SEND QA Framework for C&amp;YP 0-25</p> <p>Review potential for Schools' SEF (Self-Evaluation Form) for SEND based on lived experience</p>	<p>Draft document shared with DfE Adviser (28/11/23). Comments received and new version developed.</p> <p>Currently being circulated for comment within BCP then for wider partnership March 24.</p> <p>Role of schools and Schools SEF to be discussed post 22<sup>nd</sup> April conference.</p> <p>QAF SEND strand (KC); new Audit process for EHCP's in place. Implementation May 2024 (tier 1 Section 4.3 of Draft QAF Version 4</p> <p>SEND Team Managers briefed as preparation</p> <p>SEND CW's will be briefed following QAF approval and sign off (date TBC CO'B)</p> <p>Operational process and flowchart completed.</p>	Too early to detail impact

Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
							<p>Templates for QA for managers to use in supervision (Invision)</p> <p>Ready to launch SEND Strand presentations /training following sign off across the whole SEND Partnership, Local Offer following sign off (MP and C O'B will deliver)</p> <p>Meeting held and outline agreement reached with Tammy Lawrence re process for reporting to QAG /QA Board /discussion to be held with MIS (Rina) and QA Officers CB and MP re bringing qualitative and quantitative data together /use of similar reporting format as is in place already with CSC for consideration /comment by QA Board at next meeting</p> <p>Further meeting 11.04.24 TL and QA SEND service.</p> <p>QAF as agenda item at next Schools Forum (date /venue TBC following planning meeting with MD and TS 29/4/24)</p>	

Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
1.12	Local Authority Senior Management Team Action /WSoA	Improve culture and ownership across the system, all agencies/Schools contribute towards improvement and engage in workstreams.	Sharon Muldoon, Interim Education Director  Sam Best – Principal Lead, Strategic Commissioning (NHSD)  Education Setting Representative	31/05/24		Inclusion rates in school are improved – above statistical neighbour rate  C&YP receive right support at the right time  SEND Values recognised across partnership organisations	Work is continuing.  All complaints are reviewed and HT representations acknowledged for systems development.  Inclusion paper taken to OnS and onward co-production planned for AP and Vulnerable Learners.  Workshops on SEND Sufficiency have commenced and finalise mid May	
1.13	Local Authority Senior Management Team Action	Successful implementation of the Council's target operating model, ensuring all corporate functions support children's services and SEND agenda	Cathi Hadley Director for Childrens Services	30/09/24		Implementation of service charters and champions for CS SEND.	Cabinet papers produced.  SEND restructures will go ahead of wider TOM to support process improvement and stability of workforce.  SEND restructure to be launched May 2024.	
1.14	Local Authority Senior Management Team	Director of Childrens Services and SEND colleagues meet with Multi Academy Trusts (MAT) and Single	Cathi Hadley Director for Childrens Services Education	29/02/24		MAT CEOs engage with the SEND Agenda.  Regular meeting	Meetings being planned as required based on representations and workflows.  Engagement continuing as	



Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
	Action	Academy Trust (SAT) Chief Executive Officers (CEO) and maintained schools	and Skills SMT			dates in place	required to ensure open communication channels in place.	
1.15	Local Authority Senior Management Team Action	Develop collaborative and compassionate leadership approaches across all management levels. Create Peer support networks at officer and management levels.	Sharon Muldoon - Interim Education and Skills Director Mark Harris - Deputy Director of BCP Place – NHS Dorset	30/07/24		Staff report that there is a supportive and positive environment in the workplace.	LA SEND Workforce SEND survey undertaken  Bedford SLIP to work with Education SMT and support improvement work.  Work continuing	
1.16	SEND Governance Review/WSOA	Develop and implement a new SEND Strategy and vision	Sharon Muldoon Interim Education and Skills Director/Sam Best – Principal Lead, Strategic Commissioning (NHSD)	31/01/24		New SEND Strategy and Vision agreed by all partners	SEF will be written end January to inform development of Strategy.  <b>28/12 - Commercially Public commissioned to develop strategy.</b>  <b>Draft strategy received – need to socialise and share. Paused due to Safety Valve discussions and workshops with schools and PCF/T engagement in these. This will be completed end May</b>	
1.17	WSOA	Work to develop an Inspection ready SEND System to	Rachel Gravett – Director	31/10/24		Workforce and system ready to respond to	Framework for the Inspection readiness currently being drafted.	Partnership and all SEND Workforce understand the

Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
		reduce pressure on system workload when inspectors visit	Quality, Performance Improvement and Governance			<p>inspection when call comes.</p> <p>Annex is prepped and meets the need of the framework.</p> <p>Officers are fully enabled and prepped to respond to inspection.</p> <p>Whole workforce understand the inspection process, responsibilities and action required</p>	<p>Inspection readiness included as standard agenda items throughout the Governance boards for accountability and leadership oversight. To be reported via highlight reports at a SEND QPIB</p> <p>Learning from Dorset recent Inspection experience to be sought.</p> <p>Inspection anticipated early 2025 – service where we would expect it to be at this stage.</p> <p>Added to agendas in Health meetings and recent discussion on Inspection readiness at ICB Development Day</p>	Inspection process and what their role and accountabilities are

## 2. Communication and Co-production

We need to ensure that we have effective co-production processes across the partnership and ensure that there are clear effective communication plans in place. These plans need to work well for children, young people, parents and carers, for Early Years Settings, Schools and voluntary and community organisations working within the SEND system. We need to understand the lived experience of CYP with SEND and their families to inform our shared priorities and objectives.



**Parent/Carer Vision** - Parents / Carers place a very high priority on two-way communication, where services are responsive and respectful in listening and answering emails, phone calls, etc


### Key Performance Indicators


	Required Direction of Travel	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	BCP Target	National (2022/23)
% parent/carers who felt they had good communication with the Case Officer (n=6)	▲	83%	83%	50%	83%										100%	n/a
% of all views were put into the plan (% parent/carers agreed) (n=6)	▲	83%	100%	83%	100%										100%	n/a
% parent/carer contributed a 'My Child, My Story' or other contribution (n=6)	▲	100%	100%	100%	100%										100%	n/a
% of incoming emails and phone calls that are responded to within 72 hours	▲	Being scoped	Being scoped	Being scoped	Being scoped										100%	n/a
No. of responses received via the co-production feedback app	▲	Being scoped	Being scoped	Being scoped	Being scoped										n/a	n/a



Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
2.1	Education and Skills Diagnostic	Develop Local Authority Communication Charter for SEND Services	Mary Diffey SEND Service Manager	29/02/24		A finalised and co-produced SEND charter All partners signed up to the charter SEND Charter published	Draft SEND Service Charter now agreed by working group and MD working with business support and ICT to identify ways to measure success re. e mail/telephone response times.	

Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
							<p>Charter will be launched with SEND Service on 1<sup>st</sup> May along with guidance for staff.</p> <p>Positive feedback received from working group regarding the co-production of the charter.</p>	
2.2	SEND Governance Review	<p>SEND Communication and Engagement Plan in place</p> <p>Co-produce a clear and accessible communication engagement strategy with parent carers to create a shared understanding of the work of the SIB</p>	Jude Nash – SEND Service Manager/Sam Best – Strategic Lead, Strategic Commissioning (NHSD)/Chloe Morley – DCO, SEND, NHS Dorset	31/03/24	↔	<p>Annual plan in place</p> <p>Monthly discussions are in place with PCT/F to ensure regular dialogue in place.</p> <p>Parents carers, CYP and key stakeholders understand the SEND improvement journey and the progress against the plan.</p> <p>Parent carers and CYP find information accessible, user friendly and useful</p>	<p>This work will be redirected due to ongoing long term sickness.</p> <p>Education Director meets with PCT/F on a monthly basis to ensure strategic access and feedback is heard.</p> <p>SENDIASS CYP working groups will be accessed to support developments.</p> <p>New engagement roles have been determined</p>	

Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
							in the new SEND structure.  Health attending regular monthly drop in sessions with PCF to strengthen two way communication	
2.3	SEND Governance Review	Commence regular joint communication from DCS and NHS Dorset Deputy Chief Executive	Cathi Hadley Director Childrens Services /David Freeman – Chief Commissioning Officer – NHS Dorset	31/12/23		Communication in place after every SIB Board to all key stakeholders.	Initial meeting held. Meetings are now in place with regular attendance.	
2.4	SEND Governance Review	Regular joint SEND briefings in place for Headteachers and MAT Chief Executives	Sharon Muldoon – Interim Education and Skills Director	31/12/23		Half termly updates available to all Schools and Early Years providers.	There are 6 SEND online and in person planned breakfasts with all SEND HTs in 2023/24  3 weekly Breakfast meeting with HTs has been agreed.  SENCO developments have been reviewed following schools feedback and now sit in SEND service with Bedford SLIP oversight.	HT engagement and attendance at online and in person meetings has increased in number by 14% since January. The workshops have been facilitated by attendance at these meetings and are now underway. Understanding of the SEND

Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
							SEND newsletter in development.	Improvement Plan and proactivity is growing.
2.5	SEND Governance Review	Hold SEND System Leadership Conference for the partnership, schools and education settings	Sharon Muldoon – Interim Education and Skills Director	30/06/24		Event held and 90% engagement from schools and EY representatives.	Improvement plan and SEND Diagnostic and work with Headteachers underway regarding key lines for engagement and task and finish groups.  Date moved to 27 <sup>th</sup> June due to DfE attendance. Agenda in development with schools.	
2.6	WSoA/Education and Skills Diagnostic	Capture Lived Experience more regularly and demonstrate impact in service improvements	Rachel Gravett – Director Quality, Performance Improvement and Governance /Sam Best – Principal Lead, Strategic Commissioning (NHSD)	30/06/24		New Quality Assurance Framework in place (QAF).  Multi Agency Steering Group review audit findings and lived experience.  Partner services will provide service user feedback to inform our lived experience understanding and impact service	QAF in development; this will be shared with PCT/F to ensure their confidence in this process.  QAF tool shared with DfE.  Will be reported through the QPIB on a 6 weekly cycle as part of the Governance framework  Draft document shared	.

Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
						improvement is making	with DfE Adviser (28/11/23)  Currently being circulated for comment within BCP and partnership  Direct Link to 1.11	
2.7	WSoA/DfE Monitoring Visit	Implement a clear coproduction structure to input into SEND Improvement and wider SEND services  Embed a strategic commitment to coproduction  Develop a co-production toolkit	Sharon Muldoon – Interim Director – Education and Skills  <b>Bedford SLIP</b>  Sam Best – Principal Lead Strategic Commissioning (NHSD)	31/03/24		Roles and approach in place and agreed with PCT/F.  New role identified in new to-be structure SEND Service  There is co-production throughout BCP Place that is recognised as being successful by CYP and all parent carer voluntary & community groups  Parents, carers and young people are heard and listened to, they feel understood	Draft documents to be finalised following feedback – Bedford SLIP/MD/PCT/PCF  SEND restructure has identified the role.  Links made with SEND IASS groups; further development needed.  Health undertake coproduction on all transformation programmes	

Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
						and can see the impact of their contributions. 'You said We did '		
						There is a partnership agreement between system partners.		
2.8	Strategic Direction/ DfE Monitoring Visit	Extend work with children and young people with SEND to include schools and community groups across wider Children's Services participation engagement workstream	Jude Nash – SEND Service Manager	30/09/24		Approach in place and agreed with PCT/F.	Delay due to staff absence. Plan to link with SENDIASS and maximise existing coproduction routes.  New roles created in new SEND structure.	
2.9	Education and Skills Diagnostic	Implement Clear Communication Channels	Jude Nash – SEND Service Manager	31/06/24		Annual Communications Plan in place for SEND across key stakeholders. Agreed communication channels in place. Workforce Survey shows increased confidence.	Additional communication channels have been implemented since January 24, including regular Headteachers Briefing.  Plan to be developed – delayed.	
2.10	Parent/Carers	Implement processes to ensure that incoming requests by phone	Mary Diffey SEND Service Manager	31/03/24		KPI data demonstrating the 72 hour is met at least 90% of the time.	Being addressed as part of implementation of Communication Charter – 2.1	



Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
		and email are responded to within 72 hours.					Conversation underway with Business Support Manager and ICT	
2.11	Annual SEND Survey	Analyse data from 2023 Annual SEND Survey, agree action plan and publish 'you said, we did'.	Mary Diffey SEND Service Manager	31/03/24		Survey data analysed and action plan co-produced with clear deadlines for each action 'You said, we did' published on Local Offer Improvement in data in 2024 survey to reflect positive impact of 2023 survey	Feedback on SEND Survey on Local Offer.  Draft action plan agreed by working group and will be presented at QPIB	

### 3. Early Identification and Intervention

Our data tells us that too many children are missing out on their full education entitlement and there is a need for mainstream educational settings to be more inclusive and equipped to meet the needs of children and young people with SEND. Our early help offer is critical in identifying emerging need and galvanising support to respond effectively and creatively at a local level to improve outcomes for the most vulnerable learners as well as to manage demand and cost pressures. **Early Help is a collaborative approach not a provision** and relies on all partners working together and sharing responsibility. **“Right people, Right conversations, Right time”**. A partnership approach optimises early identification of need and support from the earliest stages through clear and consistent pathways with a skilled workforce following a needs-led approach.

**Parent/Carer Voice** - We agree that a partnership approach is essential for early identification of need.


#### Key Performance Indicators –

	Required Direction of Travel	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	BCP Target	National (2022/23)
No. EHCNA	▼	410	413	318	263										n/a	n/a
No. EHCNA requests	▼	60	85	92	118										n/a	n/a
% EHCNA requests from parents	▼	40%	58%	22%	22%										n/a	n/a
CAMHS Gateway % cyp seen within 4wks of referral (RTA) Pan Dorset Data		80%	100%	91%	93%										n/a	n/a
SALT - Total number of referrals received		75	93	102	98										n/a	n/a
UHD Pre School ND pathway - Waiting List numbers	▼	180	179	209											n/a	n/a
UHD School age ND pathway - Waiting List numbers	▼	1,656	1,641	1632											n/a	n/a
SENDIASS - No of open cases at L3 and L4 (complex cases)	▼	281	304	289	277											

Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
3.1	Local Authority Senior Management Team Action	Develop SENCO engagement activity on Early Help/Local Offer to ensure that these systems and process are used	Jeanette Yorke – Early Years Operational Manager/ Karen Chester – SEND Service Manager	01/09/24		New SENCO plan in place and agreed with Schools.  % reduction in direct parental requests.	New Early Help Strategy to be launched shortly and SEND Local Offer Development Plan has been created	Parental requests have reduced from 58% to 22% March 24.
3.2	Local Authority Senior Management Team Action	Develop a programme for our workforce working with children 0-11 in education settings and LA Teams, specifically around Child Development, Attachment, SEMH, Speech and Language behaviour management/positive relationship and good transitions	Jeanette Yorke – Early Years Operational Manager	01/09/24		Reduction in EHCP requests Reduction in children with deferred entry to school Reduction in Exclusions and part time timetables in Primary and Secondary phase Reduction in number of requests for support for Early Years Area SENCO's.	Dingley's Promise training 0-5 years is on offer  Summer term training plan has been created and sent to schools and providers 0-5 years.  Attachment training to 0- 11 years written delivery offer for the summer/ autumn term 2024	Dingley's Promise - Across BCP Providers and schools – 1620 individual courses have been accessed. This equates to 221 0–5-year-old practitioners have completed the full package of training.  Evaluations are very positive.  SEND training offered by Early Years Team is well attended and the graduated response is being followed more consistently

Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
								across providers. There has been a reduction in numbers of request for support from 635 Feb 2023 to 517 Feb 2024.
3.3	Local Authority Senior Management Team Action	Develop in collaboration with Dingley's promise, Family Hub programmes, peer support groups and outreach services for parents of children with SEND to help increase confidence levels around mainstream attendance.	Jeanette Yorke – Early Years Operational Manager	30/09/24		<p>Support groups and outreach activity timetabled to begin 01/04/24</p> <p>Increase in mainstream % penetration with EHCPs</p> <p>Evaluation Framework for Dingley's Promise Assessment Centre.</p>	<p>Dingley's Promise Assessment Centre have 2 Family Outreach Workers in post from 1.4.24 to work with families around transitioning to mainstream education settings. At least 40 children will access this support across a 12-month period.</p> <p>SEND/EY's Planning Meeting 19/4/24</p>	
3.4	Local Authority Senior Management Team Action	Introduce a nationally recognised, award winning, home learning strategy 'Starting Out' to support schools and	Julia Coleman Head of School Improvement/ Jeanette Yorke – Early Years	01/09/24		Targeted launch with schools and providers	Family Hub Transformation Bid funding successful. Resources ordered for new speech and language home	

Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
		families of children with emerging indicators of developmental delay	Operational Manager				<p>learning activity packs for each group setting and School Nurseries.</p> <p>Starting Out home learning activity packs to be relaunched for Reception classes – 1.09.24</p> <p>Starting Out Activity sacks for KS1 and KS2 to be developed in Autumn Term – 2024 – funding dependent.</p> <p>Family Hub Transformation Bid funding successful to develop SEND activity home learning sacks for distribution via the Family Hubs Partnership – suitable for ages and stages 0-11 years. To be launched June/July 2024.</p>	
3.5	Local Authority Senior Management Team Action	Set up a Dingley's Promise Assessment Centre to support children with more complex needs to	Amanda Gridley – Head of EYS	01/06/24		Children attending the unit transition into mainstream settings and schools	Dingley's Promise Unit to open 15/04/24. At least 40 children within a 12-month period will access the Assessment Centre	


Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
		access mainstream provision				Reduction in requests for specialist provision  Reduction in EHCNA  Outcomes and evaluation framework in place	Launch Event planned for 23.4.24.	
3.6	Local Authority Senior Management Team Action	Review and understand our process and mechanisms for Early Identification - to promote awareness and engagement.	Jude Nash – SEND Service Manager/ Karen Chester SEND Service Manager  <b>Bedford SLIP</b>	30/10/24		Education settings and other partners understand and apply mechanisms in place for early identification. Parents report that support is put in place for their children at the earliest possible opportunity.	Appendix within Graduated Response Toolkit contains Assessments and Resources for Identifying and Reviewing children and young people with SEND (Updated March 2023). Section 23 notification process is being reviewed with partners Early Help Strategy in development and awaiting finalisation	
3.7	Local Authority Senior Management Team Action	Ensure relevant data from partner agencies is shared in a timely way to support earlier identification of	Rina Mistry/Performance Team - Health	31/07/24		Data is shared between partners to inform our evaluation of our local SEND needs	Working with Diis to share data of EHCP and SEN Support cyp on the health dashboard. This will enable analysis of these cohorts at BCP	Continuing to work on bulk upload of NHS numbers onto SCM.

Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
		children with specific needs				More integrated operational working practices across children and young people services	<p>level and ward level. D&amp;A colleagues currently working on a solution to upload NHS numbers into SCM.</p> <p>Child level data shared by Health re: cyp on UHD Pathway waiting lists. Education data mapping exercise underway to understand waiting list impact on CYP – to be presented at July 24 SIB Board.</p> <p>SEND Intelligence and Data Group re-established, membership includes BCP colleagues, Health and parent/carers.</p> <p>Ongoing work with DiiS colleagues to build and improve a dedicated SEND page. The SEND Intelligence and Data Group continue to meet.</p> <p>Workshop being held on 16/4 re JSNA – led by health</p>	JSNA update in progress and group is exploring how to use the data to identify future needs and demands to help inform/support future service delivery.


Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
3.8	Local Authority Senior Management Team Action	Improve collaboration and data/information sharing with partners around SEND elements of the Healthy Child programme to improve early identification of need.	Jeanette Yorke – Early Years Operational Manager	30/09/24		SEND partnership scorecard and Dorset Insights and Intelligence Service (DiiS) enables partners to effectively plan service improvements and identify workforce development needs	Work with the DiiS team to develop dedicated SEND Partnership Scorecard has commenced and is progressing. Health to set up a working group re: KPIs and data, Healthy Child Programme data/information requirements to be linked in.	Health to set up working group.
3.9	Local Authority Senior Management Team Action	Review system and process for C&YP moving into the local area	Chris Lee – Interim Head of School Inclusion  Bedford SLIP	31/05/24		Clear process in place that All SEND team aware of new process and policy. 100% SEND staff attend training	Process to be mapped alongside SEND Team. Mapping process has not begun.  Workshop based on new DFE guidance released on March 24 to commence April 24.  Mapping process to begin April 2024 as part of Inclusion Improvement work alongside SEND IP.	
3.10	Local Authority Senior Management Team Action	Continue to promote early identification and graduated response in Early Years setting and schools.	Jude Nash – SEND Service Manager/ Jeanette Yorke – Early Years	30/06/24		Graduated Response survey (setting/parent carers indicates that needs are being met	Graduated Response Training delivered to Early Years providers. Consistency in following GR is being	Summer GR survey results in September 24





Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
			Operational Manager			at the earliest possible opportunity. EHCNA requests are made only for those whose needs cannot be met at SEN Support.	monitored by EY SENCOs	
3.11	Local Authority Senior Management Team Action	Develop training for all BCP Childrens Services staff on remit of their responsibility in support SEND services.	Rachel Gravett – Director Quality, Performance Improvement and Governance	31/06/24	NS	Workforce plan in place for Children's Services.	Analysis planned with Bedford SLIP who are being consulted on support	Too early for impact
3.12	Local Authority Senior Management Team Action	Re-launch and re-invigorate the SENCO advice line	Tia Sohi - Bedford SLIP	30/06/24		An advice line is in place and parents, carers and schools are utilising it	Bedford SLIP to engaged with settings at SEND Forum to understand the requirements.  Muti disciplinary approach in place, pilot to begin in May, full service to be launched in June	
3.13	Local Authority Senior Management Team Action	Embed recent changes through Local Offer of Ordinarily Available Provision and graduated response for parents/carers	Tia Sohi – Bedford SLIP/Mary Diffey – SEND Service Manager	31/03/24		All changes and Local Offer information in place.	SEND Provider Matrix updated half termly and apprenticeship updates fortnightly in BCP for SEND Team. This is kept up to date on the local offer  SEND newsletter to be	Local Offer promoted through all comms' to schools & settings.

Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
							distributed by the end of April	
3.14	WSoA/SIB	<p>Delivery of CYP Mental Health Transformation programme – reviewing children and young people’s mental health support and services which included:</p> <ul style="list-style-type: none"> <li>• Reconfiguring services against the THRIVE model</li> <li>• Embedding a no wrong door approach</li> <li>• Developing the Early Help offer</li> <li>• Remodelling the core NHS CYP Mental Health Service</li> <li>• Developing the local crisis offer</li> </ul>	<p>Elaine Hurl – Head of CYP, MH, Autism and LD, NHS Dorset</p> <p>Suzanne Green</p>	<p>30/04/24 Design Modelling events</p> <p>31/08/24 Draft Business Case</p> <p>30/09/24 Commissioning Approach</p> <p>30/10/24 Implementation to commence</p>		<p>Children, young people, and their families/carers report a positive experience of care and support for mental</p> <p>Identification, assessment and support for mental health and emotional wellbeing needs is timely and appropriate to the level and type of need</p> <p>Fewer crisis presentations to Emergency Departments Increased inclusion in mainstream schools</p>	<p>Phased implementation is expected to commence October 2024. Operational modelling is currently in progress with partners including health providers and BCP Local Authority.</p> <p>Health update. BCP local area are designing pathway and process as well as workforce capacity modelling. Ongoing business case development</p>	<p>Mental Health Support Teams in Schools are impacting positively on waiting times for first appointment. February 2024 data indicates that 478 referrals have been received by the Bournemouth MHST team (year to date.) On average children wait 16.3 days for their first one to one appointment. Where children are involved in whole school based activities, the wait is shorter.</p> <p>Significant improvement in the number of CYP accessing specialist support within 4 weeks of</p>

Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
								referral – increased from 16% (June 2023) to 87% (Sept 23)
3.15	WSoA/SIB	<p><b>Speech, Language and Communication Needs (SLCN):</b></p> <p>Improve access to universal, targeted and specialist support for CYP with a SLCN need in BCP and make it sustainable for the future.</p> <p>Jointly commissioning, designing and adopting the balanced system for a SCLN pathway that meets the needs of CYP</p> <p>Implement the Speech and Language Therapy (SALT) service transformation plan to cover:</p> <p>Cross Cutting support for delivery of all workstreams:</p>	Sam Best – Principal Lead, Strategic Commissioning (NHSD)	<p>30/06/24</p> <p>31/12/24</p>	↔	<p>Intelligence and data enable earlier identification of speech and language needs</p> <p>Services are commissioned in an integrated way</p> <p>Identification, assessment and support for speech and language needs is timely and at the right level of required intensity</p> <p>Increased inclusion in mainstream schools</p> <p>Improved school attendance for CYP with SCLN</p> <p>All staff, including the wider workforce feel adequately</p>	<p>The early years pathway for under 5's has improved, and families no longer need to be on a waiting list to access Speech and Language Therapy. This is via the Readiness Chat programme where all families accessing this programme are offered an initial assessment session within 2 weeks of request for support. Key Performance Indicators are currently being developed and refined for Speech &amp; Language Therapy services. Monthly highlight report on progress submitted to Children's Commissioning Team</p>	<p>In the BCP 2023 SEND survey results, an overall improvement of 22% compared to the previous year in the number of positive responses from parents and education settings was recorded in relation to SALT</p>

Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
		Family Support Identification Intervention Workforce development  Develop key performance indicators which enable the system to effectively assess the impact of changes				trained and skilled to deliver the new model of care.  CYP, parents, carers and staff can access evidence-based resources to meet identified needs		
3.16	Local Authority Senior Management Team Action	Re-procure current services for parents / carers of Children with Conduct Disorder	Jo Ames – Programme Lead – NHSD	31/08/24		Improved school attendance and inclusion rates	Re-procurement of conduct disorder parenting pathway. Work has been undertaken to progress the approved procurement route under the new Provider Selection Regime (PSR) which came into force on 1 January 2024. PSR toolkit submitted for the proposed service and awaiting final sign off via ICB governance routes. Work continues on the outcome focused specification and metrics. The re-procurement remains	

Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
							on track with planned timeframes	
3.17	WsoA/NHS England initiative	Submit expression of interest NHSE resourced initiative – Partnership for Inclusion of Neurodiversity in Schools (PINS)	Elaine Hurll - Head of CYP, MH, Autism and LD, NHS Dorset	31/03/25		Reduction in School Exclusion Rates Workforce satisfaction rates Parent and Care experience	Expression of Interest was submitted and successful. The one-year project commences April 2024 running through to end March 2025. The Partnership for Inclusion of Neurodiversity in Schools (PINS) is a whole school approach targeting 20 schools in the BCP area. The intention is to support schools' identification of improvement areas related to neuro divergence and to then support schools to make improvements.	.
3.18	Local Authority Senior Management Team Action	Work with PCT and wider parent carer groups, schools and EY settings to understand why so many parents are directly requesting an EHCNA	Karen Chester – SEND Service Manager	30/06/24		A reduction in the % or parental requests for EHCNA	Action plan to be put in place.  Identified CYP in parental requests data Sept 23 to Feb 24. Initial analysis underway	

Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
							Conversations with a sample of parents taken place /underway	
3.19	Local Authority Senior Management Team Action	Create Home Learning Activity Packs for HV and parents to use to support interactions with Children with SEND	Jeanette Yorke – Early Years Manager	31/07/24	↔	<p>Support parent/carers in interacting with C&amp;YP in the home.</p> <p>Increase parental confidence in interacting with children in the home.</p>	Ordering of supplies underway. To be launched June/July 2024.	

## 4. Inclusion

Our data tells us that there is more that we need to do to improve inclusive practise within Bournemouth, Christchurch and Poole and reduce the number of suspensions and permanent exclusions. Too many of our children and young people are missing out on their full education entitlement and are outside of mainstream provision. As a partnership our plan is to improve outcomes for our children and young people with SEND by having a more consistent ethos and commitment to inclusion across all our learning places and services, looking to keep children in mainstream provision wherever possible and having clearer accountability across the SEND system.

**Parent/Carer Voice** – We need mainstream schools to be as inclusive as possible. BCP also needs more specialist provision, because no children should be kept in mainstream (or out of school altogether) waiting for a place, after it has been agreed that specialist provision is required. All children missing education should be provided with proper Alternative Provision within 15 days of being out of school.

### Key Performance Indicators

	Required Direction of Travel	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	BCP Target	National (2022/23)
No. of EHCPs	▼	3736	3791	3877	3949										n/a	389,171
% of EHCPs in Mainstream	▲	37.1%	36.9%	37.3%	37.9%										41%	41%

	Required Direction of Travel	Spring 23	Summer 23	Autumn 23	Spring 24	Summer 24	Autumn 24	Spring 25	Summer 25	Autumn 25	National	Autumn 22 (Rate)
No. of Suspensions – EHCPs	▼	-	209	316								7.78 (rate)
No. of Suspensions – SEN Support	▼	-	888	1138								8.16 (rate)

	Required Direction of Travel	HT1 23/24	HT2 23/24	HT3 23/24	HT4 23/24	HT5 23/24	HT6 23/24	HT1 24/25	HT1 24/25	HT1 24/25	National	Academic Year (2021/22)
No. of Exclusions – EHCPs	▼	2	3	5								1 (0.10)
No. of Exclusions – SEN Support	▼	HT 1-3 = 29										
No of pupils placed in LA Funded AP	▼	574	496	472							n/a	n/a
No. of pupils in AP due to an EHCP and not on roll at a registered school (stat school age)	▼	41	58	97							n/a	n/a



Date printed: 12 April 2024

Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
4.1	DfE Monitoring Visit/WsoA	Continue to implement Graduated Response action plan so that children and young people receive the right support at the right time. – reference education settings	Jude Nash – SEND Service Manager	31/11/24		<p>Graduated Response setting and parent/carer surveys indicate successful implementation of assess/plan/ do/review cycle.</p> <p>Reduction in requests for EHCNA Increase in C&amp;YP at SEND support</p> <p>Health advice and multi-agency audits to continue to evidence pathways are consistently followed, providing the right support at the right time</p>	<p>Existing actions promoting the graduated response are continuing.</p> <p><b>Health update</b> - We continue to promote the graduated approach and access to commissioned services to strengthen a culture of inclusion within health pathways and through co facilitated SEND training for health colleagues.</p> <p>We continue to contribute to the process of health advice and multi-agency audits which evidence that pathways are consistently followed providing the right support at the right time for CYP.</p> <p>Audits of health advice within Education Health and</p>	



Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
							Care Plans are completed to ensure high quality health advice is being provided and that health needs are accurately reflected and are met. The recent audit (March 24) indicated progress in the clarity of information provided around diagnosis; that chronologies provide valuable information, and services are populating the outcome sections.	
4.2	WSoA	Review and redesign SEND Networks (SEND Forum) to provide opportunities for reflection, dialogue and professional development with broad engagement across Education, Health and Care partners.	Karen Chester – SEND Service Manager  Schools	31/06/24		Evaluations demonstrate that aims of network are met and rated highly. Forward plan agreed at HT Forum. 90% schools engaged	SEND forum commenced March24 with Over 100 attendees at points.  Next SEND forum in person planned for Summer Term 2024 following SEND Team restructure	4.8/5 satisfaction rate feedback on content and delivery.  Agenda to be developed in coproduction from suggestions from previous forum.

Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
4.3	Local Authority Senior Management Team Action	Review potential for 5-19 SENCOs to support education settings.	Karen Chester – SEND Service Manager/Mary Diffey – SEND Service Manager	31/07/24		<p>Increase in primary school settings supporting EHCP pupils.</p> <p>Increase in primary school settings supporting children at SEND support</p> <p>Reduction in EHCNAs</p>	Initial discussions have taken place.	
4.4	WSoA	Way forward meetings established working with schools and PCT and PCF	<b>Bedford SLIP</b>	31/06/24		<p>System in place following 'no to assess/no to issue' decision</p> <p>Reduction in number of mediation requests for not to assess/no to issue</p>	<p>Pathways have been analysed and ongoing work on request origin, decision making and how to signpost for further support will continue via the coproduction working group.</p> <p>QA of no to assess and complaints has occurred with Bedford SLIP.</p>	
4.5	WSoA	Implement the Inclusion Quality Mark (IQM) across the BCP region with engagement from at least 60% of settings.	Bedford SLIP/Jude Nash – SEND Service Manager	30/03/25		Pupil wellbeing measure demonstrates good improvement annually.	EPS facilitated Inclusion Circles in place – 50 schools committed to engage.	



Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
						Reduction in suspensions and permanent exclusions.  Increase in EHCP numbers in mainstream settings  Inclusion circles launched with 80% attendance	Implementation plan and design is being reviewed by Bedford SLIP following March24 meeting with SM	
4.6	Local Authority Senior Management Team Action	Review the demand for a Pathway and Process regarding Emotional Based School Avoidance (EBSA) and Social, Emotional Mental Health in partnership with current improvement work regarding our Mental Health in Schools Team (MHST) offer.	Jude Nash – SEND Service Manager	13/05/24		Pathway and Process mapped and shared with Schools.  Reduction in number of children exhibiting EBSA	EPS to run EBSA training in Spring/Summer term for schools. Inclusion Officers attending above training and will feedback to Managers to support development of Service Guidance and process. Senior Officer has attended SW Masterclass for EBSA.	
4.7	Strategic Direction/ Local Authority Senior Management Team Action	Develop a targeted 0-25 SEND System Workforce Development Plan  Workforce development to empower, upskill and	Jude Nash – SEND Service Manager	30/09/24		There is a stable and knowledgeable workforce, professionals and providers feel confident to meet CYP needs. Leading to improved CYP parent	Working Group with SEND Team Scheduled in March 24 to discuss training gaps, needs and existing material. SM working with SLT	

Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
		enable practitioners to improve outcomes for CYP with SEND				<p>carer experience and increased satisfaction</p> <p>Professionals know where additional expertise can be accessed, leading to improved outcomes</p> <p>The local area meets the SEND statutory duties as set out in the SEND code of practice and SEND regulations</p> <p>Improved implementation of Graduated Response and reduction in requests for EHCNA</p> <p>Reduction in permanent exclusions</p> <p>Reduction in EHCP</p>	across Childrens Services through Development and Complaint reviews, SEND everyone's business, QAF, Cross Training, integrated approach	
4.8	Local Authority Senior Management Team Action	Review current transition arrangements to understand additional support needed for Early Years, Primary and Secondary transitions and develop new ways of working in	Jeanette Yorke Early Years Operational Manager / Mary Diffey Service Manager, SEND	30/06/24		<p>Reduce spikes of EHNCA post assessment</p> <p>Request for assessment will reduce in Year R, 6 and 11</p>	<p>EY cohort identified, planning meeting in place to define next steps.</p> <p>Take up for transitional support into reception from EY Area SENCO's</p>	<p>The group has secured agreement that the last Friday of June is the 6-7 transition day. This enables staff to work across phase and stage</p>

Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
		<p>collaboration with partners.</p> <p>Links to CYP public health services commissioned by Public Health Dorset and providers of Health visiting services &amp; the Healthy Child Programme.</p>	Sam Crowe – Public Health	30/06/24		<p>Reduction in requests for specialist placements</p> <p>More EHCP children remain in mainstream at secondary school transition</p>	<p>was lower this year, 5 schools requested support compared to 16 schools 2023, plans to relaunch in future SEND forums.</p> <p>Early Years Transition Charter to be relaunched Sep 2024 and discussions to take place on whether this can be extended to other Key Stages.</p> <p>There is an educational group of leaders who have identified and implemented Y6-7 transitions to improve data &amp; intelligence sharing points and dates to improve pupil &amp; parent experience.</p>	<p>to help pupils transition more effectively. In addition, they have secured this date in East Dorset too which will enable cross border transitions for families. One form one process of agreed information followed by face to face in June.</p>
4.9	Local Authority Senior Management Team Action	Review data on children with delayed entry to education establishments and reach out to families to understand barriers and	Jeanette Yorke – Early Years Operational Manager	31/08/24		A reduction in children with delayed entry to education establishments.	Identification underway of issues contributing to delayed entry. Specific activity underway for each child. Weekly	<p>37 children delayed entry for 2023 Sep start.</p> <p>Awaiting comparison data for 2024.</p>

Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
		support transition at the earliest point.					meetings in place to monitor closely.  To link with SENDiass regarding support for families.	
4.10	Local Authority Senior Management Team Action	Each term carry out a review of SEND Forum activities to ensure that schools are engaged in this process and feel heard	Mary Diffey – SEND Service Manager	30/09/24	↑	Ongoing review of impact and associated report for improvement.  SENCO and Head Teacher satisfaction levels at 90%	To be developed with Bedford SLIP  Next Forum In person	4.8/5 satisfaction from March 24 SEND Forum for: - content - delivery
4.11	Local Authority Senior Management Team Action	Carry out a full review of Outreach Offer and agree a way forward including future pilots.	Tia Sohi – Bedford SLIP/Mary Diffey – SEND Service Manager/Karen Chester – SEND Service Manager	31/07/24	↑	Schools fully engaged in reviewed offer. New Offer developed. Implementation plan in progress.	Baseline data analysed  workshop 1 delivered on analysis of current outreach offer and impact  shared good practise from other LAs and future model adoption	
4.12	Local Authority Senior Management Team Action	Review and understand the data for Schools Inclusion and Performance regarding Inclusion and Exclusion	Julia Coleman – Head of EI	30/4/24	↔	Clear report for BCP Place shared with Schools, SIB and DfE/NHSE.	Dashboard for first MAT to be in place for end March 24. Analysis report in development and to	Meeting taking place April 18 2024

Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
		activity.				Action plan developed with School Inclusion and SEND service.	be feed into current performance cycle.  Dashboard has been delayed to match data between SEND Improvement and NEET/AP Strategy together and to iron out data clashes between systems.	
4.13	Local Authority Senior Management Team Action	Using the data to establish dialogue with schools/Multi Academy Trusts (MATs)/system partners to review maintained and specialist schools to pilot prevention and intervention	Sharon Muldoon/ - Interim Education and Skills Director Julia Coleman – Head of EI/Chris Lee – Interim Head of School Inclusion	10/5/24	↔	Data set completed Discussions planned Meetings held and next steps agreed. Shared dashboard/datasets will inform our joint commissioning intentions	Workshops held. Communications planned with Data Managers in schools.  Plans in development.	
4.14	Local Authority Senior Management Team Action	Review School Monitoring arrangements as they relate to inclusion and SEND.	Julia Coleman – Head of EIT will work with Chris Lee Interim Head of School Inclusion and Sarah Langdale Head of Strategic Commissioning	10/5/24	↔	Clear process in place  Reduction in PTT, PEX  Increase in Mainstream EHCP	Process in place for School Monitoring Arrangements. Next steps to identify interagency training requirements. Meetings in place to address.	

Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
4.15	Local Authority Senior Management Team Action	Develop an Education Neglect Policy which is referenced in the Attendance Strategy	Chris Lee – Interim Head of School Inclusion	31/05/24		Policy in place and cascaded to all schools. BCP colleagues understand their role regarding education neglect Clear process on identification, escalation and support available	Coproduction Meeting held March 2024. First version of draft being produced. Responsibility transferred to CL. End date for action amended to 31/05/24 with socialisation of Policy planned for Education Conference on 27/06/24	
4.16	Local Authority Senior Management Team Action	Develop an Education Inclusion Plan in conjunction with Schools	Chris Lee – Interim Head of School Inclusion	31/05/24		Task and finish group set up Plan in place and shared with schools Reduction in PEX and suspensions across all phases Plan links to IQM roll out in place.	Plan to be developed alongside the Inclusion Strategy. Responsibility transferred to CL. End date for action amended to 31/05/24 with socialisation of Plan planned for Education Conference on 27/06/2024	
4.17	Local Authority Senior Management Team Action	Review In Year Fair Access Process	Chris Lee – Interim Head of School Inclusion	31/05/24		Review with schools representatives in place Final report and recommendations made.	Scope of review currently being worked on. Responsibility transferred to CL. End date for action amended to 31/05/24.	



Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
							Initial IYFAP attended for review purposes March 2024	
4.18	Local Authority Senior Management Team Action	Work with individual schools to reduce suspensions and permanent exclusions for those children with EHCPs or SEND support	Chris Lee – Interim Head of School Inclusion	31/07/24		See reduction in numbers of both suspensions and PEX	AP and Outreach workshops held with stakeholders in March 2024 for co-production discussions. Second round of workshops to be held April 2024 covering system support proposals	

## 5. Pathway

We recognise that our processes can have a detrimental impact on the lived experience of children and young people and their families in the SEND system. We need to ensure that all services within the system are working together, there is a clear pathway for children, young people and their families and they do not have to repeat their story to multiple professionals. This pathway must ensure that children and young peoples' outcomes are improved and that their needs are met in a timely way.

**Parent/Carer Voice** – Parents would like to engage with a system where professionals recognise that parents have expert knowledge about their own children, and where professionals are proactive in working with other specialists, rather than leaving it to the parents to try to join up the gaps between professional silos.

### Key Performance Indicators –


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	Required Direction of Travel	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	BCP Target	National (2022/23)
% of new EHCPs issued within 20 weeks (including exceptions)	▲	12.2%	27.9%	52.9%	67.1%										95%	49.2%
Number of EHC plans not completed and waiting over 20 weeks (exc. Assessments after Tribunal or Appeal)	▼	183	137	139	110										0	n/a
% of requests for EP advice where EP responded within 6 wks from the date of request from the LA	▲	94.1%	94.3%	98%	91.8%										100%	n/a
% of requests for stat advice where Health responded within 6 wks from the date of request from the LA	▲	89.7%	72.7%	93.2%	91.1%										95%	n/a
% of requests for CSC advice where CSC responded within 6 wks from the date of request from the LA	▲	60.0%	16.7%	25.7%	47.3%										100%	n/a
% of Annual Reviews completed within timeframe (including plans maintained/ amended/notices Cease to Maintain)	▲	TBC	TBC	TBC	TBC										100%	n/a
No. of annual reviews not finalised (meeting held but not processed - backlog)	▼	1404	1359	1216	1030										0	n/a

Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
5.1	WSoA	Developing effective means of capturing the lived experience of children and young people and their families in the SEND System and ensuring process are improved.	Rachel Gravett – Director for Quality, Performance Improvement and Governance	31/09/24		<p>90% audits are 'good'</p> <p>Multi agency partnership systems in place to understand the experiences of our children and young people.</p> <p>Service level reports to inform service engagement in supporting the EHCNA needs assessment process and AR requests</p> <p>Health advice audits demonstrate high quality health advice</p> <p>Families feel and report that services are working effectively together and communicating</p>	<p>QAF in development</p> <p>Bedford SLIP support scoped.</p> <p>First multi-agency audit cycle completed</p>	

Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
						effectively across agencies  C&YP, parents and carers views and wishes are included in care planning, and they are recognised as experts in their own care		
5.2	WSoA	Develop and Implement a Local Offer Improvement Plan to include 0-25 journey of the child/YP and consider where ongoing responsibility for the published offer sits within the organisation	Jude Nash – SEND Service Manager	30/09/24		The published local offer meets all required standards Feedback is consistently good.	Plan still in development JC to support to get underway & will discuss with Clare Vials on how we communicate changes	

Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
5.3	WSoA	<p>Co-produce a new model of care for neurodevelopmental disorders (all age) to meet jointly agreed critical success factors:</p> <ul style="list-style-type: none"> <li>• Ensure access to timely pre and post assessment support</li> <li>• Ensure suitable support is available across the whole life course and not constrained to diagnosis or service specific diagnostic criteria</li> <li>• Provide information about neurodiversity and our local offer in a trusted online resource</li> <li>• Enables timely access to diagnostic assessment were indicated</li> <li>• Enables support and training for the workforce to be able to confidently</li> </ul>	Elaine Hurlll – Head of CYP, MH, Autism and LD, NHS Dorset	<p>Options for new model confirmed: Information Assessment Support Training confirmed by Dec 2023</p> <p>Business Case for identified new investment approved by March 2024</p>		<p>Identification, assessment and support is timely and appropriate to the level and type of need</p> <p>Increased inclusion and school attendance rates in mainstream schools</p> <p>CYP and families report a positive experience of care</p>	<p>The All-Age Neurodevelopmental Review. The review has co-produced a recommended new model of care. Business case to support this is currently being finalised with a view to understanding system wide investment requirements. The new model is framed around four elements - access, assessment, support, and training.</p> <p>The Neurodiversity Hub (website) has been launched as a means of providing a trusted source of information and signposting to local and national support. <a href="#">Neurodiversity – NHS Dorset</a></p> <p>Work to identify options to improve levels of support available whilst</p>	


Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
		support people with autism					waiting for an assessment has started. University Hospitals Dorset are offering a resource pack to all individuals who are referred.	
5.4	DfE Strategic Direction	Remove Education Health Care Needs Assessments (EHCNA) Backlog	Mary Diffey – SEND Service Manager	31/03/24		<10 older than 24 weeks in the system.	<p>By having forensic oversight over external EP assessments and KPI of case officers, we understand that there is a 1-3 day turnaround from completed assessment and drafted plan which shows a significant improvement in providing the necessary support to CYP at the services earliest opportunity</p> <p>All outstanding EHCNAs over 20 weeks now allocated to an EP and EP advice expected back</p>	<p>All new assessments are having coproduction meetings with positive feedback from families.</p> <p>20-week timeliness data improving as backlog reduces. Current 20-week timeliness is 67.1% (March 2024) and would be much higher if there was not a backlog</p>


Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
							by June. SEND Service are ready to draft the EHC Plans as soon as EP advice received.	Backlog has reduced to 105 EHCNAs over 30 weeks (March 2024). (186 – Aug 23)  Average time taken to complete an EHCNA is now below 30 weeks (March 2024) (44.3 wks Aug 24)
5.5	DfE Strategic Direction	Remove Annual Review Backlog and implement annual cycle for delivery of Annual Reviews	Mary Diffey – SEND Service Manager	01/06/24		AR backlog eliminated. 98% in year AR within time (6 weeks of review mtg) by each POD. 95% of amends to plan in time by POD. Process documented and adhered to. Accurate performance data reports in place. Process in place to ensure that partner	Annual review backlog now 98 pre to September 2023 – (1971 – Aug 24)  Working group initiated to review annual review and phase review process from start to end.  New annual review backlog accrued from September 2023 due to BSO management of logging requests within statutory timescales. This has continued despite	

Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
						agencies are invited to contribute or attend AR is extended across agencies 95% schools submit ARs on time 95% plans amended within 2 weeks	further resource being provided to the service. – new accrued backlog 530 with 203 in draft	
5.6	DfE Strategic Direction	Improve EHCNA Timeliness for 6 week Decision to Assess	Mary Diffey – SEND Service Manager	31/03/24		100% plans in 6 weeks decision. 95% plans in 20 weeks decision. KPIs detailed on SEND Scorecard Accurate baseline and reporting of health timeliness exceptions.	New EHCNA process rolled out across SEND Service. 6 week decision to assess timeline no longer a cause for concern.  Data of 6 week decision to assess timeliness monitored weekly and reporting being embedded as part of business as usual.  Positive feedback from parents/carers as this was fully coproduced. As	99% of 6 week decision making made within statutory timescales.



Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
							embedded will need refining.	
5.7	DfE Strategic Direction	Improve EHCNA Timeliness for 20 Week plans Issued on time	Mary Diffey – SEND Service Manager	31/03/24		KPIs detailed on SEND Scorecard 90% EHCPs issued on time	Significant improvements in data being reported. March data reporting 67.1% timeliness for 20 week delivery, this is a significant improvement. (National 22/23 49.2%)	
5.8	DfE Strategic Direction	Improve the process for EHCNA Decision Making	Mary Diffey – SEND Service Manager	31/05/24		Monthly assurance review of decisions (SEND Team Managers). Review engages School Staff. Reduction in complaints/LGO recommendations relating to unlawful decision-making.	SEND Team Quality Assurance process underway for all decision making. Terms of Reference for all Decision-Making Panels has been updated.	
5.9	DfE Strategic Direction	Improve timeliness of Statutory Advice delivery for Educational Psychology Service	Jude Nash – SEND Service Manager	31/04/24		95% timeliness from EPS for new assessments	93% of new assessments delivered within expected timescales. Monitoring to continue to ensure new timescales can continue to be met.	

Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
5.10	DfE Strategic Direction	Improve current delays in Statutory Advice supporting the EHCNA process (Social Care, Education Psychology Service and Health)	Mary Diffey – SEND Service Manager	31/03/24		95% timeliness from Social Care 95% timeliness from EPS 95% timeliness from Health. KPIs detailed on SEND Scorecard	SEND BSO and health meeting regularly to review backlog and identify barriers BSO processes refined following review of process Statutory Advice timeliness improvements are being seen. Regular reporting and data cleansing with the local authority and health providers will continue to address the improvement required.  Meeting held between SEND Care Advice Co-Ordinator and CSC Service Manager and actions identified to refine process between SEND and CSC including live spreadsheet of outstanding advice to allow social care managers to closely monitor and address with individual officers.	Health timeliness – 91.1% March 24  EPS timeliness – 91.8% March 24  Social Care – 47.3% March 24

Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
							Further meeting scheduled between Mary Diffey and all CSC SMs on 18 April.	
5.11	DfE Strategic Direction	Remove Statutory Advice Backlog in Education Psychology Service	Bedford SLIP  Jude Nelson – SEND Service Manager	31/04/24		Backlog removed by end of March	Due to Skylakes inability to deliver as per contractual terms, this was delayed  Contracted Liquid who are responding at pace  All backlog assessments allocated to EPs	All backlog assessments have been allocated and families are being contacted for an assessment date prior to the end of May24.
5.12	DfE Monitoring Visit	SEND Service restructure to include Long Term Recruitment and Retention People Plan in place across the SEND System	Sharon Muldoon – Interim Director for Education and Skills	30/06/24		New structure in place Plan agreed with DCS/HR Vacancy Level improves (baseline in KPIs) Agency Level declines (baseline in KPIs) Stability indicator improves	Structure agreed and within financial and HR sign off.  New JDs with HR for JE  Planned rollout April 24, linked to wider Children's Services Delivery model.	
5.13	Local Authority Senior	Develop technical legal knowledge and skills base of Case Officers	Mary Diffey – SEND Service Manager	30/04/24		Case Officer induction programme with	IPSEA Training being organised for any new staff who have not	

Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
	Management Team Action	and other associated roles	SEND Service Manager/ <b>Bedford SLIP</b>			<p>appropriate sign-off mechanism from ATM</p> <p>BSO induction programme</p> <p>Workforce development role included in SEND structure</p> <p>All staff attended IPSEA Level 1 and 2 SEND Law and completed associated modules within 3 months of starting the role</p>	<p>undertaken the training. Induction Programme being reviewed by Team Manager to ensure these skills are covered.</p> <p>Bedford SLIP support discussed via RAP</p> <ul style="list-style-type: none"> <li>- Baseline on technical competency completed March24</li> <li>- Supervision training for TMs March24 completed</li> <li>- Mentoring in SEND , pupil place planning</li> </ul>	
5.14	Local Authority Senior Management Team Action	Ensure SENDIASS is resourced and organised to deliver a good service to parents	Amanda Gridley Head of EYS	01/06/24		Review of current SENDIAS throughput Report for development of service.	Options being explored. Paper to E&S SMT mid-May.	
5.15	Local Authority Senior	Develop integrated Pathway with CHAD team	Aleksandra Zabielska/ - CHAD Service	30/06/24		Pathway and all policies understood by all staff in SEND	Work not yet commenced – due date changed to June	

Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
	Management Team Action		Manager Mary Diffey – SEND Service Manager			and CHAD and parents/carers	2024 to allow for further scoping and consideration of good practice in other LAs.	
5.16	Local Authority Senior Management Team Action	Ensure that there is a clear pathway through the wider SEND system for all children and young people subject to Section 19	Chris Lee – Interim Head of School Inclusion	31/05/24		Pathway documented and in place. All SEND staff are aware of and use the process. 100% 6 day timeliness met	Responsibility changed to CL. Date amended for action to be completed. Work underway to commission online AP to comply with 6 day requirement.	
5.17	Local Authority Senior Management Team Action	Ensure that there is a clear pathway through the wider SEND system for children and young people with Part Time Timetables and Pupils Missing out on Education	Chris Lee - Interim Head of School Inclusion	31/05/24		All schools signed up to share data with LA Data allows identification of: <ul style="list-style-type: none"> <li>• C&amp;YP on a PTT and why</li> <li>• C&amp;YP who are on roll at a school and accessing AP</li> <li>• C&amp;YP on a managed move</li> <li>• C&amp;YP accessing work provided by school at home</li> </ul>	Diagnostic underway, report due end March 24. Initial diagnostic completed by KT. Action Plan being drafted to respond to this. Responsibility changed to CL. Date amended for action to be completed	
5.18	Local Authority Senior Management Team Action	Incorporate analysis of Appeals and Mediations to inform continuous improvement	Mary Diffey SEND Service Manager	31/03/24		Annual report of Appeals/Mediations Annual report of complaints	This has been reviewed, SEND restructure creates improved response.	3 recent appeals have been upheld in LA favour, represented by

Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
						Targeted workforce development plan aligned to trends Feedback to partners and families on Local Offer	Delay in SEND Restructure, extend date until June 24  IPSEA training being organised for all staff not yet trained to level 2 (case officers) and level 3 (managers) - first course May 2024.	internal resolutions officer demonstrating sound decision making and case preparation.
5.19	Local Authority Senior Management Team Action	Review and refine process for out of borough Children and Young People with an EHCP to ensure internal process does not delay placement	Mary Diffey SEND Service Manager	31/07/24		SEND included as a mandatory adviser on social care Placement Approval Form for CiC with an EHCP  Defined process between social care/virtual school and SEND for c/yp moving in or out of Borough  Streamlined funding approval process for provisions out of borough  100% CiC moving out of borough with	No progress as yet	

Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
						<p>an EHCP accessing AP within 2 weeks of moving</p> <p>100% CiC moving out of borough with an EHCP to be placed in suitable setting within 4 weeks of moving</p>		
5.20	Local Authority Senior Management Team Action	Legal pathway – analyse current internal legal services to inform the appeals and resolutions staffing requirement within the SEND service	Mary Diffey SEND Service Manager	01/02/24		<p>Reduced number of appeals conceded before tribunal</p> <p>Increased success at appeals</p> <p>Appropriate capacity to deal with demand</p>	Annual Pathway not mapped	
5.21	Local Authority Senior Management Team Action /WSOA	Mobilise Contract for Specialist Equipment and sign off new Policy	Mary Diffey SEND Service Manager / Sarah Langdale Head of Strategic Commissioning	15/02/24		<p>Commissioning engaged and driving behaviour change in new contract usage</p> <p>New Policy in place and used</p>	<p>Draft policy under review</p> <p>Links made with ASC Contracts lead.</p> <p>Contact made Dorset Council to understand role of equipment facilitator, is specialist knowledge required.</p>	

Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
							Meeting between MD/SL 15/04 to review position and propose a plan for mobilisation.	
5.22	WSoA	Dorset Development and Behaviour pathway is consistently understood and accessed appropriately across the system enabling access to the right service at the right time as part of a graduated response.	Chloe Morley – DCO, SEND, NHS Dorset	next meeting by 31/03/24		CYP and families receive a positive experience of care  Increased school attendance rates  Reduced exclusions from school	The development and behaviour referral pack and guidance for professionals has been reviewed and considered by the Pathway group. Feedback on the revised pathway has been collated	
5.23	SLIP	Workforce development – Bedford SLIP training to SEND case officers and Managers	Jude Nash – SEND Service Manager	30/09/24		All members will have attended training on their statutory duties and decision-making processes.	Workforce survey undertaken  Workforce analysis shared with Bedford SLIP, plan being developed  In situ coaching and mentoring taking place.	
5.24	Local Authority Senior Management Team Action	Rollout of Synergy Case Management System	Mary Diffey SEND Service Manager  Jane Trevett	31/05/25		An embedded and effective case management system	Implementation of new system to be pushed back to May 25 to ensure new SEND structure is embedded	



Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
			Service Analytics Manager				and aligned to system structure.	
5.25	Local Authority Senior Management Action	New EY SEND Holistic Assessment System – to support identification of SEND Needs (Strengths Based Model)	Jeanette Yorke – Early Years Manager	31/05/24		More appropriate EHCNAs being initiated from EY settings.	New draft SEND Assessment to be reviewed. Liasing with Dingley's Promise re national approach.	
5.26	Local Authority Senior Management Team	Develop clear process between SEND and Social Care teams to ensure smooth pathways between services.	Karen Chester – SEND Service Manager	30/06/24	NS	Clear documented pathway in place  Parents/carers feedback more positive on SEND Survey		

## 6. Sufficiency

Developing our SEND provision, we are determined to achieve the best possible outcomes for children and young people by ensuring there are the right number and type of places to meet their needs. We recognise that educational and life outcomes for the majority of our children and young people are greatly improved when they have their needs met within their local community. It is essential that we make the best use of our resources to deliver the right SEND sufficiency across Bournemouth, Christchurch and Poole.

**Parent/Carer Voice** – BCP needs to demonstrate that there are sufficient places to meet the needs of children with SEND across the borough, whether in mainstream, specialist, Alternative Provision and supported employment. BCP also needs to make sure that all settings are provided with the funding necessary to deliver the provision needed for each child / young person


### Key Performance Indicators –


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	Required Direction of Travel	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	BCP Target	National (2022/23)
% of permanent case officers in post in the SEND Team	▲	62.5%	62.5%												100%	n/a
No. of permanent qualified Educational Psychologists in post (FTE)	▲	13	13.4	12.4	12.4										n/a	n/a
No. of CYP in high-cost placements - INMSS	▼	Not avail	Not avail												n/a	n/a
No. of Looked After Children with an EHCP	▼	TBC	101												n/a	n/a
No of children in mainstream waiting for specialist placement	▼	TBC	TBC	159	250										n/a	n/a

Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
6.1	Delivering Better Value (DBV)	LA under DBV work to recruit and deliver 16 week Sufficiency Project	Sharon Muldoon – Interim Director for Education and Skills	30/04/24	▲	DBV Consultant Appointed LA sufficiency plan in place.	Brief written Discussed with Heads and working group being set up for January  28/12 - Commercially Public instructed.  Work underway and on	

Date printed: 12 April 2024

Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
							track	
6.2	Education & Skills Diagnostic	Develop and Launch a SEND Sufficiency Strategy	Sharon Muldoon – Interim Director of Education and Skills	30/04/24		Strategy in place Termly update to SIB	Draft SEND sufficiency strategy produced by commercially public, needs further development with Bedford SLIP, TS and SEND	
6.3	Education & Skills Diagnostic	Develop and implement a Joint SEND Commissioning Strategy  Develop clear future projection of sufficiency and commissioning intentions based on JSNA	Jeanette Young Director of Commissioning / David Freeman - Chief Commissioning Officer – NHS Dorset	31/12/24		<p>Will ensure a strong universal offer which aligns with early identification and early advice and support.</p> <p>Commissioning decisions are effective and resource is targeted to area of need</p> <p>Co-produced Joint commissioning arrangements deliver place priorities</p> <p>Population need is met effectively and at pace.</p> <p>There is a reduction of inefficient use resources and duplication.</p>	<p><b>Health Update</b> - Work is continuing to develop a SEND joint commissioning plan that aligns with BCP Councils Commissioned Pathways Strategy. The plan will set out our joint commissioning approach and decision-making to collectively deliver on SEND improvements.</p> <p><b>Commissioning Update</b> – Draft Joint Commissioning strategy jointly produced for 2024-2026, 3 overarching strategic priorities have been documented. Currently with ICB for review, SB/SL to review 5<sup>th</sup> April.</p> <p>Original <b>JSNA</b> completed in 2020, updated in May 2021. Needs Assessment published in June 2022,</p>	

Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
						There is a skilled and sustainable workforce through joint commissioning	JSNA Annual Narrative published in November 2023. Within the original JSNA executive summary 8 key priorities and recommendations relating to children were documented.  Review of priorities and recommendations required aligning to key workstreams and strategies.	
6.4	Local Authority Senior Management Team Action	Review of Policy and Pathway for Medical Provision ensure SEND needs are met	Kelly Twitchen - Head of Virtual School and Inclusion/ Chloe Morley - DCO, SEND, NHS Dorset	30/06/24		Policy in place Pathway agreed Improvement areas identified in sufficiency strategy Outcomes are improved for children and young people	Review of policy and pathway for medical provision in schools. A partnership workshop is scheduled to take place on 25 <sup>th</sup> April 2024 to consider this action. All stakeholders including BCP commissioners, Parent Carers Together and Parent Carers Foundation are engaged	
6.5	Education and Skills Diagnostic	Implement an Alternative Provision (including Medical) Strategy.	Chris Lee – Interim Head of School Inclusion	31/05/24		Strategy in place for AP Partners understand their role in AP Clear understanding of how many children are in unregistered AP and why	Linked to wider AP Improvement work. Responsibility transferred to CL. Deadline date for action amended to 31/05/24. Initial draft of AP Strategy in production after co-	

Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
						Reduced number of children in unregistered AP Total AP use reduces	production meetings during March 2024.	
6.6	Education and Skills Diagnostic	Develop and implement an Alternative Provision (AP) Commissioning Strategy	Jeanette Young Director of Commissioning	31/03/24		Strategy in place Reduction in use of non-registered AP Clear QA process in place around providers  Parent Carer groups are involved in workshops	Commissioning AP position statement required in respect of all AP related workstreams, evidence of work to date and impact, to be circulated for comment by 31/05/2024.  This is a broader piece of work and needs to be coproduced with schools - workshops	
6.7	WSoA	Develop an updated Short Breaks and Respite Care Plan based on profile of need, focussing on 16 and over initially.	Jeanette Young Director of Commissioning	31/12/24		Short Breaks statement updated on Local Offer Sufficient and successful short breaks service in place New service in place	Needs Analysis commenced, scoping underway, all information to be submitted to SL by the 17 <sup>th</sup> April and collated into a project brief by the 25 <sup>th</sup> April. Internal strategic planning meeting confirmed for the 30 <sup>th</sup> April.  IPC Market Position Statement completed in September 2022 to be considered priorities may potentially link into service	

Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
							design planning (if applicable).  Co-production to commence with reviewing the terms of reference for the 'short break working group', to ensure purpose and objectives are aligned with the SEND Improvement Plan priorities.	
6.8	Local Authority Senior Management Team Action	Health to confirm accountability and responsibility for the Dynamic Support Register	David Freeman - Chief Commissioning Officer – NHS Dorset	30/09/24		We will see a reduction of mental health hospital admissions for CYP and Adults with Autism or LD  We will see a reduction in Local Area Emergency Protocol Meetings (LAEPs) and timely Care (Education and Treatment Reviews	The DSR will be developed alongside the keyworker service and the ICB will be working with partners to agreed how it will be designed and delivered at place. It is not the intention for the ICB to manage the DSR but will retain accountability for reporting on progress. The ICB is currently considering how to bring the DSR and Keyworker service under the same umbrella so that the offer is streamlined and responsive.	
6.9	Local Authority Senior	Jointly review demand for Mental Health Support for schools, EBSA and SEMH (4.9	Julia Coleman Head of EI/	30/09/24		Gaps identified	Draft audit is underway (for schools) and data	

Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
	Management Team Action	KT) Determine gaps in service provision and how schools are making use of these offers and identify impact on outcomes and engagement in learning	Health/ Schools (Link to MH Transformation)			Schools use of service and impact monitored  Improved outcomes for children and young people	shared by Outreach teams.	
6.10	Local Authority Senior Management Team Action	Jointly Review Tier 4 complex case pathway and ability to meet need	Jeanette Young Director of Commissioning/David Freeman - Chief Commissioning Officer – NHS Dorset	31/12/24		Review complete and revised pathway in place with sufficiency needs identified  Joint funding protocol agreed  Reduction in CYP in high-cost placements.  Reduction in CYP becoming Looked After  Reduction in CYP moving out of area with improved outcomes	ICS lead identified  Links with Transitions Team Lead, connected to Pebble Lodge (BCP Tier 4 provision) established.  Initial scoping meeting completed.  Cohort identified – mapping of pathway into and out of Pebble Lodge to commence.  Priority is to identify missed opportunities and or service needs.  Consider the need to link with priority 7.15 to avoid duplication.  Joint Funding Protocol – Complex Care Panel TOR	

Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
							<p>drafted. Further work required on governance arrangements and link to existing Gateways and MARP processes. Consideration of internal 'CHC / CYPCC All Age Hub' with ASC.</p> <p>Health update Work has been progressing in relation to agreeing joint funding protocols for the most complex and vulnerable CYP. Further work is required to collectively consider support options and market development to meet presenting need</p>	
6.11	Local Authority Senior Management Team Action	LA deliver against identified capital projects for 23/24 and 24/25	Tanya Smith Head of SPP	31/08/25		Twice yearly update to SIB informing of progress	Programme structure currently being scoped out	
6.12	Local Authority Senior Management Team Action	School Transport – Review existing HTST against ADEPT guidance.	Tanya Smith – Head of SPP	31/12/23		Report to show improvement initiatives in place. Supporting Action Plan in place.	Report has been submitted to Children's SLT / CEX with supporting actions identifying 5 projects.	



Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
							Business cases being developed.	
6.13	Local Authority Senior Management Team Action	Review of monitoring arrangements for SEND Personal Budgets	Karen Chester – SEND Service Manager	31/05/24		PB policy in place Clear PB application process and training programme for SEND/ART/BSO All SEND staff familiar with monitoring process for PBs All PBs recorded accurately PBs monitored according to policy	Personal Budget Policy is in place  Work underway to identify all CYP in receipt of a PB (as not accurately reflected in data currently)  Work to be progressed by new Service Manager	
6.14	LA WSOA	Agree roll, designation and function of special schools	Bedford SLIP/Tanya Smith – Head of School Place Planning	31/07/24		Strategic message agreed and new banding system in place. Special schools supporting mainstream school placements.	Workshops on sufficiency, demand, outreach and AP facilitated in March24.  Mapping of individual children, needs profiles all being reviewed March24	
6.15	SLIP	Review the pupils who are in mainstream schools but have special agreed to ascertain if Special is still required	Tia Sohi SLIP partner	30/04/24		The number of CYP who require continue to require specialist provision and are currently placed in Mainstream school will be confirmed.	As 6.14  Data been shared with schools and next steps in place Discussions have started with SEND schools in workshops about pupils in	

Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
							their schools who may be better placed in mainstream.	
6.16		Expanding EY Provision linked to new extended entitlement for Early Years	Tanya Smith – Head of SPP	30/04/24		Sufficient SEND EY provision	Project Plan is scoped CMB paper approved.	

## 7. Preparation for Adulthood (PfA)

We know that children, young people who have SEND and their families and carers can find the transition from childhood to adulthood challenging. We understand that we must improve our pathways to enable young people to confidently plan for their future, work collaboratively to reduce barriers and optimize opportunities for positive change in our systems and processes to enable this improvement.

**Parent/Carer Voice** – Young people with SEND need adequate support to transition to independent adult life, including living away from home, accessing employment. Much better partnership is needed between children's health services and adult health services, and between children's care services and adults care services, Further Education Colleges and housing. Conversations need to happen young people, families and services about what PfA means and what it would look like for them.

### Key Performance Indicators –

	Required Direction of Travel	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	BCP Target	National (2022/23)
% of EHCPs in Special: Independent & Non-Maintained	▼	11.1%	11.3%	11.2	11.1										5%	5%
% of young people in INMSS provision (aged 18 and over)	▼	TBC	4.5%	4.5%	4.5%										n/a	n/a
% post 16 EHCP engaged in mainstream FE provision (termly)	▲	38.3%	38.3%	36.3%	36.3%										n/a	n/a
No. of C&YP open to PfA team	▲	TBC	TBC	TBC	TBC										n/a	n/a
Percentage of young adults 18-25 years who are open to ASC and in paid employment	▲	TBC	TBC	TBC	TBC										n/a	n/a
Number of SEND young people in settled, supported accommodation that meets their needs (aged 18-25)	▲	TBC	TBC	TBC	TBC										n/a	n/a
% of ceased EHCPs due to YP not engaging and becoming NEET	▼	TBC	TBC	TBC	TBC										n/a	n/a

Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
7.1	Education and Skills Diagnostic/ WSoA	Develop, coproduce and Launch PfA Strategy and delivery plan	Karen Chester – SEND Service Manager	31/05/24		Strategy and Action Plan launched.  PfA outcomes being met for young people	Strategy now in draft format ready for approval at next PfA Board. 16.4.24  DfE thematic Review published 8.2.24	

Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
						<p>Aligned to NEET Strategy</p>	<p>incorporated into Final draft Strategy</p> <p>Themes from WsOA and SEND Improvement Plan priorities incorporated into Strategy</p> <p>Date for priority leads to identify their detailed action plans under the strategy have been agreed.</p> <p>SEND Meeting with Housing -15/4/24</p>	
7.2	Education and Skills Diagnostic/ WSoA	<p>Design and Secure Pathway into Adult Social Care</p> <p>(link to Priority 6.10 above)</p>	Karen Chester – SEND Service Manager	31/05/24		<p>Pathway documented.</p> <p>Clear development areas identified.</p> <p>KPI – increase in number of YR10 AR attended by PfA Team</p>	<p>Meeting in place with EIT and ASC to look at routes into employment for SEND YP in ASC/NHS</p> <p>Meetings are progressing with ASC to progress action</p>	
7.3	Education and Skills Diagnostic/ WSoA	Secure partnership PfA Links between LA and health	Karen Chester – SEND Service Manager	31/06/24		There is a partnership agreement in place that stipulates how the services will	Health representatives on Strategic PfA Board and leading on the delivery of the Health workstream in PfA Strategy	Health Update - Making best use of the annual health check offer for young people from

Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
		(link to Priority 6.10 above)				work together to identify gaps and opportunities for joint working	<p>First meeting with Sam Best and Sarah Lerigo (Health) 4.4.24. Agreed fortnightly meetings to boost inputs to PfA strategy and associated workstreams.</p> <p>Some examples of good practice for transition in place ie Diabetes Service we can learn from /use in principle for other areas</p> <p>SEND Health Forum under review –will focus on Health priorities in WSoA /SEND Improvement Plan and DfE Thematic Reviews</p> <p>Transition for (CYP to adults) mental health services is part of the CYP Mental Health transformation programme. First meeting April 24</p> <p>The development of the Young Persons Diabetes service (UHD) designed for young people as they</p>	14yrs who are registered on the learning disability register to improve health outcomes, reduce inequalities, and increase planning opportunities towards PfA. The key performance indicator for this is 75%, currently the performance in the BCP area is under target at year end 23/24 at 69%. This represents a year-on-year improvement. Our aim is to meet the 75% target by end of March 2025

Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
							move from paediatric to adult services. The service aims to support young people grow in confidence in taking greater responsibility for managing diabetes safely and effectively. It also gives a blueprint for future Young Adult services	
7.4	Local Authority Senior Management Team Action	All BCP CYP who are placed in Independent non-maintained specialist (INMSS) provision have access to high quality IAG	Mary Diffey SEND Service Manager  EIT & Careers' Hub	01/09/24		100% of BCP Council commissioned INMSS placements will include a clause in the contract that independent IAG will be delivered no later than YR 10	Restructure creates a specialist focus in this area  Using skills of existing team members. There is a SEND Careers' Co-ordinator working with all SEND schools in BCP against the Gatsby Benchmarks. One of those is IAG.	All Y10 pupils including those with SEND in BCP were invited to the Careers & Apprenticeship Show (CAS) on March 14 <sup>th</sup> .
7.5	Local Authority Senior Management Team Action	Promote and implement Independent Travel Training (ITT) where appropriate to support independence	Tanya Smith – Head of SPP	01/04/24		Implement an ITT offer  Work with SEND Statutory service to up skill staff for AR discussions for this cohort.  Increase in number	Documents required for delivery all coproduced. Training guide produced. Education Improvement Team have supported.  Aim to be live mid April 24.	KPIs in development.  Existing ITT programme embedded in Supported Internship. Cohort 2 had training frontloaded for

Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
						of young people who have access ITT (baseline once programme is up and running)		placement 1.
7.6	Education and Skills Diagnostic	Develop and Implement a NEET (Not in Education, Employment and Training) Strategy with clear links to PfA	Julia Coleman Head of SI	29/04/24		<p>Strategy and supporting action plan in place by February 2024.</p> <p>All SEND pupils are in schools who meet 5 Gatsby benchmarks by June 2024</p> <p>Supported internships, apprenticeships and other work related pathways are open to SEND CYP for September 2024. SEND parents understand what the options are.</p>	<p>Workshop with all stakeholders planned for 26/02/24.</p> <p>Draft Strategy approved by EET Board (Employment, Education and Training)</p>	14/3/24 CAS 2024 was designed by SEND YP and implemented with them including by work experience trainees. Evening session included parents and carers of SEND YP who all got IAG. 90% of CYP attending said they had better understanding of what was needed to achieve their career goals.
7.7	Local	Increase the number of	Julia Coleman	29/09/24		Local Market Information is used	Planning on track	

Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
	Authority Senior Management Team Action	mainstream Further Education and University access/ spaces for young people with SEND, including those young people aged 18-25	Head of SI/Tanya Smith – Head of SPP			<p>to inform curriculum development post 14.</p> <p>Curriculum conference to be hosted by secondary HTs and Principal of B&amp;P College Summer 2024.</p> <p>Careers Hub to host planning meeting for FE to re-create post 14 pathway for SEND including EHE March 2024.</p>		
7.8	Local Authority Senior Management Team Action	Ensure we have good quality IAG to support PfA principles and objectives	Julia Coleman Head of SI/ Mary Diffey – SEND Service Manager	30/06/24		<p>Training in SEND Careers' pathways in February 2024 for all SEND case officers.</p> <p>Most mainstream schools achieve all 7-9 Gatsby benchmarks by July 2024.</p> <p>SEND places reserved for parents &amp; carers at the</p>	<p>Training being developed and to be launched with SEND Case Officers Shortly.</p> <p>SEND places at Careers and Apprenticeship Show fully booked.</p>	Staff who attended CAS as stall holders reported "high levels of understanding of SEND pathways" into EET post 16 in evaluations.



Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
						Careers & Apprenticeship Show evening event; 14/3/23		
7.9	Local Authority Senior Management Team Safety Valve work	Ensure that more CYP Post 16 are accessing education in mainstream settings	Karen Chester – SEND Service Manager	31/07/25		Number of placements for young people in INMSS provision (aged 18 and over) reduces based on regular reporting (baseline of September 2023)	Safety Valve capital bid identifies post-16 provision requirement, PfA work to support.  New structure identifies new approach to improve outcomes.	
7.10	WSOA	Increase number of Supported Internship opportunities in BCP area	Julia Coleman Head of SI	01/09/24		100% Cohort 2 achieve employment (July 2024)  Cohort 3 includes a group in Adult Social Care to address transition (September 2024)  Tregonwell completes Cohort 1 (July 2023)	First SI Conference held in 2023 at Merley House. Employers including McDonalds, BCP Council, Marsham Moor, SWRAC and JP Morgan attended with their interns. All found employment in BCP/Dorset this year.	SEND Internship in place (cohort 2) with BCP Council. 90% employment outcome for post 19 SEND for Cohort 1. Tregonwell and Winchelsea now have versions of SI in place.
7.11	PfA Strategy	Improve access to information and guidance on PfA for those with and without an EHCP -	Karen Chester – SEND Service Manager/ Julia	30/06/24		Suite of PfA Guidance Documents are in place to support parents and carers to prepare their	PfA Board – PfA Strategy incorporates priority focussed on improving information and advice, led by P/C Groups supported by focus on	

Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
		Preparation for Employment	Coleman – Head of School Improvement			<p>young person for adulthood.</p> <p>All SEND YP in Y10 and Y12 invited to attend CAS or a bespoke event.</p>	<p>Local Offer information as well as hard copy information.</p> <p>New structure makes changes to improve outcomes.</p> <p>Draft Local Offer page underway</p>	
7.12	PfA Strategy	All care experienced young people with who have an EHCP are offered information and support to map their PfA Pathway	<p>Julia Coleman – Head of SI</p> <p>Karen Chester – SEND Service Manager</p>	01/04/24		<p>Places for parents/carers of YP with Care Experience in Y10, 11 and 12 will be reserved each year at CAS (Careers &amp; Enterprise Show)</p> <p>All Care Experienced young people with SEND will have access to a PfA consultation with SEND Transition Navigator no later than YR 10</p>	<p>Action in PfA Strategy linked to delivering this.</p> <p>Planned to be priority meeting prior to next Strategy Group.</p> <p>Date to be revised.</p> <p>Analysis to be based on DfE thematic review</p> <p>Met with Participation and Engagement Officer (CiC and Care experienced) to ensure their voice/ participation in PfA work. Next ; link with Bella Pretty</p>	<p>Just under 900 parents and carers attended CAS on March 14<sup>th</sup> in the evening. SEND parents and those with children with experience of care were given first free tickets. VS worker attended with Y11 students to the evening session. 27 schools &amp; settings attended during the day and attendance at the SEND zone was high and universally praised. Extension event for</p>

Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
								SEND pupils is planned for Merley House 9 <sup>th</sup> May to follow up.
7.13	PfA Strategy	Improved day opportunities offer for young people with SEND	Kevin Gillings (ASC Commissioning)	31/12/24		The ASC day opportunities will include new offers that are specifically for young adults	Day Opportunities review is underway.	
7.14	Parent/Carers	Review all current post-18 specialist provision placements to identify pathways out of education and into employment or purposeful activities	Karen Chester – SEND Service Manager	30/08/24		Number of young people aged 18 and over in INMSS decreases.  Increased number of 18+ specialist provision placements baseline September 2023	Data set to support this work has been built.  Incorporated as part of the Safety Valve proposal work. There is a provider matrix for SEND in place and fortnightly apprenticeship updates in BCP	
7.15	Parent/Carers	Ensure that robust plans are in place for PfA cohort with high medical needs.	Karen Chester – SEND Service Manager	01/09/24		Cohort identified  Annual Reviews set out clear approach to PfA outcomes.  90% plans good or better.	Cohort will include Tier 4. Agreed at meeting CYP with complex health needs already receiving health inputs and likely to need them as adults –Tier 4  Discussion started around how to capture the medical needs in schools and look at the CYP receiving CHC.	

Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
							<p>Recognised need to be aware of CYP who don't qualify as children who may qualify as adults – how do we anticipate this?</p> <p>Health identification of cohort will begin. Regular fortnightly meetings set up to ensure progress</p> <p>Meeting set up to agree PfA outcomes to be built into EHCP /AR formats (with MD)</p>	

## 8. Managing Resources

It is important we have the correct resources allocated to the wider SEND system, as well as the wider SEND improvement journey. Having the appropriate level of support from our service areas, corporate functions and partners will ensure we develop a mature SEND system which provides a sustainable service to all our internal and external stakeholders (inc children, parents & carers, health, early years, schools).

**Parent/Carer Voice** – BCP needs to be honest with all stakeholders (including DFE / national government) about the funding required to provide for all the SEND needs of BCP children. BCP SEND strategy and policy should always be child-focussed first and foremost, not money-focussed.

### Key Performance Indicators –

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	Required Direction of Travel	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	BCP Target	National (2022/23)
No of cyp in Primary in Non-Maintained Special Sch	▼	89	89	89	89										n/a	n/a
Cost of Primary in Non-Maintained (£ amount)	▼	3.9M	3.9M	3.9M	3.9M										n/a	n/a
No of cyp in Secondary in Non-Maintained	▼	TBC	TBC	TBC	TBC										n/a	n/a
Cost of Secondary in Non-Maintained (£ amount)	▼	TBC	TBC	TBC	TBC										n/a	n/a
INMSS Spend	▼	TBC	TBC	TBC	TBC										n/a	n/a
AP Spend	▼	TBC	TBC	TBC	TBC										n/a	n/a
Overall High Needs Block budget (Quarterly)	▼	TBC	TBC	TBC	TBC										n/a	n/a

Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
8.1	DfE /Safety Valve / Schools Forum	High Needs Block Budget is understood by all with actions in place to address the deficit where possible.	Sharon Muldoon – Interim Director for Education and Skills	31/03/24		Safety Valve Proposal in development. All Education SMT are aware of financial challenges.	X4 Education SMT workshops have taken place. Improved understanding has been reached.  HNB discussed at HT forum on 5/12/23.  SV submitted.	

Date printed: 12 April 2024

Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
							Schools SV event planned 28 <sup>th</sup> and 29 <sup>th</sup> Feb.  Work still underway with DfE re next steps.	
8.2	Delivering Better Value	Provide an update on the progress of the Delivering Better Value Workstreams	Sharon Muldoon – Interim Director for Education and Skills	31/12/24		Quarterly Update – include KPIs from DBV	Ongoing monthly review in place via scorecard and grant returns.  Improvements underway.	
8.3	DfE Instruction	Develop Safety Valve Plan Proposal in place and share with SEND Improvement Board (SIB)	Sharon Muldoon – Interim Director for Education and Skills	14/12/23		Proposal completed and onward decision in place. Schools Forum Paper in place. SIB update on agenda.	Submitted.	
8.4	Local Authority Senior Management Team Action	Complete throughput analysis and demand forecast for Education Psychology Service (EPS). Establish future options.	Jude Nash – SEND Service Manager	01/02/24		Bedford SLIP engaged.  CP Full report in place with future recommendations	CP completing the diagnostic.  Diagnostic completed and Bedford SLIP reviewing potential structures.  Forecasted model highlights 70 new assessments per month	

Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
							which exceeds current capacity modelling	
8.5	Local Authority Senior Management Team Action	Finalise restructure for School Place Planning Team to manage resources for future place school place planning and future capital sufficiency requirements	Sharon Muldoon Interim Director for Education and Skills	01/02/24		Structure signed off Implementation plan in place	Structure reviewed and meetings planned  Roles agreed at panel  Plan being developed	
8.6	Local Authority Senior Management Team Action	Provide Schools Forum and SIB with quarterly outturn data	Sharon Muldoon Interim Director for Education and Skills	01/02/24		Report in place Discussions held	New action for EIT. Underway.	
8.7	Local Authority Senior Management Team Action	Identify those services that can attract income (EPS)	Jude Nash – SEND Service Manager	01/02/24		Report in place with potential income forecast	Working with Bedford SLIP	
8.8	Local Authority Senior Management Team Action	Identify those services that can attract income (Early Years)	Amanda Gridley Head of EYS  Jeanette Yorke Early Years Operational Manager	01/02/24		Report in place with potential income forecast	Action Plan developed by J. Yorke – currently awaiting approval and information regarding restructure to gauge capacity to deliver.  Work has commenced £500 income generated 2024.	

Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
8.9	Local Authority Senior Management Team Action	Review with schools and settings the fiscal changes needed to support improved inclusion and percentage of EHCP children in maintained settings	Sharon Muldoon Interim Director for Education and Skills	30/06/24		Schools engaged Options produced Banding discussion and review with schools Recommendations paper shared with SIB	Nominees received for workshops, workshops being planned. Bedford SLIP engaged  Events cancelled due to PHT representation.	
8.10	Local Authority Senior Management Team Action	Complete analysis of all existing outreach/inclusion systems e.g. Early Bird, Mainstream Plus, HIVI	Sharon Muldoon – Interim Director for Education and Skills/Tia Sohi – Bedford SLIP	01/08/24		Future options paper produced	Workshops are addressing AP, outreach models and early intervention via universal, targeted and specialist pathways	
8.11	Local Authority Senior Management Team Action	Ensure that Alternative Provision (AP) new commissioned arrangements result in higher reintegration into mainstream	Chris Lee – Interim Head of School Inclusion	01/09/24		More children reintegrated into mainstream Reduction of long-term AP placements Schools reporting improved systems Schools able to commission from an LA produced framework for unregistered AP	040124 – Production of the LA list for unregistered Alternative Provision is underway.  All work scoped and new Improvement Plan is in development.  Coproduction events with schools cancelled due to PHT representation.	



Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
						Better value for money Quality Assurance Framework audit shows 95% good outcomes		
8.12	Local Authority Senior Management Team Action	Review of joint LA/Health funding for PCT	Jeanette Young Director of Commissioning	31/03/24		<p>Commissioning engaged Contract drafted and finalised between LA/Health and PCT</p> <p>There is co-production throughout BCP that is recognised as being successful by CYP and all parent carer voluntary &amp; community groups</p> <p>Parents, carers and young people are heard and listened to, they feel understood and can see the impact of their</p>	<p><b>Health Update</b> - A request from the BCP strategic parent carer forum for health financial investment was carefully considered by the ICB executive team. At this time the request has not been supported on the basis of the ICBs engagement policy of adopting a broader inclusive approach to communities</p> <p><b>Commissioning Update</b> - Current SLA with the PCT has expired. New SLA drafted, however learning from national best practice examples to be reviewed, seeking a true multi agency collaborative approach.</p>	

Ref	Origin	Action	Lead	Deadline	RAG	Success measures	Progress to date	Impact to date
						contributions. 'You said We did '		
8.13	Local Authority Senior Management Team Action	Maximise all income opportunities working with corporate colleagues	Cathi Hadley Director Children's Services	31/01/24		Consistent clear process in place identifies a live horizon scanning Successful bids in place	Process in place.	
8.14	Local Authority Senior Management Team Action	Special School Banding Review Complete the work with special schools to agree future Banding arrangements	Sharon Muldoon – Interim Director for Education and Skills/Tia Sohi – Bedford SLIP	31/07/24		New Banding system in place for Autumn 2024.  Equity across the system, reduce delays in children's placements	Work has started.  Workshop 1 completed, proposals to be financially forecasted for workshop 2 18 <sup>th</sup> April	
8.15	LA – Safety Valve	Produce updated Capital Bid Development Proposal in support of Safety Valve proposals	Tanya Smith Head of Service Place Planning	29/02/24		Bid submitted to DfE	Agreement for work to commence in place. Finance and Education Teams working together. Capital bid submitted to DfE on 12/01/24	
8.16	Local Authority Senior Management Team Action	Work with Bedford SLIP to identify and correct the funding anomalies in the system	Sarah Langdale Head of Strategic Commissioning / Mary Diffey SEND service manager	31/07/24	NS	No delays in funding payments to schools.  Accurate reporting in place for schools	Meeting arranged for 8 <sup>th</sup> May to understand the ask and plan accordingly.	

## Glossary:

AR	Annual Review
AP	Alternative Provision
ASC	Adult Social Care
BCP	Bournemouth, Christchurch and Poole
BSO	Business Support Officer
C&YP	Children and Young People
CAMHS	Children and Adolescent Mental Health Service
CEOs	Chief Executive Officer
CEX	Chief Executive
CHAD	Children and Disabilities Team
CiC	Children in Care
DBV	Delivering Better Value
DHC	Dorset Healthcare
DfE	Department for Education
DiiS	Dorset Intelligence Insight Service (NHS Dorset)
E&S	Education and Skills
EBSA	Education Based
EET	Education, Employment or Training
EHCNA	Education, Health and Care Needs Assessment
EHCP	Education, Health and Care Plan
EHE	Elective Home Education
EPS	Education Psychology Service
EY	Early Years (0-5 year olds)
FE	Further Education
GR	Graduated Response
HNB	High Needs Block (Council Managed Budget)
HT	Headteacher
IAG	Information, Advice and Guidance
ITT	Independent Travel Training
INMSS	Independent Non-Maintained Special School
IPSEA	Independent Provider of Special Education Advice
IQM	Inclusion Quality Mark

ITT	Independent Travel Training
JSNA	Joint Strategic Needs Assessment
LA	Local Authority (BCP Council)
LD	Learning Disability
LGO	Local Government Officer
MAT	Multi-Academy Trust
MHST	Mental Health Schools Team
NEET	Not in Education, Employment or Training
NHSE	NHS England
PCF	Parent Carers Foundation
PCT	Parent Carers Together
PEX	Permanent Exclusion
PfA	Preparing for Adulthood
POD	Individual SEND Teams within BCP Council
PPMO	Programme and Project Management Office
PTT	Part Time Timetable
QAF	Quality Assurance Framework
RAP	Resource Allocation Plan
SALT	Speech and Language Therapy
SEMH	Social, Emotional Mental Health
SENCo	Special Education Needs Case Officer (school based)
SEND	Special Education Needs and Disabilities
SENDIAS	SEND Information and Assessment Service
SI	School Improvement
SIB	SEND Improvement Board
SLCN	Speech, Language and Communication Needs
SLIP	Sector Led Improvement Partner
SPP	School Place Planning
SW	South West
VCSE	Voluntary and Communication Sector
VS	Virtual School
WSoA	Written Statement of Action

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KPI No	SEND Imp Plan Priority KPIs - section	Required direction of travel	KPIs	Current Month Performance - Mar 24	Actual Direction of Travel	Current Month Performance - Feb 23	Target	March 23	National	South West	Statistical Neighbours
			EHCPs, SEN Support, Assessments and Requests								
1	4	▼	No. of EHCP	3949	▲	3877		3336	389171 (Jan 23)	36767 (Jan 23)	N/A
2			% of School Population with an EHCP (Termly data)	4.4%	↔	4.4%		3.8%	4.3% (Jan 23)	4.4% (Jan 23)	N/A
3			No. of SEN Support	7359	↔	7359		7118	1183384 (Jan 23)	116248 (Jan 23)	N/A
4	3	▼	No. of EHCNA	263	▼	318		717	N/A	N/A	N/A
5	3	▼	No. of requests for EHC assessment	118	▲	92		72	N/A	N/A	N/A
6	3	▼	% Parental requests	22%	↔	22%		29%	N/A	N/A	N/A
7			No. of requests for specialist provision agreed	Data currently being scoped - available from May 24 (April 24 data)					N/A	N/A	N/A
8		▼	No. of 'Rising 5yr olds' with an EHCP (start Reception in Sept) - cumulative	63	▲	46		10	N/A	N/A	N/A
9		▼	No. of 'Rising 5yr olds' currently under assessment for an EHCP (start Reception in Sept)	74	▼	78		116	N/A	N/A	N/A
			Timeliness (Pathway)								
10		▼	No. of EHC assessments agreed to initiate	64	▼	82		109	N/A	N/A	N/A
11		▲	% of decisions to proceed with assessment of needs being made within six weeks	96%	▼	99%	100%	27%	N/A	N/A	N/A
12	5	▲	% of new EHCPs issued within 20 weeks (including exceptions)	67%	▲	53%	95%	0%	47.7% (2022)	34.7% (2022)	36.4% (2022)
13	5	▲	% of requests for stat advice where health responded within 6 wks from the date of request from the LA	91%	▼	93%	95%	88%	N/A	N/A	N/A
14	5	▲	% of requests for EP advice where EP responded within 6 wks from the date of request from the LA	92%	▼	98%	100%	0%	N/A	N/A	N/A
15	5	▲	% of requests for CSC advice where CSC responded within 6 wks from the date of request from the LA	47%	▲	26%	100%	12%	N/A	N/A	N/A
16	5	▼	No. of EHC plans not completed and waiting over 20 weeks (excl. Assessments after Tribunal or Appeal)	110	▼	139	0	333	N/A	N/A	N/A
17	5		% of Annual Reviews completed within timeframe (including plans maintained/ amended/notices Cease to Maintain)	Data currently being scoped - available from May 24 (April 24 data)			90%		N/A	N/A	N/A
18		▲	% of Annual Reviews due to be completed in Month completed within timeframe	Data currently being scoped - available from May 24 (April 24 data)			100%		N/A	N/A	N/A
19		▲	% In year AR within timeframe (rolling 12 months)	Data currently being scoped - available from May 24 (April 24 data)			98%		N/A	N/A	N/A
			Health								
20		▲	The proportion of children at or above the expected level in all 5 areas of development (from the ASQ-3) - %	68%	▲	63%	95%	85%	N/A	N/A	N/A
21			CAMHS Gateway - Number of Referrals (CAMHS Gateway Pan Dorset data)	391	▲	346	n/a	269	N/A	N/A	N/A
22	3	▲	CAMHS Gateway % cyp seen within 4 weeks of referral (RTA) Pan Dorset data	93%	▲	91%	95%	8.3%	N/A	N/A	N/A
23		▲	CAMHS Mental Health Suport Teams (MHST) % cyp seen within 4 weeks of referral (RTA) BCP data	100%	↔	100%	95%	97.0%	N/A	N/A	N/A
24		▲	% of yp aged 14yrs+ with LD that access their annual health check	awaiting data	▲	61%	75%	3.2%	N/A	N/A	N/A
25			Child in Care - Percentage of caseload with a EHCP	25%	↔	25%	n/a	19.2%	N/A	N/A	N/A
26		▲	Child in Care - % of Review Health Assessments completed that were due in the month	66%	↔	66%	90%	80.8%	N/A	N/A	N/A
27	3		SALT - Total number of referrals received	98	▲	102	n/a	79	N/A	N/A	N/A
28			SALT - Total number discharged	75	▼	94	n/a	59	N/A	N/A	N/A
29		▼	SALT - % waited less than 18 weeks	100%	▲	98%	95%	88.9%	N/A	N/A	N/A
30		▼	UHD Pre School ND pathway average waiting time from referral accepted.	awaiting data		6-7mths			N/A	N/A	N/A
31	3		UHD Pre School ND pathway - Waiting List numbers	awaiting data		209			N/A	N/A	N/A
32		▼	UHD School age ND pathway average waiting time from referral accepted	awaiting data		18mths			N/A	N/A	N/A
33	3		UHD School age ND pathway - Waiting List numbers	awaiting data		1,632			N/A	N/A	N/A
			Backlog								
34		▼	No. of annual reviews not finalised (meeting held but not processed - backlog)	1030	▼	1216	0	2012	N/A	N/A	N/A
35		▼	No. of cases awaiting completion (backlog) - EP	42	▼	87	0	364	N/A	N/A	N/A
			EHCPs By Provision Type								
36		▲	% of EHCPs in Mainstream in Primary				TBC	19%	2.4% (Jan 23)	2.7% (Jan 23)	N/A
37		▲	% of EHCPs in Mainstream in Secondary				TBC	15%	2.5% (Jan 23)	2.8% (Jan 23)	N/A
38	7	▼	% of EHCPs in Special: Independent & Non-Maintained	11%	↔	11%	5%	12%	5%		N/A
39	7	▼	% of young people in INMSS provision (aged 18 and over)	4.5%	▼	4.5%	TBC	3%			N/A
			Mediation, Appeals, Complaints and QA								
40		▼	Total number of mediations (cumulative figure calendar year)	240	▲	199	TBC	7	N/A	N/A	N/A
41		▲	% of cases where /found in favour of LA (cumulative calendar)	10% (10)	▲	10% (9)	TBC	29% (2)	N/A	N/A	N/A
42	1	▼	No. of complaints	16	▲	8	TBC	29	N/A	N/A	N/A
43	1	▲	% of case audits judged as good/outstanding (quarterly update)	41.6%	↔	41.6%	90%	0%	N/A	N/A	N/A
			Workforce								
44		▲	% SEND Service workforce attended IPSEA Level 1 and 2 SEND Law	currently not avail		currently not avail	100%		N/A	N/A	N/A
45		▼	% of EHCPs that had a change of worker this month	18%	▲	12%	0%	4.6%	N/A	N/A	N/A
46	6	▲	% of permanent case officers in post in the SEND Team	awaiting data	↔	awaiting data	100%	76.6%	N/A	N/A	N/A
47		▼	% agency workers in the SEND Team	awaiting data	↔	awaiting data	0%	23.3%	N/A	N/A	N/A
48		▼	% of permanent vacancies in the SEND Team	awaiting data	↔	awaiting data	0%	0.0%	N/A	N/A	N/A
49	6	▲	No. of permanent qualified Educational Psychologists in post (FTE)	12	↔	12	TBC	12	N/A	N/A	N/A
50		▼	No. of permanent vacancies in the EP Team (FTE)	2	↔	2	TBC	4	N/A	N/A	N/A
51		▼	No. of agency (locum) workers in the EP Team (FTE)	5 (Jan 24)	▲	4 (Dec 23)	TBC	2.6	N/A	N/A	N/A
52		▲	% of permanent staff in Education teams	Data currently being scoped			100%		N/A	N/A	N/A
53		▼	% of permanent vacancies in Education teams	Data currently being scoped			0%		N/A	N/A	N/A
			PfA Team								
54	7	▼	No of C&YP open to PfA team	Data currently being scoped							
55	7	▲	No. of 18-25's in settled, supported accommodation that meets their needs	Data currently being scoped							
56	7	▲	% of young adults 18-25 years who are open to ASC and in paid employment	Data currently being scoped							
57		▲	% of all Year 10 CYPS with an EHCP in specialist provision, where PFA team have attended their annual review	Data currently being scoped							
58		▲	% of BCP EHCP young people in education (16-18) not inc EOTAS/EHE				TBC	77%	N/A	N/A	N/A

RAG Key:	
	Below tolerance level
	Within tolerance and target
	At or above target level

## SEND Improvement Board Strategic Key Performance Indicators

Meeting date: 17.04.2024

KPI No	SEND Imp Plan Priority KPIs - section	Required direction of travel	KPIs	Current Term Performance Autumn 23	Actual Direction of Travel	Prev. Term Performance Summer 23	Target	Annual benchmark Academic Yr 22/23	National AY 21/22	South West	Statistical Neighbours
Suspensions											
1		▼	No. of Suspensions	2712	▲	2091	TBC	5819	N/A	N/A	N/A
2		▼	No. of Primary school Pupils with one or more suspensions	156	▲	137	TBC	240	N/A	N/A	N/A
3		▼	No. of Secondary school Pupils with one or more suspensions	934	▲	806	TBC	1533	N/A	N/A	N/A
4		▼	Suspensions rate for SEN support pupils	15.9	▲	12.5	TBC	33.1	18.6	N/A	N/A
5	4	▼	No. of Suspensions for SEN support pupils	1138	▲	888	TBC	2353	N/A	N/A	N/A
6		▼	Suspensions rate for EHCP pupils	13.6	▲	10.4	TBC	29.6	17.6	N/A	N/A
7	4	▼	No. of Suspensions for EHCP pupils	316	▲	209	TBC	596	N/A	N/A	N/A
Attendance											
8		▼	% of primary school pupils persistently absent (10% or more missed)	14.5%	▼	16.7%	TBC	14.2%	17.7%	N/A	N/A
9		▼	% of secondary school pupils persistently absent (10% or more missed)	21.9%	▼	28.8%	TBC	25.8%	27.7%	N/A	N/A
10		▼	% of SEN Support pupils persistently absent (10% or more missed)	28.3%	▼	32.2%	TBC	32.7%	32.0%	N/A	N/A
11		▼	% of EHCP pupils persistently absent (10% or more missed)	36.6%	▲	35.3%	TBC	37.9%	36.9%	N/A	N/A
KPI No		Required direction of travel	KPIs	Current Half Term Performance HT3 23/24	Actual Direction of Travel	Prev. Half Term Performance HT2 23/24	Target	Annual benchmark Academic Yr 22/23	National AY 21/22	South West	Statistical Neighbours
Exclusions											
12		▼	Number of pupils permanently excluded in the school year to date – Primary age	7 (0.03)	▲	5 (0.02)	TBC	7 (0.03)	(0.02)	N/A	N/A
13		▼	Number of pupils permanently excluded in the school year to date – Secondary age	65 (0.30)	▲	34 (0.14)	TBC	104 (0.42)	(0.16)	N/A	N/A
14	4	▼	Number of pupils with an EHCP permanently excluded in the school year to date – Primary age	2 (0.20)	↔	2 (0.20)	TBC	2 (0.21)	(0.13)	N/A	N/A
15	4	▼	Number of pupils with an EHCP permanently excluded in the school year to date – Secondary age	3 (0.28)	↔	1 (0.08)	TBC	3 (0.29)	(0.27)	N/A	N/A
16	4	▼	Number of pupils with SEN Support permanently excluded in the school year to date – Primary age	3 (0.08)	↔	3 (0.09)	TBC	5 (0.14)	(0.08)	N/A	N/A
17	4	▼	Number of pupils with SEN Support permanently excluded in the school year to date – Secondary age	26 (0.71)	▲	15 (0.42)	TBC	51 (1.45)	(0.5)	N/A	N/A
Engagement											
18		▼	No. of children deferred entry to school	Data Processes being scoped			TBC	TBC	N/A	N/A	N/A
19		▼	No. of Primary age children on a part-time table	148	▲	131	TBC	TBC	N/A	N/A	N/A
20		▼	No. of Secondary age children on a part-time table	266	▲	224	TBC	TBC	N/A	N/A	N/A
21			% of BCP Primary School pupils who are SEN Support	13.7%	▲	13.2%	TBC	13.0%	13.5%	N/A	N/A
22			% of BCP Secondary School pupils who are SEN Support	14.4%	▲	14.2%	TBC	14.2%	12.4%	N/A	N/A
23			No. EHE - EHCP	42	▲	34	TBC	TBC	N/A	N/A	N/A
24			No. EHE - SEN Support	142	▲	135	TBC	TBC	N/A	N/A	N/A
25	7	▲	% post 16 EHCP engaged in mainstream FE provision	36%	▼	38%	TBC	TBC	N/A	N/A	N/A
26		▼	Number of NEETs / Not Knowns	278 (Dec 23)	↔	347 (Oct 23)	N/A	278 (Feb 24)	N/A	N/A	N/A
27		▼	% of NEETs / Not Knowns	3.4%	↔	4.2%	Below National	3.4% (Dec23-Feb24 avg)	5.4% (Dec23-Feb24 avg)	5.5% (Dec23-Feb24 avg)	TBC
28		▼	Number of NEETs / Not Knowns with an EHCP (16-24+)	265	▼	348	TBC	315	N/A	N/A	N/A
29		▼	% of NEETs / Not Knowns with an EHCP (16-24+)	25%	▼	33%	TBC	32%	41%	N/A	N/A
Pathway											
30		▲	No. of Children attending the unit (Resource Bases and SEN Units), transition into mainstream settings and schools	Data Processes being scoped			TBC	TBC	N/A	N/A	N/A
31	4	▼	No of C&YP with an EHCP who are on roll at a school and accessing AP (BCP funded AP)	awaiting data	▲	58	TBC	64	N/A	N/A	N/A
32	6	▼	No of EHCP children in mainstream waiting for a specialist placement	159 (March 24)	▲	104 (Feb 24)	TBC	TBC	N/A	N/A	N/A
33			No / % cyp on a managed move	Data Processes being scoped			TBC	TBC	N/A	N/A	N/A
34		▲	No / % C&YP accessing work provided by school at home	awaiting data	▲	20	TBC	TBC	N/A	N/A	N/A
35		▲	% CiC moving out of borough with an EHCP accessing AP within 2 weeks of moving	Data not currently available							
36		▲	% CiC moving out of borough with an EHCP to be placed in suitable setting within 4 weeks of moving	Data not currently available							
Sufficiency and Managing Resources											
37	8	▼	No of cyp in Primary in Non-Maintained Special Schools (£m amount)	89 (3.9)	↔	89 (3.9)	TBC	N/A	N/A	N/A	N/A
38	8	▼	No of cyp in Secondary in Non-Maintained Special Schools (£m amount)	2.80	↔	2.80	TBC	N/A	N/A	N/A	N/A
39	6		No. of CYP with an EHCP becoming Looked After	Data Processes being scoped			TBC	N/A	N/A	N/A	N/A
40		▼	No. of CYP with an EHCP moving out of area	Data Processes being scoped			TBC	N/A	N/A	N/A	N/A

## RAG Key:

Red	Below tolerance level
Yellow	Within tolerance and target
Green	At or above target level

## CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE



Report subject	<b>Child Exploitation Working Group Findings Report</b>
Meeting date	24 July 2024
Status	Public Report
Executive summary	Children's Services Overview and Scrutiny Committee at its meeting on 7 June 2022 received an update on Child Exploitation and following consideration of the information received resolved to commission a Child Exploitation Working Group to consider all areas of child exploitation to include county lines and knife crime. This report provides the findings of the working group.
Recommendations	<p><b>It is RECOMMENDED that the Committee:</b></p> <ul style="list-style-type: none"> <li><b>(a) Note and comment on the findings of the Working Group</b></li> <li><b>(b) Continue to monitor this important issue regularly.</b></li> </ul> <p><b>It is RECOMMENDED that the Committee RECOMMEND to Cabinet</b></p> <ul style="list-style-type: none"> <li><b>(c) That partnership working be promoted to ensure increased communication around the issues highlighted with parents, schools, children and youth services.</b></li> <li><b>(d) That earlier age appropriate education be implemented within schools across BCP regarding the risks associated with exploitation, drugs and the dangers of carrying weapons.</b></li> </ul>
Reason for recommendations	To ensure the Children's Services Overview and Scrutiny Committee is proactive in monitoring child exploitation across BCP and that the committee allows time within its work programme to act as a critical friend to the services which deal with this issue. To promote effective partnership working and education to assist in tackling the issues associated with child exploitation.

Portfolio Holder(s):	Cllr Richard Burton, Portfolio Holder for Children and Young People
Corporate Director	Cathi Hadley, Corporate Director of Children's Services
Report Authors	Cllr Richard Burton (written when in position as Chair of Children's Services Overview and Scrutiny Committee and the Child Exploitation Working Group) Louise Smith, Democratic and Overview and Scrutiny Officer
Wards	Council-wide
Classification	For Recommendation.

## Background

1. Children's Services Overview and Scrutiny Committee at its meeting on 7 June 2022 received an update on Child Exploitation and following consideration of the information received resolved to commission a Child Exploitation Working Group to consider all areas of child exploitation to include county lines and knife crime.
2. The working group consisted of 5 members from the Children's Services O&S Committee – Cllr Burton, Cllr Coope, Cllr Haines, Cllr Lewis and Cllr Moore. The committee should note that these were members of the committee prior to local elections in May 2023.
3. Following the May 2023 elections and ensuing change in leadership of BCP Council, Cllr Burton became the Portfolio Holder for Children and Young People. The work of this group concluded prior to this point.
4. The working group met on three occasions over a six month period from November 2022 to April 2023 and received presentations and information from:
  - a. The Director for Safeguarding and Early Help
  - b. Detective Chief Inspector, Dorset Police
  - c. Safer Schools & Communities Officer, Dorset Police
  - d. Service Manager for Navigators and Safeguarding in Education Advisers
  - e. The Dorset Police and Crime Commissioner
  - f. The Head of Service Educational Improvement and Services
  - g. The Service Manager – Complex Safeguarding, Assessment and Edge of Care
  - h. Service Manager – Multi-Agency Safeguarding Hub and Out of Hours Service
  - i. The **Service Manager** - Safeguarding and Targeted Support
5. Through the sessions the working group felt assured that there was a lot of effective multi agency working underway to tackle child exploitation across BCP. The group



concluded that, in addition to this, a focus on the following areas would assist in tackling issues associated with child exploitation:

- a. promotion of partnership working to ensure increased communication around the issues highlighted with parents, schools, children and youth services, and
- b. ensuring that earlier education be implemented within schools across BCP regarding the risks exploitation, drugs and the dangers of carrying weapons in an age appropriate manner.

#### **Summary of financial implications**

6. There are no financial implications associated with this report.

#### **Summary of legal implications**

7. There are no legal implications associated with this report.

#### **Summary of human resources implications**

8. There are no human resources implications associated with this report.

#### **Summary of sustainability impact**

9. There are no sustainability impact matters associated with this report.

#### **Summary of public health implications**

10. The increase in public awareness around these issues could have a positive impact on the health and wellbeing of children and young people across BCP by ensuring they are fully informed of the risks of exploitation.

#### **Summary of equality implications**

11. There are no equality implications associated with this report.

#### **Summary of risk assessment**

12. There are no risks to BCP Council associated with this report.

#### **Background papers**

None.

#### **Appendices**

Appendix 1 - Minutes of the working group dated 1/11/22

Appendix 2 - Minutes of the working group dated 24/1/23

Appendix 3 - Minutes of the working group dated and 4/4/23

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**BOURNEMOUTH, CHRISTCHURCH AND POOLE COUNCIL**  
**CHILD EXPLOITATION WORKING GROUP**

Minutes of the Meeting held on 01 November 2022 at 6.00 pm

Present:-

Cllr R Burton – Chair

Present: Cllr E Coope, Cllr L Lewis and Cllr S Moore

Also in attendance: Cath Thomas, Interim Service Manager, Complex Safeguarding and  
Edge of Care  
Juliette Blake, Director for Safeguarding and Early Help

1. Election of Chair

Cllr Burton was elected as Chair for the working group.

2. Apologies

None.

3. Terms of Reference

Noted and accepted.

4. Child Exploitation Progress Report

The interim service manager for complex safeguarding presented the report which had previously been circulated to the working group.

The report provided an overview of the current profile of child exploitation profile in BCP and the effectiveness of partnership working to protect children and young people facing contextual safeguarding risks. The Safeguarding and Early Help Service continued to provide a specialist resource through the Complex Safeguarding Team, through which evidence indicated that a small number of young people experience robust and effective support, strengthened by strong partnership working.

For some young people however, more needed to be done to ensure that contextual safeguarding risks were recognised and addressed more preventatively, both within Children's Services and across the partnership. The report set out the strategic priorities for the service.

The working group discussed the report and presentation and comments were made, including:

- The group agreed child exploitation was a complex issue and were provided with further information about the tool used to identify those at risk of exploitation which included possible push and pull factors, that it identified whether a child was being exploited now, at significant risk or whether there were early indications which could be a cause for concern.
- The tool was currently only used by allocated social workers for their children and young people but a briefer tool was being developed for use within the Multi Agency Safeguarding Hub (MASH) and the work of bringing partner agencies on board was highlighted.
- It was noted there was a CE tool on the Pan Dorset Safeguarding website which was being promoted for use within school settings and the follow up work which would be undertaken following the use of the tool was detailed.
- The design of the tool was detailed and the group was advised it worked well as long as the user was confident in using it and had had some training around contextual safeguarding and needed to be backed up with a robust training offer.
- In response to a query regarding identifying those being exploited or at risk who may not fall within the vulnerable or under the care of social services, the group was advised that the Pan Dorset tool was not just for social services and could be used by any agencies such as a school.
- The varying degrees of exploitation were highlighted including the use of online and social media and it was acknowledged how difficult it was to identify and what would meet the social care threshold was highlighted
- The group was advised of the work ongoing with the Community Safety Partnership (CSP) in trying to promote communications on the issues surrounding exploitation
- The work led by the Police called Safer Schools was highlighted and the work they did around exploitation within schools. The group was advised that exploitation was now mandatory part of PHSE within schools as it was acknowledged that peers would be the first to know of any emerging risks of exploitation
- The working group was advised of specific locations across BCP where young people were more likely to be targeted, certain wards where children and young people were more at risk of exploitation and the work that was undertaken by the CSP to divert and disrupt exploitation and activity within those areas
- Going forward the plan for the Multi Agency Child Exploitation Panel (MACE) would be to focus on individual children and perpetrators and the work of the CSP would be to focus on making specific locations safer
- The group was advised that there was good evidence to suggest that targeting areas and individuals through preventative programmes was beneficial in the reduction of exploitation and the turnaround programme funding was highlighted, with consideration being given to how best to target that preventative work at an early help level

- In response to a query regarding the possible negative impact due to the current vacant posts within the complex safeguarding team, or the use of agency staff, the group was advised of the full system approach which was planned as social workers alone could not fix exploitation. It was noted that the pay review being completed and the outcome of the most recent Ofsted would help to attract staff, however it was acknowledged that it was a long journey.
- It was noted that the complex safeguarding team was a small specialist resource with four social workers who had been in post between 9-18 months.
- A group member highlighted that it wasn't just those classed as vulnerable who were at risk and that greater joined up working between the Council, Police and schools was imperative to help reduce exploitation including sexual and county lines issues.
- The group was advised that children facing exploitation in the local area included knife crime, drug running and dealing and were by far the biggest concern in the area. It was highlighted that usually the child or young person's profile usually started with antisocial behaviour
- The education of exploitation within PHSE was highlighted and it was noted that it was delivered at age appropriate times within the education system
- PHSE was discussed further and how monitoring could take place to ensure exploitation was being taught within schools and the group was advised that the Virtual Headteacher worked closely with schools around exploitation and ensuring the messages were being delivered throughout the school system
- The group requested further information regarding exploitation being taught in PHSE be provided for their information.
- The group was advised of the role of the navigators who were attached to schools within BCP and were part of the early help offer. They would provide support to schools when dealing with any concerns of exploitation and provided advice on signals to be aware of
- The youth work using youth buses was highlighted and how the work had reduced and disrupted anti-social behaviour. The joined-up working was detailed which helped identify locations for the bus to visit
- A group member expressed concern about foster carers not being given information or contacts if they had concerns about exploitation or knife crime
- A group member referred to an area in their ward where anti-social behaviour occurred and that it had been highlighted to the local PCSO, but nothing seemed to change. She felt an increase in youth services may help reduce this
- A group member stated that education was key to preventing some young people being exploited and whether someone who had previous lived experience of exploitation could mentor, educate and guide children and young people

- The MYPs were highlighted as a valuable resource regarding investigating the PHSE taught and raising awareness of exploitation within their peer groups and the great work they did

The working group agreed to feedback to the Committee and decide what further actions should be progressed.

Possible actions to be considered:

- Request an update on the Tool being used by MASH at an appropriate time following its commencement
- Invite Police to brief group on work done through Safer Schools
- Invite Virtual Headteacher to brief the committee on work done with schools regarding exploitation being taught in PHSE and how is it monitored
- Invite Director of Education to provide more information regarding the work the navigators do in schools around exploitation
- Possibly invite the Youth Services officer in to discuss the work done by the youth bus
- See how the MYPs can assist in their school environment

The meeting ended at 7pm.

CHAIR

**BOURNEMOUTH, CHRISTCHURCH AND POOLE COUNCIL**  
**CHILD EXPLOITATION WORKING GROUP**

Minutes of the Meeting held on 24 January 2023 at 6.00 pm

Present:-

Cllr R Burton – Chair

Present: Cllr E Coope, Cllr L Lewis and Cllr S Moore

Also in attendance: Gavin House, Detective Chief Inspector, Dorset Police  
Lauren Jones, Safer Schools & Communities Officer, Dorset Police  
Amanda Gridley, Service Manager, Early Help 1  
Juliette Blake, Director for Safeguarding and Early Help  
Kelly Twitchen, Headteacher BCP Virtual School and College and  
Interim Service Manager for Inclusion

5. Apologies

Apologies were received from Cllr M Haines.

6. Minutes

The Minutes of the Child Exploitation Working Group held on 1 November 2022 were agreed as an accurate record.

The Chair advised he would provide an update regarding his attendance at Corporate and Community Overview and Scrutiny Committee to consider the BCP Community Safety Partnership Annual Report and would provide a verbal update at the next meeting of the Group. **ACTION**

7. Update from Dorset Police

Gavin House, Detective Chief Inspector, Dorset Police provided the working group with a PowerPoint presentation, which included the following:

- Structure of new safeguarding hubs and resourcing for BCP and County hubs.
- County Lines problem profile and Operation Viper detailing our response and successes with the neighbourhood enforcement teams.
- Social media reviews and profile for County Lines along with volume of intelligence and proactive methods for tackling the County Lines problem profile.
- Detail of BCP numbers of searches / seizures and disruptions for County Lines.
- Child Exploitation problem profile including child sexual exploitation and our response to this in the hubs.

- Management of high risk children at risk of CE and management of those at medium risk with partnership working through the MET meeting (missing / exploited and trafficked) with Children's social care.
- Information / intelligence sharing detail and routes between Police and Partners.
- Knife crime statistics for BCP and comparison detailed by age and location of suspects.
- Detail of Op Sceptre (knife crime national intensification week) and partnership approach to tackling knife crime in BCP.

The Working Group discussed the presentation and comments were made, including:

- In response to a query about missing occurrences, the group was advised that it can often be the same young person who goes missing multiple times, however the group was reassured that a risk assessment was undertaken for every occurrence and the interventions to prevent CE within the cohort were detailed
- The focus on county lines was discussed and the large amount of work that had been undertaken by the neighbourhood enforcement teams. It was highlighted that whilst there had been a lot of interventions/disruptions, there was still a small number of children who required support around county lines and exploitation
- There was some discussion about the National Referral Mechanism (NRM) which was currently managed by the Home Office changing, however whilst it was being considered by partners, the working group was reassured that children were continuing to be safeguarded but that conclusive groups decisions in courts were taking too long
- The number of arrests detailed was discussed including the reasons for them and that some would have been children and some adults. The working group was advised that under NRM, there was a duty to presume that under 18s had been exploited. It was detailed that 19 NRMs had been identified within that data so would be safe to assume that the rest of the figure was made up of over 18s or not modern slavery related.
- The group discussed the difference levels of risk of CE and CSE and were reassured that it was not normal for a young person to become high risk without some knowledge of them although the possible reasons it could happen were highlighted, including out of county children being placed within Dorset or finding themselves in a risky situation due to friendship groups
- In response to a query regarding weapons which had been seized, the group was advised it would be as a result of stop and searches and drug seizures, which included intelligence lead searches
- The working group had a detailed discussion about knife crime including the reasons why young people carried knives, the work undertaken with schools where knife crime was an issue



- The work undertaken in Operation Sceptre was discussed including what was classed as a weapon, how they were collected and destroyed and the results of test purchases within BCP which the working group was pleased to hear resulted in none of the supermarkets selling to young people.

The Chair thanked the Detective Chief Inspector for his presentation and contribution to the working group.

Lauren Jones, Safer Schools & Communities Officer, Dorset Police, provided a presentation on the work the Safer Schools Team do within local schools, which included:

- What the Safer Schools and Communities Team (SSCT) covered including policing in schools, intervention work and Youth Disposals
- The interventions available from the SSCT
- What behaviours came under the Child Exploitation banner
- Examples of what was presented and discussed with pupils in a school environment around CE for Yr 7+ and Yr 9+ pupils
- County Lines and what was shown to pupils around the issue
- Teenage relationships abuse and consent
- Resources available and signposting to them.

The working group discussed the presentation and comments were made, including:

- A group member congratulated the Safer Schools & Communities Officer for all the work being done and the improvements which had been made
- It was discussed how the SSCT would consider data and target schools in areas where the benefit would be greatest. It was noted that although there wasn't the resources available to go into all schools, with the reasons provided, the click and play presentations were available to all schools
- The other work that the SSCT do within schools was discussed and it was noted that their presence was from a safeguarding perspective rather than punitive.

The Chair thanked the Safer Schools & Communities Officer for her presentation and contribution to the working group.

8. Update from the Service Manager for Navigators and Safeguarding in Education Advisers

Amanda Gridley, Service Manager, Early Help 1, provided a presentation regarding the work undertaken by Navigators and Safeguarding in Education Advisers, including:

- Education Safeguarding Advisors – roles and responsibilities.
- Family Hub Navigators

- Details of specific CE related work
- Details of intervention work

The Chair thanked the Service Manager for her presentation and advised that some data regarding the interventions being used would be helpful to the working group.

9. Next Steps

The Chair concluded that a lot of information had been shared and considered during the meeting and that it demonstrated that a large amount of multi agency work was being undertaken to address CE.

A Member of the working group advised of the need to consider whether CE Hotspots could be targeted with an ambition of designing it out of the area.

It was noted that the working group would have one last meeting prior to elections which would consider what schools taught during PHSE regarding CE. The group decided that after that meeting, it would compile a report to be considered by the Children's Services Overview and Scrutiny Committee to demonstrate its findings.

CHAIR

**BOURNEMOUTH, CHRISTCHURCH AND POOLE COUNCIL**  
**CHILD EXPLOITATION WORKING GROUP**

Minutes of the Meeting held on 04 April 2023 at 6.00 pm

Present:-

Cllr R Burton – Chair

Present: Cllr E Coope, Cllr M Haines and Cllr S Moore

Also in attendance: David Sidwick, Police and Crime Commissioner for Dorset

10. Apologies

Apologies were received from Cllr Lisa Lewis.

11. Minutes

The Minutes of the working group held on 24 January 2023 were confirmed as an accurate record.

12. Update from the Dorset Police and Crime Commissioner

The Dorset Police and Crime Commissioner gave a PowerPoint presentation to the working group which detailed:

- What does your Police and Crime Commissioner do for you?
- Police and Crime Plan: Priorities and Themes
- Impact of Drugs
- What is a County Line?
- County Lines – Origination
- Priority 3 – Fight Violent Crime and High Harm
- From Harm to Hope – 10 Year Drug Strategy
- Combating Drugs Partnership
- Making South West Hostile to Drugs
- Dorset – Operation Viper
- Young People in Treatment
- Illegal Gateway Drugs (IDGs)
- Prevention
- Questions and Answers – Police and PCC view
- Police and Crime Plan: Dorset Police Vision
- Police and Crime Plan Delivery.

The Working Group discussed the presentation and comments were made, including:

- In response to a query, the PCC advised he would report back on the proportion of the vulnerable kids detailed that were from BCP and how they were classed as vulnerable however that may be quite challenging. **ACTION.**
- The Working Group discussed intervention and prevention work within schools and it was noted that currently it started when children were in secondary provision aged 11 and the need to start some form of education regarding drugs and exploitation at an earlier age was highlighted. It was highlighted that this was being considered by the Community Safety Partnership. The working group want this to be considered further. **ACTION.**
- A Working Group member expressed concern regarding the money involved in drug dealing then by removing one would only lead for another to take its place, but the PCC advised that the alternative would be to do nothing which would lead to increases in harm and addiction and was not an option.
- The Chair highlighted that the number of perpetrators usually started as victims and what work could be done with victims to ensure they didn't become involved in crime, drugs and exploitation, the Working Group was advised of the work ongoing in this area by the PCC.
- In response to a query regarding the neighbouring LAs, the Working Group was reassured that the four other PCCs within South West were also prioritising the disruption and prevention of drugs within their area and were working together to ensure better communication and impact.
- The Director for Safeguarding and Early Help advised of the work being done regarding prevention within community settings and the impact it was hoped this would have on the need for future intervention, however it was acknowledged that measuring the impact in this area would be problematic
- The Group discussed the use of mobile phones among children as young as 7 and how they could be used as a grooming tool and the need for age appropriate education regarding exploitation, drugs and the dangers of carrying weapons could help reduce problems later in life
- The Group discussed the youth service provision and the PCC advised of funding that he had been allocated and what it could be used for, such as providing equipment.
- The Group was advised of the disruption work undertaken in Dorset to stop perpetrators from being able to set up county lines in the area
- The Group agreed to progress recommendations to the Committee and Cabinet that BCP Council wanted to promote partnership working to ensure increased communication around the issues discussed with parents, schools, children and youth services and ensure earlier education was implemented within schools across BCP regarding exploitation, drugs and the dangers of carrying weapons. **ACTION.**

13. PHSE in Schools

The Head of Service Educational Improvement and Services had difficulty in joining the meeting to give her presentation and it was agreed it would be circulated with any queries being emailed to her via the Clerk. **ACTION.**

14. Complex Safeguarding and CE Screening Tool

The Service Manager – Complex Safeguarding, Assessment and Edge of Care and Service Manager – Multi-Agency Safeguarding Hub and Out of Hours Service presented a PowerPoint presentation which included:

- Child Exploitation Pan Dorset Screening Tool
- BCP views on CE Tool review
- Proposed new CE Tool
- Review of CE Policy
- Recognising exploitation concerns in MASH

The Working Group discussed the presentation and comments were made, including:

- In response to a query, the Working Group was advised that the Service and workforce needed to be more practiced and developed in their approach to using the tool.
- It was highlighted that the tool was ready to be used and once the workforce was competent and the Ofsted rating had improved, it could move to a more strength based screening tool rather than the current one.
- It was highlighted that this screening tool could be adapted if needed, however the working group was reassured that it was used by other LAs and had been in existence for 5 or 6 years so had a lot of testing.

15. Update from Youth Services

The **Service Manager** - Safeguarding and Targeted Support presented a PowerPoint presentation which included:

- BCP's Vision for CYP
- Four Pillar Delivery Model
- Pillar 2 explained – Contextual harm, Targeted support, Detached and Outreach
- Core Practice Model
- BCP Detached and Street based service
- Detached Activity
- Intel and Data to inform

The Working Group discussed the presentation and comments were made, including:

- A Working Group member was pleased to hear about ‘clear skins’ being addressed as even children of wealthy backgrounds could be vulnerable to exploitation.
- In response to a query regarding detached activity, it was noted that Canford Cliffs was omitted and the Service Manager advised she would check this. **ACTION**
- In response to a query regarding the seasonable response and whether that would be available this year, it was hoped this would be offered but it was acknowledged that planning would normally be underway by now and there were funding limitations.
- In response to a query from the Chair regarding risks to stopping improvement happening, the working group was advised that it was important to identify thematic concerns regarding a young person then there would be a duty to investigate it further and provide support where appropriate.
- The need to ensure there was an education package and support platform in place to make young people aware of what it is to grow up and the information they needed to be able to make decisions about their lives safely.
- A working group member expressed concern about open access for areas that weren’t deprived still had access to youth work and it was highlighted that community response and partnership working could help address to maximise partnerships and skills to ensure a good coverage of services for young people to intervene early and offer good activity and diversions were in place.

CHAIR

## CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE



Report subject	<b>Virtual School Headteacher Annual Report 22/23</b>
Meeting date	11 June 2024
Status	Public Report
Executive summary	<p>This report serves to provide a detailed overview of the activities and impact of the BCP Virtual School during the academic year 2022-23. The Virtual School operates on behalf of the Local Authority, collaborating with partners to advocate for Children in Care (CIC) in education and ensuring positive and aspirational educational outcomes.</p> <p>The report outlines the future priorities and development plans for the BCP Virtual School, aiming to improve outcomes and support for a positive transition to adulthood for all Care Experienced young people.</p> <p>The report is based on the LA held pupil information and results from schools. At the time of publishing, there is no comparative national data available for the academic year 2022-23. Comparative data will be available upon its publication in April 2024. By conducting comparative analysis throughout the academic year, we aim to identify areas where the Virtual School has significant impact and areas where improvement is needed in relation to national benchmarks. This information will guide our efforts in providing the best possible support for children in care, aligning with broader educational standards.</p>
Recommendations	<p><b>It is RECOMMENDED that:</b></p> <p><b>The successes of the young people in care and care leavers, the work that has been undertaken by the Virtual school and the priorities for the next academic year are to be noted by the Board.</b></p>
Reason for recommendations	Update of work undertaken by the Virtual School during the academic year 2022-23.

Portfolio Holder(s):	Cllr Richard Burton, Portfolio Holder for Children and Young People
Corporate Director	Cathi Hadley, Director for Children's Services
Report Authors	Kelly Twitchen, Headteacher of Virtual School and College
Wards	Council-wide
Classification	For Information

## Background

1. The Children and Families Act 2014 mandates local authorities in England to designate at least one individual to fulfil the responsibility of promoting the educational achievement of Children in Care. The appointed Virtual School Head (VSH) is required to be an officer employed by the local authority. The VSH assumes the lead role in ensuring the establishment of effective arrangements to enhance the educational experiences and outcomes of the authority's children in care, including those placed outside the home authority's boundaries.
2. The educational specialists within the Virtual School (VS) collaborate with partners to champion the educational achievement of children in care to Bournemouth, Christchurch and Poole (BCP), regardless of their location or educational setting. The Virtual School's responsibilities extend to offering advice and guidance to parents and professionals regarding previously looked-after children (PLAC), including those under special guardianship orders, adopted, or subject to child arrangement orders. Since September 2021, the duties of the Virtual School Head have been expanded to strategically promote the education of children who have or have had a social worker, encompassing children in need (CIN) and those subject to child protection plans (CP).
3. In collaboration with early years settings, schools, Post 16 colleges, and social care leaders, the Virtual School team concentrates on fostering a culture of high aspirations for all children with a social worker. This involves both direct collaboration with schools for children in care and strategic engagement for children with a social worker. The emphasis lies in enhancing the skill set of professionals working with this cohort, ensuring the presence of mechanisms for offering advice and support to narrow the attainment gap, promote school attendance, identify intervention needs and promote aspirational outcomes.
4. Notably, in 2021, BCP Virtual School was among the 30 local authorities selected to receive additional Pupil Premium Plus (PPG+) funding aimed at bolstering support for Children in Care and Care Leavers in Further Education. The evidence across the Pilot reflected a positive impact on raising attendance, attainment and progression. As a result, the Pilot was extended to March 2022 and the decision has now been made to issue to all Local Authorities from March 2023.

## Options Appraisal

5. None.



**Summary of financial implications**

6. None

**Summary of legal implications**

7. None

**Summary of human resources implications**

8. None

**Summary of sustainability impact**

9. None

**Summary of public health implications**

10. None

**Summary of equality implications**

11. None

**Summary of risk assessment**

12. None

**Background papers**

None

**Appendices**

1. Virtual School Headteacher's Annual Report 2022-23
2. Virtual School Headteacher's Annual Report 2022-23 (Summary Version)

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# VIRTUAL SCHOOL HEADTEACHER'S ANNUAL REPORT



## 2022-2023

### Education & Skills Children's Services

**Author:** Kelly Twitchen, Headteacher of Virtual School and College  
**Version:** V1.0  
**Date:** January 2024

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# 1. Purpose

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This report serves to provide a detailed overview of the activities and impact of the BCP Virtual School during the academic year 2022-23. The Virtual School operates on behalf of the Local Authority, collaborating with partners to advocate for Children in Care (CIC) in education and ensuring positive and aspirational educational outcomes.

The report outlines the future priorities and development plans for the BCP Virtual School, aiming to improve outcomes and support for a positive transition to adulthood for all Care Experienced young people.

The report is based on the LA held pupil information and results from schools. At the time of publishing, there is no comparative national data available for the academic year 2022-23. Comparative data will be available upon its publication in April 2024. By conducting comparative analysis throughout the academic year, we aim to identify areas where the Virtual School has significant impact and areas where improvement is needed in relation to national benchmarks. This information will guide our efforts in providing the best possible support for children in care, aligning with broader educational standards.

## The Role of the Virtual School

The Children and Families Act 2014 mandates local authorities in England to designate at least one individual to fulfil the responsibility of promoting the educational achievement of Children in Care. The appointed Virtual School Head (VSH) is required to be an officer employed by the local authority. The VSH assumes the lead role in ensuring the establishment of effective arrangements to enhance the educational experiences and outcomes of the authority's children in care, including those placed outside the home authority's boundaries.

The educational specialists within the Virtual School (VS) collaborate with partners to champion the educational achievement of children in care to Bournemouth, Christchurch and Poole (BCP), regardless of their location or educational setting. The Virtual School's responsibilities extend to offering advice and guidance to parents and professionals regarding previously looked-after children (PLAC), including those under special guardianship orders, adopted, or subject to child arrangement orders. Since September 2021, the duties of the Virtual School Head have been expanded to strategically promote the education of children who have or have had a social worker, encompassing children in need (CIN) and those subject to child protection plans (CP).

In collaboration with early years settings, schools, Post 16 colleges, and social care leaders, the Virtual School team concentrates on fostering a culture of high aspirations for all children with a social worker. This involves both direct collaboration with schools for children in care and strategic engagement for children with a social worker. The emphasis lies in enhancing the skill set of professionals working with this cohort, ensuring the presence of mechanisms for offering advice and support to narrow the attainment gap, promote school attendance, identify intervention needs and promote aspirational outcomes.

Notably, in 2021, BCP Virtual School was among the 30 local authorities selected to receive additional Pupil Premium Plus (PPG+) funding aimed at bolstering support for Children in Care and Care Leavers in Further Education. The evidence across the Pilot reflected a positive impact on raising attendance, attainment and progression. As a result, the Pilot was extended to March 2022 and the decision has now been made to issue to all Local Authorities from March 2023.

## Findings from the investigation into the Extended Duties Role and Post-16 PPG Pilot

A comprehensive evaluation of the initial six months of the Virtual School Head's role extension and the PPG+ Post-16 Pilot was conducted by the Rees Centre at Oxford University. The key discoveries have been outlined in a research report released in December 2022, available on GOV.UK under the title "Evaluation of the Virtual School Heads Extension and the Pupil Premium Plus Post-16 Pilot."

The recommendations for Virtual School Heads include the following:

- VSHs should establish greater consistency in Personal Education Plan (PEP) formats and actively share models of exemplary practices.
- VSHs are encouraged to persist in their training efforts and collaborate with social workers to comprehend the protective value of post-16 education for Children Looked After (CLA) and Care Leavers (CLs)
- Virtual Schools should enhance guidance for foster carers, providing information on the available support at post-16.
- VSHs should systematically document evidence reflecting local progress toward achieving outcomes outlined in the Theory of Change for the programme.

The report also provides crucial recommendations for the Department for Education (DfE), Virtual School Heads, and local authorities, particularly in relation to the extended role:

- Professionals working with Children with Social Workers (CWSW) should ensure minimal disruption to lesson times.
- Local authorities are urged to establish appropriate governance structures to support and scrutinise the VSH's work in connection with their extended duties.
- Regional VSH groups should collaborate to share models of exemplary practices and communicate with Ofsted.
- VSHs are advised to prioritise understanding the protective value of education for CWSW.
- Systematic documentation of evidence on local progress toward achieving outcomes identified in the Theory of Change for the programme is recommended for VSHs.

## Extended Duties

Since September 2021 the Virtual School has assigned one Assistant Head teacher post to the fulfilment of its strategic extended duties. This does not include any case holding work. In line with the Theory of Change model, the initial work in this area has focused on improving data quality and analytic capacity and raising awareness of the educational needs of the CWSW cohort across schools, council agencies, health partners and children's social care. The Virtual School attends termly networking groups with colleagues from the South-East to share best practice and keep up to date on recent developments as this area of work evolves.

There has been a focus on raising the profile of regular school attendance as a significant protective factor for the CWSW cohort. The Virtual School has piloted and is now rolling out the use of the School Refusal Assessment Scale (SRAS-2) for CWSW who are persistently absent (i.e. those with attendance below 90%). This now forms part of the toolkit for social workers, attendance officers and the Keeping Families Connected Team and is used to assess the underlying function of any school refusal behaviour. This in turn helps professionals better target interventions and support to improve attendance as part of Child in Need and Child Protection planning. Moving forward, the use of the SRAS-2, is being fed onto the wider Emotionally Based School Avoidance strategy that is being developed by CAMHS and the Educational Psychology Service.

Raising the profile of education for CWSW is being further advanced by active involvement with the Keeping Families Connected, CHAD (Child Health and Disability) Resource, and In-Year Fair Access Panels along with regular attendance and representation on the Education Entitlement Board. The Virtual School holds a weekly education surgery for social workers and colleagues from the Youth

Justice Service to support and advise on education matters and there are early signs that this is leading to improved partnership working and communication between children's social care, YJS and the school inclusion team. Since its inception in September 2022, the CWSW Education Surgery has offered advice and guidance to social workers in over 200 individual cases where education is a pressing concern.

Work is under way to clarify expectations around social worker attendance at Governors Disciplinary Committee meetings when CWSW are Permanently Excluded from school. This is in line with the current statutory guidance on school exclusions. At present, wherever permanent exclusions of CWSW are challenged, the social worker is supported in preparing for the GDC by the Virtual School and the allocated school inclusion officer.

Building on the progress already made, the intended outcomes by the end of the 2023/24 academic year are to:

- have strategies in place that will promote more inclusive practice in schools through a better understanding of the needs of the CWSW cohort,
- increase CSC's understanding of the education sector and vice versa.
- strengthen partnerships between schools, children's social care, Child and Adolescent Mental Health Service and the Virtual School.

Further priorities moving forward include a focus on improving parental capacity to engage with the education system and agreeing on Key Performance Indicators for this area of the service that can be monitored at PAG.

### **Previously looked after children**

At present, the Virtual School's responsibilities in terms of Previously Looked After Children relate children and young people who are subject to Adoption, Special Guardianship and Child Arrangement (or Residence) Orders and who have previously been in state care. This duty involves the provision of information, advice and guidance to schools and carers to promote positive educational outcomes for this group of children.

Since the local authority does not have corporate parenting responsibilities for Previously Looked-After Children, there is no expectations that the Virtual School monitors the academic progress of this cohort and nor is it accountable for their educational outcomes. Accordingly, any intervention in the education of a Previously Looked-After Child can only be undertaken with the agreement of those who have parental responsibility for the child since they are responsible for overseeing their child's progress in education.

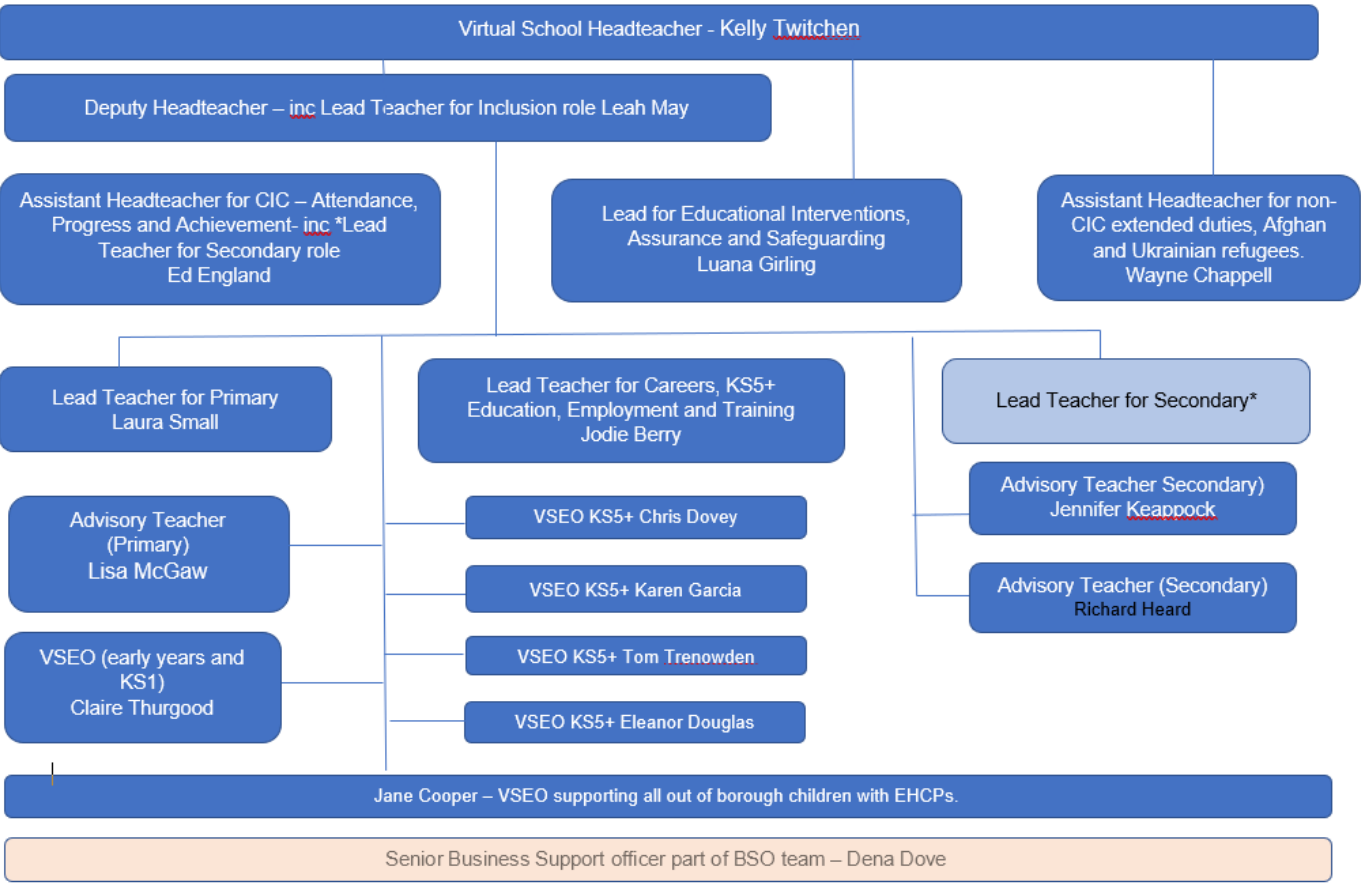
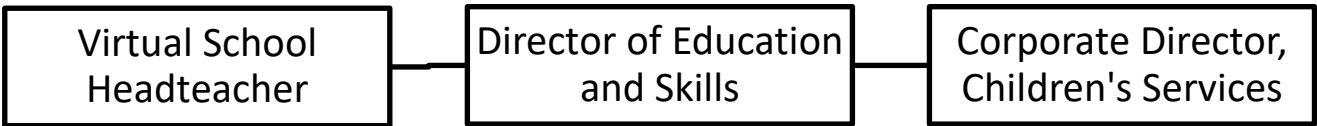
Considering the above, support for Previously Looked-After children is focused on empowering parents and guardians to advocate for their children in the strongest possible terms, although it can extend to addressing any concerns and queries raised directly by schools and other education providers (assuming parents or guardians have consented to contact being made). As with the CWSW cohort, the Virtual School holds a weekly surgery for parents and guardians, and this can lead to more direct work and intervention with schools as appropriate. To date, over 80 families have been supported by the Virtual School via the Previously Looked-After education surgery. Whilst this is significantly lower than for the CWSW cohort, it is important to note that this work stream often entails a higher level of support over an extended period.

As part of the close working relationship with Aspire, the Virtual School also attends SGO and adoption support groups. This is helping to increase visibility and build positive relationships with parents and guardians as well as helping us gain a clearer understanding of the challenges faced by this cohort of children and their families. These events also provide an opportunity for additional advice and guidance as required.

## 2. Structure

The organisational framework of the Virtual School emphasises specialised knowledge and support during statutory school age, post-16 education and for care leavers up to the age of 25, with focused leadership across all Virtual School cohorts. The successes attained this year are attributable to the dedication, perseverance, and expertise exhibited by Virtual School officers and Leaders.

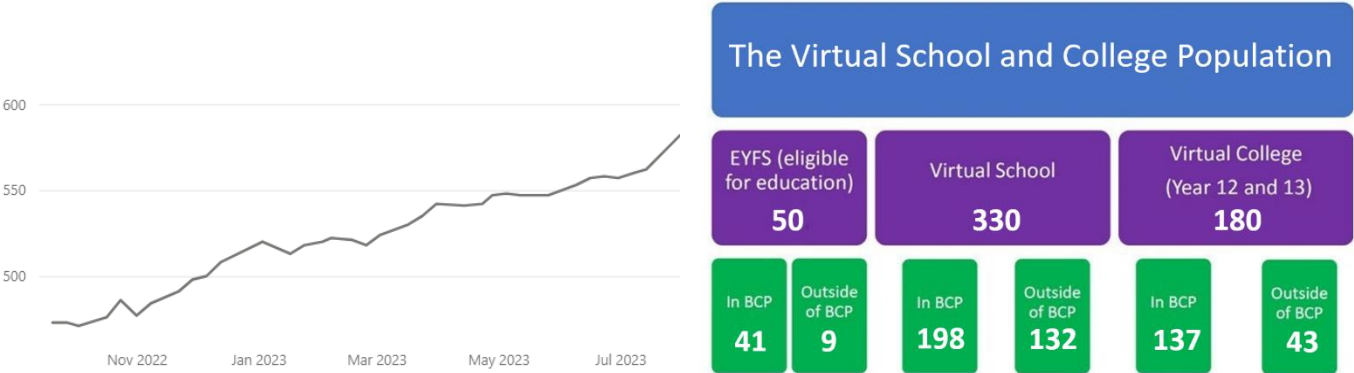
Their close collaboration with schools, carers/ parents, other local authorities, social workers and wider professionals has played a pivotal role in achieving positive outcomes. These individuals have actively fostered a cooperative ethos within the multi-disciplinary team and established strong connections with both internal and external networks.





### 3. Profile of Our Children and Young People

The number of young people in care in BCP constantly changes as they move in and out of the Care System. The data reflects the population of CIC across Early Years Foundation Stage (EYFS), Statutory School age (SSA) and Post 16 (Years 12 and 13) and Care Leavers in Year 13 in July 2023. There has been a 18% increase in the number of CIC compared to the previous academic year. This represents 87 Children.



The distribution of BCP Virtual School population across different geographical areas remains consistent with previous years. Currently, 33% of children looked after are enrolled in schools located outside the boundaries of BCP.

EYFS includes pre-school and nursery children from 2.5 years and above and children in Reception.

#### Gender Distribution

Across all cohorts, there is an overall higher percentage of males (64%) compared to females (36%). The data indicates a substantial shift in gender distribution from Reception to Post 16, where the male percentage increases significantly. This is reflective of the male Unaccompanied

	Number of males	Male %	Number of females	Female %
Reception	13	65%	7	35%
SSA	186	56%	144	44%
Post 16 (Years 12 and 13)	138	77%	42	23%
Total all cohorts	337	64%	193	36%



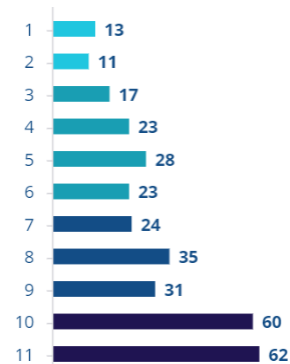
Asylum-Seeking Seeking Children (UASC) cohort from Year 10 to Year 13.



We worked with 3 young people that were pregnant and 2 parents last academic year.

UASC are 10% of the total population and 39% of the Year 12 and 13.

The largest year groups are Year 10 and 11 making up 38% of CIC at statutory school age.



The number of children in care by year group.

## 4. 2022-23 At a Glance

The Virtual School is dedicated to evaluating processes, practices and outcomes to assess the positive impact it has on the educational experience and outcomes for CIC and areas that require improvement in comparison to national benchmarks. This reflective process informs our commitment to delivering optimal support for children in care, aligning with overarching educational standards. This report identifies necessary improvements and outlines priority areas for development.

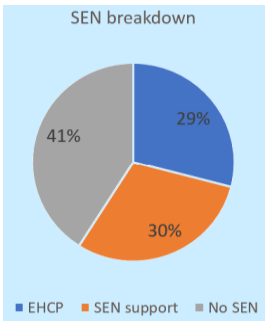
Good	Improving	Not Yet Good Enough
<ul style="list-style-type: none"><li>• No permanent exclusions for 4<sup>th</sup> consecutive year</li><li>• 100% PEP completion</li><li>• 90% of PEPs contain aspirational and SMART targets.</li><li>• Expansion of monitoring criteria to provide a sharper focus on all vulnerable learners to ensure no children miss out on education.</li><li>• Improvements in attainment in all aspects of the core curriculum were achieved in KS1 and KS2 tests.</li><li>• Writing outcomes at KS2 increased by 34% to 63%</li><li>• School refusers in Year 11 reduced from 24% to 3%.</li><li>• There are positive trends in the achievements of young people, particularly in Grade 5+ in both Maths and English.</li></ul>	<ul style="list-style-type: none"><li>• 79% of CIC progressing into Further education after Year 11</li><li>• Attendance for CIC, age 16-17, attending Further Education provisions was 85%.</li><li>• 78% PEPs quality assured as 'green' or 'amber'.</li><li>• 89% of CIC are attending 'Good' or 'Outstanding' provisions.</li><li>• KS2 age related expectations in reading, writing and maths.</li><li>• 80% of CIC (for 12 months) achieved Year 1 Phonics standard.</li><li>• At KS1, 57% of CIC met expected standard in Writing.</li><li>• 24% of CIC (for 12 months) achieved Grade 4+ in English and maths.</li><li>• 85% of PEPs contain Pupil Voice</li></ul>	<ul style="list-style-type: none"><li>• Total absence is 9.8% (CIC for 12 months)</li><li>• Persistent absence is 24.9% (CIC for 12 months)</li><li>• 140 suspensions for 48 pupils in 38 different schools</li><li>• 78% of suspensions were for all CIC with SEND</li><li>• 50% of EYFS (CIC for 12 months) reached GLD.</li><li>• 82% of PEPs quality assured as 'Red' are due to social worker incompleteness.</li><li>• Attendance at KS4 is 82.14%</li><li>• Average % of Not on Roll that were SEND due to waiting for consultations/ appropriate provisions is 40%</li></ul>

## 5. Special Educational Needs and Disability (SEND)

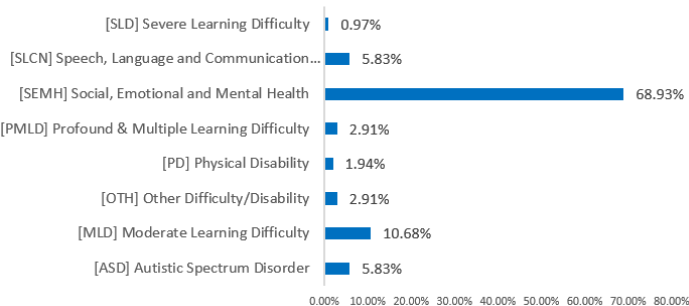
The percentage of statutory school age BCP CIC with SEND in 2022-23 is 59%.

- There is 29% prevalence of Education and Health Care Plans (EHCP) among CIC in 2022-23.
- The percentage of CIC receiving SEND support in 2022-23 is 30%.

It is important that the category of primary need is ascertained to ensure that the right targeted support is provided by their educational provision or by additional services. Social, Emotional Mental Health (SEMH) and Moderate Learning Difficulties (MLD) are prevalent categories of need and can usually be attributed to being because of previous trauma and adverse childhood events. It is essential that this is highlighted with the professionals working with the children to ensure that provision matches need. Awareness of early identification of learning needs should not be delayed due to focus on SEMH needs related to attachment and trauma or experiencing school moves because of care placement moves.



Breakdown of SEND primary area of need



### Geographical Distribution of CIC with SEND

Special Educational needs in / Out of Borough				
Year group	Total CLA	Total EHCP	IB with SEND	OOB with SEND
1	13	1	5	1
2	11	1	1	1
3	17	3	6	6
4	23	9	12	7
5	28	8	8	6
6	23	8	10	4
7	24	12	12	9
8	35	9	22	8
9	31	10	12	10
10	60	21	26	16
11	62	20	25	12
Total	328	102	139	80

The data highlights an elevated need for individualised support in Year 10 and 11, with the highest counts (23/21) of EHCPs indicating a focus on addressing the unique requirements of these year group.

A significant number of CIC with an EHCP are placed out of borough, with Year 11 recording the highest count (21). This trend reflects the challenges associated with meeting the specific needs of CIC both in care placements and education within the local context and the subsequent impact on achieving outcomes at KS4.

The lack of Special Educational Needs and Disabilities (SEND) provision both within BCP and nationally contributes to these challenges:

- **Insufficient SEND Provision** – Insufficient SEND provision poses a hindrance to CIC in accessing appropriate educational support, potentially resulting in underachievement.
- **Lack of timely support** - A deficiency in appropriate support delays access to education and may contribute to issues such as school refusal, absenteeism, or disengagement from the educational system altogether, highlighting the importance of tailored support for this vulnerable cohort.

The challenges identified underscore the critical need for strategic interventions, increased local SEND provision, and collaborative efforts to address the unique learning needs of CIC with SEND. This report serves as a foundation for informed decision-making and targeted support initiatives aimed at enhancing the educational experiences and outcomes for CIC with SEND. We are currently working with Social Care, Inclusion and SEND across all improvement groups to ensure the Virtual Schools contributions and knowledge contribute to the development of action plans.

## Virtual School Support for SEND

To mitigate the potential adverse consequences associated with out-of-area placements and lack of SEND education provision both within BCP and nationally, the Virtual School has implemented a series of effective processes and support initiatives. These measures include:

- **Enhanced collaboration with SEND teams:** A dedicated team member collaborates closely with the Special Educational Needs and Disabilities (SEND) team. This collaboration aims to improve communication with BCP and other Local Authority (LA) Virtual Schools and SEND teams, thereby preventing drift and delay in the EHCP consultation process, funding agreements, and school admissions. All VSEOs contribute to Annual Reviews and phase transfers to ensure smooth transition and appropriate support is provided.
- **Active Involvement in Decision-Making Panels** - The Deputy Headteacher of the Virtual School actively participates in weekly Education, Health and Care Needs Assessment (EHCNA) and EHCP decision-making panels for SSA and Post 16 students. This involvement enhances the understanding and input intelligence concerning the specific needs and required support for Children in Care (CIC) in the realm of education.
- **Contribution to Care Placement Resources Panel** - Weekly attendance at the Care Placement Resources panel allows for informed contributions to facilitate collaborative decision-making for care planning and education.
- **Leadership in SENCO (Special Educational Needs Co Ordinator) Role** - The Deputy Head fulfils the critical role of Special Educational Needs and Disabilities Coordinator (SENDCo), prioritising CIC with SEND as a key focus for all professionals within BCP and beyond.
- **Regular Data Focus and Knowledge Enhancement** - A weekly focus on CIC with SEND in Virtual School team meetings ensures comprehensive data analysis. Additionally, updates on SEND knowledge, policies, provisions, and processes are provided to the Virtual School team, enabling them to offer support and constructive challenges to provisions and broader professionals.
- **Support for Early Identification of Learning Needs and Statutory Assessments** - The Virtual School team actively supports schools in referring pupils for statutory assessments. This includes assisting SENDCos in completing applications for needs assessments, addressing thresholds, and ensuring a graduated response.
- **Utilisation of PPG+ for Educational Psychologist Assessments** - Strategic use of Pupil Premium Plus (PPG+) funding is employed to finance private Educational Psychologist assessments and other evaluations. This proactive approach, especially when young people enter care or when schools face challenges in accessing assessments, prevents drift and delay, fostering a clear understanding of the young person's needs and facilitating EHCP needs assessments.
- **Use of PPG+ funding to support initial SEND provision** - PPG+ is used to fund alternative provision for 3 weeks while SEND processes for transferring out SEND files, consulting with new provisions and securing funding occurs. This has resulted in no young people with EHCPs in July 2022/23 receiving less than 10 hours of AP per week while consultations/admissions process occurs to secure provision.

These initiatives collectively exemplify the Virtual School's commitment to addressing the unique challenges associated with out-of-area placements for Children in Care and accessing SEND specialist provision and support for schools to meet needs to ensure the learning needs of CIC with SEND are met promptly and comprehensively.

## **6. Ofsted**

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Following the ILACS in December 2021, Ofsted has conducted a series of five monitoring visits. The initial ILACS inspection revealed positive advancements within the Virtual School, indicating strengthened visibility and impact, particularly in preventing permanent exclusions. However, areas for improvement were identified, including the need for consistent preparation of personal education plans across educational settings and enhanced monitoring of children's achievements and progress.

### **Subsequent Monitoring Visits:**

#### **Monitoring Visit 3 - Focus**

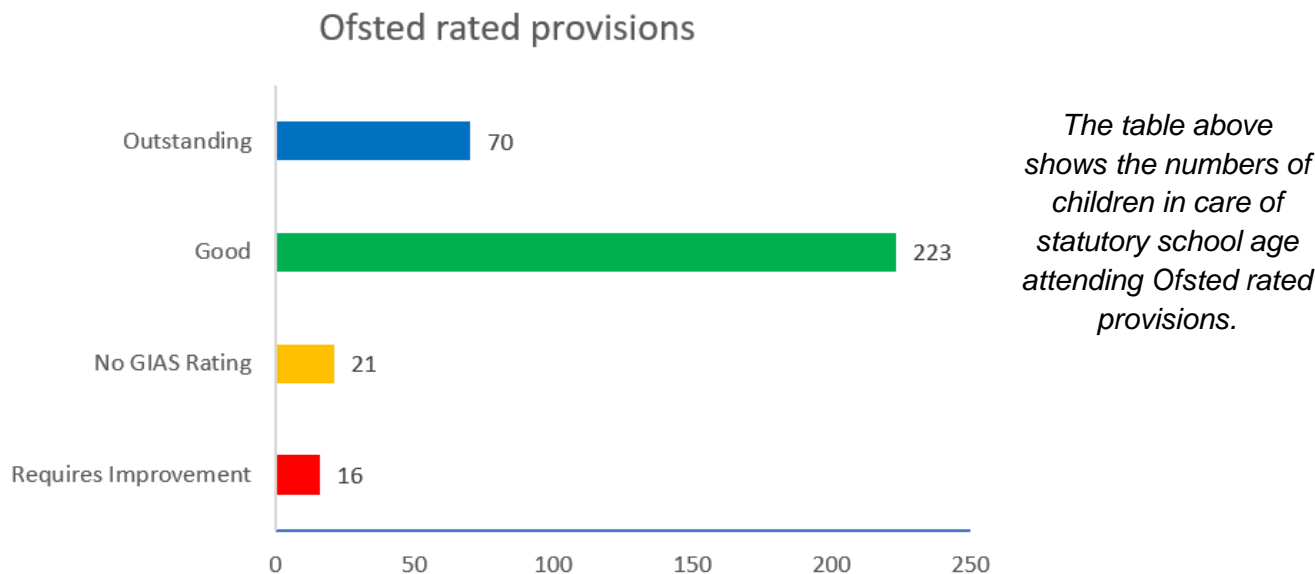
- After the ILACS inspection, the Virtual School has refined the mapping and analysis of attainment for children at all educational stages.
- Quarterly reports now meticulously outline areas of concern, accompanied by strategies to support children.
- The addition of a new deputy headteacher has facilitated more regular oversight of children's progress, with a particular focus on those facing unique challenges, such as those living in unregistered children's homes and those on the verge of exclusion.
- The influx of Unaccompanied Asylum-Seeking Children (UASC) posed an additional challenge, met with a successful response in providing education beyond English for speakers of other languages.

#### **Monitoring Visit 5 – Focus Care Leavers**

- Children and young people now benefit from a welcoming and accessible safe space known as "The Hub," available throughout the week.
- The Hub initiative has created an environment where care-experienced young people can interact with peers, Personal Advisors (PAs), and partner agencies, fostering support for education.
- The building itself serves as a creative hub, exemplifying good practice by promoting collaboration, active listening, and a sense of safety.
- Notable initiatives such as drop-ins and Club Class contribute to the success of The Hub in supporting care leavers.

These monitoring visit responses signify commendable progress, especially in addressing the identified areas for development. The Virtual School remains dedicated to enhancing the educational experience for Children in Care and Care Leavers ensuring a supportive and aspirational focus.

## 7. Ofsted ratings of education provision and attendance



The BCP Virtual School is dedicated to the pursuit of placing CIC in educational institutions that hold the Ofsted rating of "Good" or "Outstanding." This commitment aligns with our objective to provide the highest quality educational provision for all children under our care.

Research has consistently demonstrated that CIC enrolled in schools rated as "Outstanding" are significantly less likely to undergo mid-year school transfers when compared to their counterparts in schools rated as "Inadequate."

It is important to note that placements in schools classified as "Requires Improvement" (RI) are an exception and occur under specific circumstances. For instance:

- When a previously "Good" school experiences a suboptimal inspection outcome, yet it is deemed in the best interests of the child for continuity in that educational setting.
- In situations where children were already attending a school before entering the care system.

This strategic approach is aligned with our overarching goal of prioritising the well-being and academic progress of CIC. By placing them in schools of high repute and carefully considering exceptions in line with their best interests, we aim to provide a stable and conducive learning environment for each child within our care. This commitment remains central to the BCP Virtual School's mission of fostering educational success and positive outcomes for Children in Care.

On the rare occasion where a preference for an RI School or academy converter that was rated as RI in the previous Ofsted Inspection, is requested by parents/ carers, SEND or wider professionals, a School Approval form including contributions from all stakeholders, including the young person, must be submitted for approval from the Education Service Director.

In 2022-23, the number of CIC attending 'Good' and 'Outstanding' provisions compared to 2021-22 has increased by 11% to 89%. Of the remaining 11%, 6% were attending schools that do not have an Ofsted outcome – these are either academy converters not yet inspected since conversion or newly opened schools. 5% attended RI provisions for the following reasons:

- 11 children were already attending the Requires Improvement Provisions prior to coming into Care.
- 2 children with an EHCP were placed in a school that after consultation was deemed as the only school that could meet the Special Education Needs.
- 3 children were placed in a good school prior to the Ofsted inspection that saw the school move to Requires Improvement status.

## Additional Support / Monitoring of RI schools

These recommendations by the Virtual School aim to establish a comprehensive and proactive support framework, ensuring that young people in care within RI schools receive the necessary resources, attention, and tailored interventions for their holistic development and educational success:

- **Communication of Ofsted Impact** - Clearly articulate how Ofsted judgments impact the wellbeing, progress, and outcomes of young people in care. Disseminate this information to all professionals involved in their care and education.
- **Quality Support in RI Schools** - Ensure that schools rated as 'Requires Improvement' can provide high-quality support tailored to the needs of young people in care. Consider alternative provisions if RI schools cannot meet these requirements.
- **Utilisation of PPG+ Funding** - Strategically employ PPG + funding to support schools in achieving accelerated progress and age-related attainment or better for young people in care. This may involve additional staff training or targeted interventions.
- **Training and Support for School Leadership Teams (SLT) and DTs** - Provide additional training and establish support processes for SLT and DTs in RI schools. This aims to ensure close monitoring and effective support for young people in care within this context.
- **Monitoring and assessments alongside support to SENCOs** - Allocate additional funding and support for monitoring and assessments to identify learning needs. This proactive approach aims to secure the required educational support for young people in care and support SENCOs to meet needs of CIC in RI schools.
- **Regular Monitoring of Attainment and Progress** - Establish a more frequent monitoring system for the attainment and progress of young people in RI schools. This includes regular reviews of assessments and assessed work to verify standards used and assess progress effectively.
- **Increased frequency of collection of Pupil Voice** - Centrally position pupil voice in the PEP and on more frequent occasions, collecting perspectives from both the school and social care. This comprehensive approach ensures a holistic understanding of the educational experiences of young people in care attending RI schools.



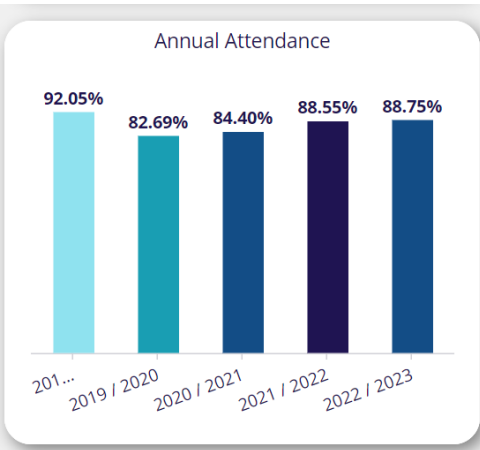
## 8. Attendance

The Virtual School recommissioned a cloud-based system designed to meticulously track, monitor, and analyse attendance (from Reception to Year 13) and educational progress (2 to 20 years). The system facilitates the daily collection of live attendance data and is used in collaboration with frequent reviews and focus in PEPs meetings to improve attendance of CIC:

- **Daily Live Data Analysis** - This real-time information is subject to weekly analysis by the Virtual School Senior Leadership Team (SLT), allowing for prompt identification of individual concerns. Subsequently, Virtual School Education Officers (VSEOs) can establish immediate contact with schools, social workers, and carers in instances of declining attendance.
- **Monthly Attendance Trend Reviews** - Managers conduct a comprehensive monthly review of attendance trends. This ongoing analysis informs timely and strategic responses and interventions, ensuring a proactive approach to attendance management. Regular liaison with SEND and CSC colleagues to highlight and resolve issues pertaining to process and placement.
- **Mitigating Miscoding through Data Analysis** - Regular data analysis has proven instrumental in identifying and rectifying miscoding issues. This proactive measure has contributed to the reduction of unauthorised absences and provided an avenue for challenging situations where pupils may be missing out on education due to offsite provision or reduced timetables when deemed inappropriate.
- **Mandatory Attendance Targets on PEPs** - The setting of attendance targets on the PEP is now a mandatory practice. When attendance falls below 95%, this strategic measure maintains high expectations and ensures that DTs and all professionals engaged with the young person are aligned in understanding the critical role attendance plays in reducing vulnerability and enhancing overall outcomes. This approach facilitates the dual emphasis on both challenging and supporting absence.

This comprehensive attendance monitoring system and process reaffirms the Virtual School's commitment to maintaining high standards and promoting positive educational outcomes for Children in Care. The strategic use of real-time data not only facilitates immediate intervention but also underscores the significance of attendance in the holistic development of everyone under our care.

The VSH has very high expectations and standards relating to school attendance, and this can be evidenced through our past performance compared to other local authorities.



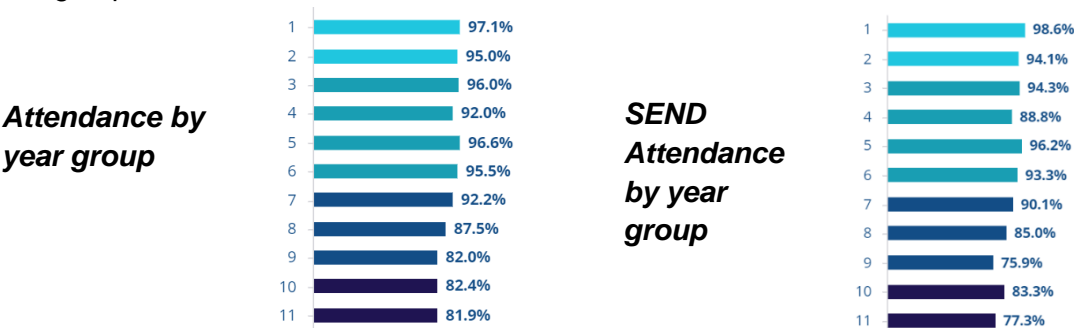
The attendance figure of 88.75% represents attendance of statutory school age pupils across the academic year. This continues a 4-year improving trend.

For CIC that have been in care for 12 months, at the time of data collection, the attendance rate was 90.90%.

The average attendance for CIC, age 16-17, attending Further Education provisions was 85%. For 2022-23, attendance concerns were regarding UASC who were awaiting age assessment or unable to enrol at a Further Education provision due to set enrolment dates and transfer back to BCP mid academic year. Alternative education provision was

commissioned and funded through the Post 16 PPG+ grant but resulted in a period out of education impacting on attendance data.

The data below represents attendance percentages for all CIC and CIC with SEND across various year groups and reveals that:



- Attendance rates for both CIC and CIC with SEND decrease as students progress through the higher year groups.
- The attendance rates for CIC with SEND are consistently lower than those for CIC across most year groups.
- Year 8 and Year 9 exhibit lower attendance rates, especially for CIC with SEND. This has highlighted a critical period where Virtual School Education Officers should encourage focus in PEP targets and use of PPG+ funding on supporting additional support and targeted interventions to maintain or improve attendance.
- Yearly variations highlight the need for individualised support plans that consider the unique circumstances of each child, adapting strategies to promote consistent attendance - this is particularly important for this CIC with SEND. The Virtual School will continue to develop collaboration with the SEND team and Mental Health in Schools Team (MSHT) to address specific barriers and challenges faced by this group. The DFE guidance, released in September 2022, *Working Together to Improve School Attendance* has highlighted the need for professionals to work together to improve children’s school attendance and in doing so all schools will have an Attendance Officer allocated to them to discuss attendance in their school. The Virtual School team will work closely with the BCP Attendance Team to ensure that CIC, PLAC and children with a social worker are prioritised when officers meet with schools.

**Stability in Education**

**The average attendance of pupils with AT LEAST one school move in 2022-23 was 71% compared to pupils with no changes in provision having on average 83% attendance.**

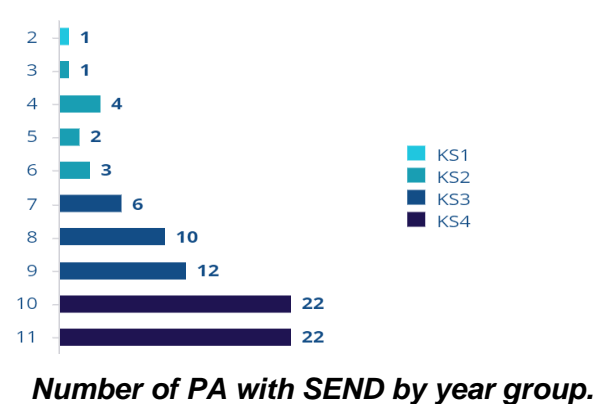
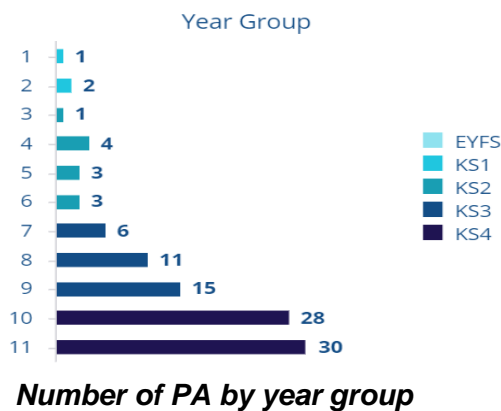
Involving the VS in strategic arrangements to promote stability have had a positive impact on permanence planning. There is representation from the VS at various meetings with children’s social care and senior managers to monitor stability and plan appropriately to ensure education placements are a priority factor in achieving positive long- term outcomes for children in care. The Virtual School is represented at the Children’s Social Care weekly Placement Review Panel and contribute to Placement approval forms. **100% of received Placement Approval Forms have been completed by VS managers.** These contributions enable the VS to link the SW with SEND to reduce drift and delay in beginning consultations and transfer processes for young people with EHCPs and reduce absence from education.

Mid-year school moves have dropped as an impact of effective integrated working between the VS, CSC and SEND. We achieved good quality planning for pupils moving schools through involvement in the early placement planning stages and provided regular training and updates for foster carers regarding the impact of mid-year moves and importance of stability at KS4.

Where school moves have taken place, we liaise with both receiving and previous schools and social care professionals to ensure that joint meetings take place, new schools both understand and can meet the needs of children, listen to pupil voice and that appropriate support is in place from the first day in the new provision.

### Persistent Absence

32% of all CIC (104 SSA pupils) had attendance that was below 90%, this is known as persistent absenteeism. **For CIC who have been in care for over 12 months, persistent absence is 24.59% (60 out of 244).**



From the full number of 104 children who were persistently absent:

- 24 had been in care less than 12 months this academic year.
- 4 are UASC.
- 37 out of 106 attended 2 or more provisions (35%) – average number of education provisions attended since entering care was 1.4.
- 32 received suspensions from their schools missing a total of 290 days in 2022/23, on average missing 7% of school sessions due to suspension.

Other contributing factors were school refusal, sufficiency for children with SEND, illness, medicals and instances of unauthorised absences that are addressed as these arise.

Key Stage 4 exhibits an overrepresentation of children identified as Persistent Absentees, with a notable connection to entry into care in KS4, difficulty with reengaging with school environment following the pandemic and existing Foster Placement and SEND sufficiency concerns—a prevalent national issue. To address this, intensive efforts are underway to reverse this trend and enhance access to education for this specific group.

Key initiatives to reduce persistent absence across all Key Stages include:

- **Clear training and guidelines** – Flowcharts and DT training for dissemination to all education staff with guidance to reduce and support pupils exhibiting persistent absence.
- **Additional Tuition and Funding** - All children in this group were provided with supplementary tuition to support their preparation for exams.
- **Integrated Support Approach** - Utilisation of the Inclusion Re-Integration team, additional Individual Advice and Guidance (IAG) from a qualified Virtual School Officer and targeted funding to facilitate a holistic support approach to addressing attendance challenges.
- **Prompt Statutory Assessments for SEN** - Initiating statutory assessments for SEND at the earliest signs of potential improvement in engagement, consequently positively impacting attendance.
- **Enhanced SW support and Improved Joint Planning** - Increased support for Social Workers and comprehensive input to Placement Approval forms has facilitated improved joint planning and resulted in timely applications for children necessitating a school move due to placement changes.
- **Mental Health Consultations** - Organised fortnightly consultations with the Mental Health in Schools Team for named cases, allowing for informal discussions and the identification of support strategies to enhance overall planning.

## Sudden absence

Less obvious patterns of absences can easily escape notice. Sudden absences, which may initially seem attributed to common reasons like illness or family bereavement, could also indicate more concerning issues such as the onset of school refusal, especially when unexplained. While most sudden absences are typically clarified upon the child's return to school, the Virtual School remains vigilant in identifying unexplained patterns and reports them weekly to VSEOs for thorough investigation.

## Permanent Exclusion and Suspension

**For the fourth consecutive year, there have been no permanent exclusions for BCP CIC.**

Wherever possible we encourage schools to avoid suspensions. 50 SSA school age pupils out of the CIC cohort have experienced at least one suspension during the year and there have been a total of 93 suspensions issued. This equates to 15.1% of the SSA cohort.



Analysis indicates that the highest incidence of suspensions was for Year 10 pupils and the main primary reason was for persistent disruptive behaviour. It is concerning that 78% of suspensions were for young people with SEND. Out of the 18 CIC identified as having EHCPs, 5 were undergoing assessment at the time of suspension and all subsequently all received agreement for an EHCP to support their learning needs.

There were some incidences this academic year of some new into care having a suspension both before and after becoming looked after. The data only reflects suspensions issued to young people after entering care. This behaviour could have been communicating a more significant need relating to their home life and then responding when becoming looked after. The Virtual School work with schools to reduce suspensions, however, some of our pupils are participating in activities that would warrant the need for suspension. We have managed to negotiate alternatives to suspension and permanent exclusion and planned clear actions to continue to reduce suspensions through measures such as:

- **Monitoring and Support** - During weekly team meetings children who have had suspensions are discussed as well as in half termly case supervision, giving oversight and priority to these children, and ensuring that Virtual School staff actions and support to schools and young people is robust.
- **Bespoke Exclusion Prevention Programme** – The Virtual School commissioned a bespoke exclusion prevention programme to support schools, carers and young people. The outcomes of the Thrive Programme in 2022/23 resulted in reducing suspensions for 4 out of the 5 YP at risk of perm ex. Four pupils have shown increased attendance and engagement with school and are no longer at risk of perm ex.
- **Immediate Action Plans** – Timely meetings following suspension and attendance at reintegration meetings facilitate planning, support, training and agree use of PPG to avoid cycles of suspensions and promote sustained, positive reengagement and support.
- **Short term Alternative Provision** - Use of alternative provision to support reintegration and transition back into the education provision.
- **Conference** - The first Designated Teachers Conference was held face-to-face in October 2022 with an inspirational keynote address by Louise Bomber and Ian Hunkin. The focus of the training for DTs, social care and educational professionals was developing focused on Inclusive and Trauma Informed support in all schools and reducing suspensions Evidence based training and strategy suggestions were provided by Trafalgar School who support avoiding all suspensions and permanent exclusions across their trust.

### Children Missing Out on Education

Year Group	No. of CIC identified as PMOE July 23	
1	1	<p>In 2022-23, there were no CIC missing education (CME). All young people received an offer of at least 10 hours of provision even if they were Not on Roll (NOR) at a registered school/ placement.</p> <p>Various circumstances may lead to children or young people not accessing a full-time offer in the usual way (comparable to peers in the same education provision) - Pupils Missing Out on Education (PMOE):</p> <ul style="list-style-type: none"> <li>• When a child/young person is new into care, their placement may hinder attendance at their existing school.</li> <li>• Emergency placement changes, occurring with less than 28 days' notice, necessitate sourcing new educational provision.</li> <li>• Proximity issues with a new placement may prevent attendance at the existing school, prompting efforts by the Virtual School to maintain educational continuity until a new provision is secured.</li> <li>• Children leaving secure or residential care with on-site education may experience disruptions.</li> <li>• Children with SEND may face difficulty finding specialised provision matching their EHCP-identified needs in BCP and in other LAs or must wait a school consultation process before a new school is named on the EHCP.</li> <li>• There is drift in funding agreements regarding securing ongoing education placements.</li> <li>• Risk of permanent exclusion may lead to the arrangement of new education provision for the child/young person.</li> </ul>
2	1	
3	0	
4	0	
5	1	
6	1	
7	4	
8	5	
9	4	
10	8	
Total	24	

To ensure comprehensive monitoring of young people not enrolled in full-time education at a registered establishment and to promote equality, the Virtual School has implemented the following measures:

- **Weekly monitoring data systems** - track those Not on Roll, Pupils Missing out on Education, individuals on part-time timetables, school refusers, and those with severe absence. This approach, praised by Ofsted, ensures close monitoring of all young people not receiving full-time provision in the same manner as their peers, including oversight of those attending full-time Alternative Provision (AP). This has resulted in an increase in CIC identified as PMOE across the academic year due to a change in monitoring criteria for a sharper focus on all vulnerable learners to avoid marginalisation.
- **Additional tuition** - Ensured that all children without a school placement have received or been offered tuition in core subjects.
- **Assessments** - Facilitated and funded Education Psychology referrals and Speech and Language assessments as required.
- **Regular Reviews** - In specific cases, time-limited part-time timetables will be agreed to address issues such as medical conditions or support the acclimatisation of pupils with significant needs to the school and its routines. Regular reviews every four weeks, involving school, social care, carers, and other professionals, aim to facilitate a timely transition to full-time provision.
- **Online Offer** - Provided an online offer for CIC unable to attend a school provision from Day 1, incorporating platforms such as Lexia (Reading), Maths Whizz, and Schools Online (English and Maths).
- **Access to Technology** - Provision of laptops both centrally purchased and through school issued funding.



## 9. UASC

The Virtual School supported 46 UASC who arrived in BCP in 2022-23. In total, there were 88 UASCs that included 42 previously placed young people. Of the 88 UASC, 17 were of SSA and 71 in Year 12 and 13. This increase from 2021 reflects the 34% national increase.

Cohort	Number of UASCs	In Borough	Out of Borough
SSA	17	76%	24%
16-17	38	74%	26%
Year 13 (18+)	33	76%	24%

Across all cohorts, there is a consistent trend with the majority of UASC being placed in borough, showing a preference for local placements. The higher percentage of in-borough placements supports a focus on leveraging local resources and support networks for the successful integration of UASC into the community. For all the young people placed either in or out of BCP, the focus was on accessing education quickly. The challenges to this were:

- Many UASC young people who were in year 12 and 13 were unable to access local college courses due to missing September intake dates and courses no longer running at time of arrival in BCP/ Southampton and / or changes to care placements mid-year.

The Virtual School executed several strategic initiatives to promptly engage all UASC (regardless of legal status) in education with minimal delay to foster language skills development through both face-to-face and online provision. These included:

- **Provision of Laptops** - Laptops have been provided to facilitate educational engagement for UASC, ensuring equitable access to resources for those participating in educational activities.
- **Collaborative 12-week Course** - In partnership with Bournemouth Churches Housing Association (BCHA), the Virtual School designed a 12-week course. This comprehensive programme, offered 9 hours of weekly engagement, encompassing English and Maths English for Speaker of Other Languages (ESOL) tuition, well-being sessions, support for future college enrolment, and life skills development. Additional enrichment activities including cultural visits, a gardening project, a football day, and cooking, have been incorporated to ensure holistic engagement for all UASC within BCP.
- **Tailored Programme for UASC in Out-of-Area Placements** - A bespoke programme with BeFluent in Southampton has been developed and commissioned specifically for UASC young people who were not able to access college provision in out-of-area placements. This initiative addresses the unique educational and transitional needs of UASC in alternative settings.
- **Establishment of a UASC Football Team** - A UASC football team has been established, providing students with a sense of belonging and pride. This ongoing initiative serves to integrate UASC into the local community, fostering community connections, and supporting the pursuit of their goals and aspirations.
- **Training for Secondary and College Provisions** – The Virtual School commissioned International Rescue to provide Healing Classrooms training. The sessions provided case studies, discussion and good practice-sharing activities on how to best support refugee students in schools and colleges.

These multifaceted efforts underscore the Virtual School's commitment to providing comprehensive support to UASC, ensuring not only educational engagement but also holistic well-being. The initiatives described here reflect our dedication to fostering a supportive and enriching environment for UASC as they navigate their education and employment journeys.

# 10. PEPs

The aim of all PEPs is to capture their experiences, as well as evaluating their educational progress and personal development.

	Number of PEPs that are QA as Red	% PEPs that are QA as Green
Total number of PEPs rated as Green	376/482	79%
Social worker completion/ met standard	416 PEPs	86% 62% of Red PEPs are due to SW incompletion
DT incompletion/ not met standard	442 PEPs	92% 38% of Red PEPs are due to DT incompletion

The Virtual School team has achieved significant progress in elevating the standard and effectiveness of PEPs completed by DTs. 92% of PEPs received a green rating for DT completion - an improvement from 88% in 2021-22.

In 2022-23, incompletion of PEPs by social care contributed to 14% of PEPs being quality assured as ‘Red’.

## Further analysis of Quality Assurance (QA) data of DT contribution

	2021-22		2022-23	
	Number of PEPs that are QA as Red	% PEPs that are QA as Red	Number of PEPs that are QA as Red	% PEPs that are QA as Red
No Pupil Voice	25	22%	18	17%
No Targets/ not met standard	22	20%	4	4%
No teacher feedback	26	23%	22	21%

*Comparison of the quality assurance (QA) status of Personal Education Plans (PEPs) in the academic years 2021-22 and 2022-23*

### The analysis reveals the following:

- Pupil Voice** - In 2022-23, the % of PEPs with inadequate Pupil Voice decreased to 17% of the total. This suggests an improvement in incorporating pupil voice following training and use of focused tools by DTs.
- Targets** - In 2022-23, following DT training on setting Specific, Measurable, Achievable, Realistic and Time Specific (SMART) targets and focus on using Pupil Voice and teacher feedback in PEP meetings to collaboratively set targets, the number of PEPs QA as having inadequate targets significantly reduced to 4 PEPs, constituting only 4% of the total. This demonstrates a substantial improvement in setting targets that are aspirational and meet the expected standard.



- **Teacher Feedback** - In 2022-23, this number decreased to 22 PEPs, accounting for 21% of the total. Although there is a reduction, a considerable percentage of PEPs still lack teacher feedback, indicating an area for ongoing improvement. This needs to be particularly focused on contributions from tutors in the local Further Education providers as 50% of the PEPs completed at Post 16 lacked the required standard of feedback from tutors.

In the Ofsted Monitoring Visit 3, the inspectors acknowledged that, *'The positive acknowledgement of children's successes in the PEP meetings is a strength of the PEPs. EYFS PEPs were highlighted a positive starting from 2.5 years.* The Independent Reviewing Officer (IRO) team have identified that PEPs are used as a tool for immediate detailed access to provision and support for CIC in education.

#### **Key accomplishments and initiatives include:**

- **Comprehensive Attendance at PEPs** - Ensuring the active participation of a Virtual School team member in 100% of all PEPs, underscoring our commitment to the individualised educational planning for each child in care.
- **Improved PEP Quality and Contribution** - Effective training for DT, focusing on improving the quality of contributions, target setting, and effective use of data, coupled with a robust Quality Assurance system, has resulted in a notable increase in green and amber-rated PEPs throughout the academic year.
- **A new QA system** - Mandates DTs to input comprehensive information into PEPs, promoting accountability and enhancing the quality through discussions in PEP meetings.
- **Process** - Rigorous quality review processes categorise PEPs as inadequate, requires improvement, or good. Feedback and required improvements are outlined, fostering continuous improvement.
- **Redesigned ePEP for Enhanced Data Recording** - The ePEP system, employed for recording Personal Education Plans, has been redesigned to provide more comprehensive data on progress, attainment, SEND, and mental health.
- **Elevated PEP Quality through Independent QA** - An increase in the number of high-quality PEPs has been achieved through independent QA, leveraging trend analysis and identifying areas for improvement.
- **Increased Management Oversight of PEP QA** - Enhanced systems have been instituted to provide a heightened level of management oversight of PEP QA, ensuring continuous improvement and adherence to standards.
- **Timely Completion of PEPs** - Successfully completing three PEPs per year for all children and young people within the required timescales.
- **Enhanced Case Supervision Arrangements** - Implementation of new case supervision arrangements on a more regular half-termly basis, prioritising the focus on the most vulnerable pupils to ensure targeted support.
- **Incorporation of Pupil Voice** - A heightened emphasis on including Pupil Voice in PEPs, with subsequent targets linked to their voices, ensuring a child-centred approach.
- **Management Oversight and Data Analysis** - Enhanced management oversight and data analysis of attainment and progress data, displaying improved utilisation of data for effective target setting and informed decision-making.
- **Training for Social Care Colleagues** – An offer of training for social care colleagues and Newly Qualified Social Workers (NQSW) to improve PEP completion and understanding of education.

# 11. Pupil Voice

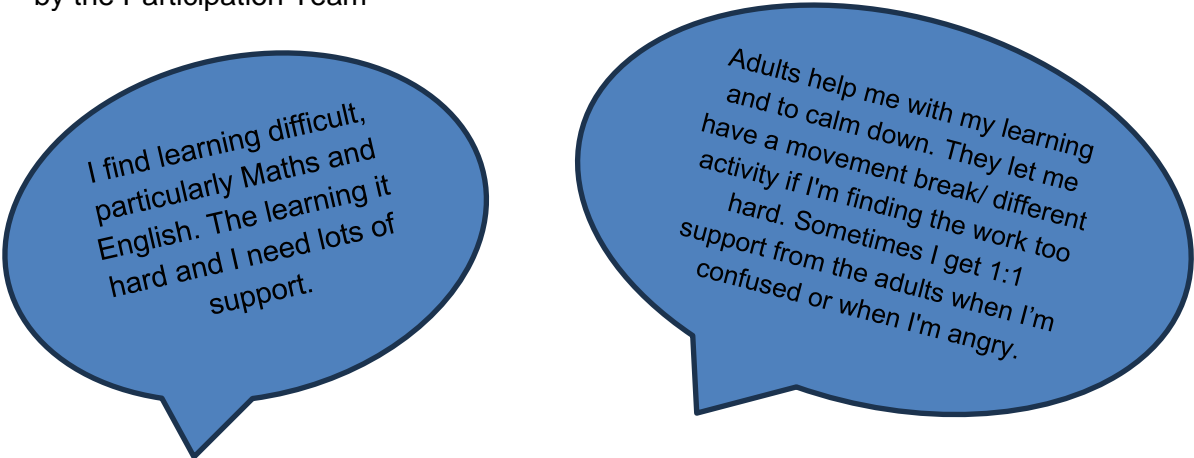
The Virtual School are supporting schools and professionals to collate and access techniques and resources to explore, listen to and actively hear a young people’s voice. The first step was the delivery of presentations to Designated Teachers on a variety of techniques and the importance of tailoring their use to suit the needs of the individual. This opportunity was extended to Headteachers and teaching staff across Dorset and BCP in May 2022.

Over the Spring term, schools reported that they implemented a wide range of the strategies shared and were keen to share their experiences with us and other provisions to support best practice guidelines to be developed. The Virtual School will be supporting the continued development through provision of training and resources to support education provisions to explore pupil voice and how to integrate these in the PEP process so that the quality is maintained and reflected.

This focus on gathering authentic Pupil Voice in the PEPs has resulted in significantly improved quality and contributions. In 2022-23, the % of PEPs with inadequate Pupil Voice decreased to 17% of the total compared to 22% in 2021-22.

Approaches the Virtual School use to actively listen to children include:

- Utilising the ePEP pupil views and aspirations sections, engaging in conversations during PEP meetings to inform target setting and support planning.
- Providing tools to DTs and SEND colleagues to gather authentic pupil voice and develop relationships.
- Providing training to DTs on Training will be provided for schools on using relational practice and developing relational policies.
- Attending EHCP and Child in Care reviews
- Directly engaging with children at Post 16 and during home visits
- Actively listening during IAG and careers’ sessions
- Responding when children contact us directly to talk and participating in sessions organised by the Participation Team



## 12. Ensuring young people achieve the best they can

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**Developing expertise in the Virtual School** – Recruitment of qualified staff has enabled the VS team to improve the monitoring and timely support for our most vulnerable children. Each member of the team holds a focus/ responsibility to develop practise and expertise within the team including analysis and response to data, alternative provision, inclusion and SEND, apprenticeships and careers support, EYFS, NEET engagement, Autistic Spectrum Condition (ASC), mental health and UASC support.

**Training team** - Weekly team meetings now contain CPD training to develop knowledge and experience in role to enable support and constructive challenge to schools and professionals supporting YP in care. Examples of training in 2022-23 included:

- Paediatric referrals
- Graduated Response
- Sexualised Behaviours
- Facilitating collaborative relationships to support CIC in education.
- Relational Policies
- Attachment and trauma informed update training
- Mental Health in schools

The aim is to enable supportive and solution focused working to support colleagues to focus on child centred practice.

**Transitions** - Transition guidance was issued to all schools, for use each term throughout the academic year, to prepare young people for transitions in the normal rounds. This supports and ensures that the knowledge of young people and their needs is understood by receiving provisions upon their arrival and required funding is used. This will support a positive transition for young people through achieving stability, appropriate support and strategies used by all staff that they have previously accessed/ experienced.

**Online provision and access to technology** - The provision of laptops and online programmes in English, Maths and Reading enables immediate access to education regardless of geographical location, allowing children to continue their education even if they move out of BCP LA awaiting admission to new schools. It also provides access to additional tuition for CIC not achieving expected outcomes.

**DT audit** - We have created a self-assessment/audit tool akin to the one employed by Designated Safeguarding Leads in schools. This tool aids DTs in recognising areas of practice that may necessitate improvement. It establishes clear connections to statutory guidance and the obligatory duties of DTs, as well as recommended practices. Additionally, it facilitates discussions with Headteachers regarding allocated time for role responsibilities, decision-making authority, and acknowledgment of contributions to school improvement.

**DT Networks and training** – Half termly networks and training is provided to DTs and supporting education staff in pre-schools and nurseries, schools, colleges and alternative provision providers. Training is focused on reflecting on practice, developing understanding, knowledge and pedagogy for supporting CIC and Care Leavers and providing opportunities to collaborate and share expertise. Training offers in 2022-23 included: Developing Relational Policies, Trauma Informed Practice - Whole School Approach, Pupil Voice and Relational Language.

**Governor Training** - Governor training for Children in Care is a critical component in ensuring that school governors are well-equipped to understand and address the unique needs and challenges faced by CIC within the educational setting. This includes understanding the legal framework, awareness of the educational challenges, clarifying the role of governors in relation to advocating for, monitoring CIC, and ensuring they review policies and practice to ensure they specifically address the needs of CIC.

### 13. VS Conference - ‘Creating an Environment for Success in Schools’

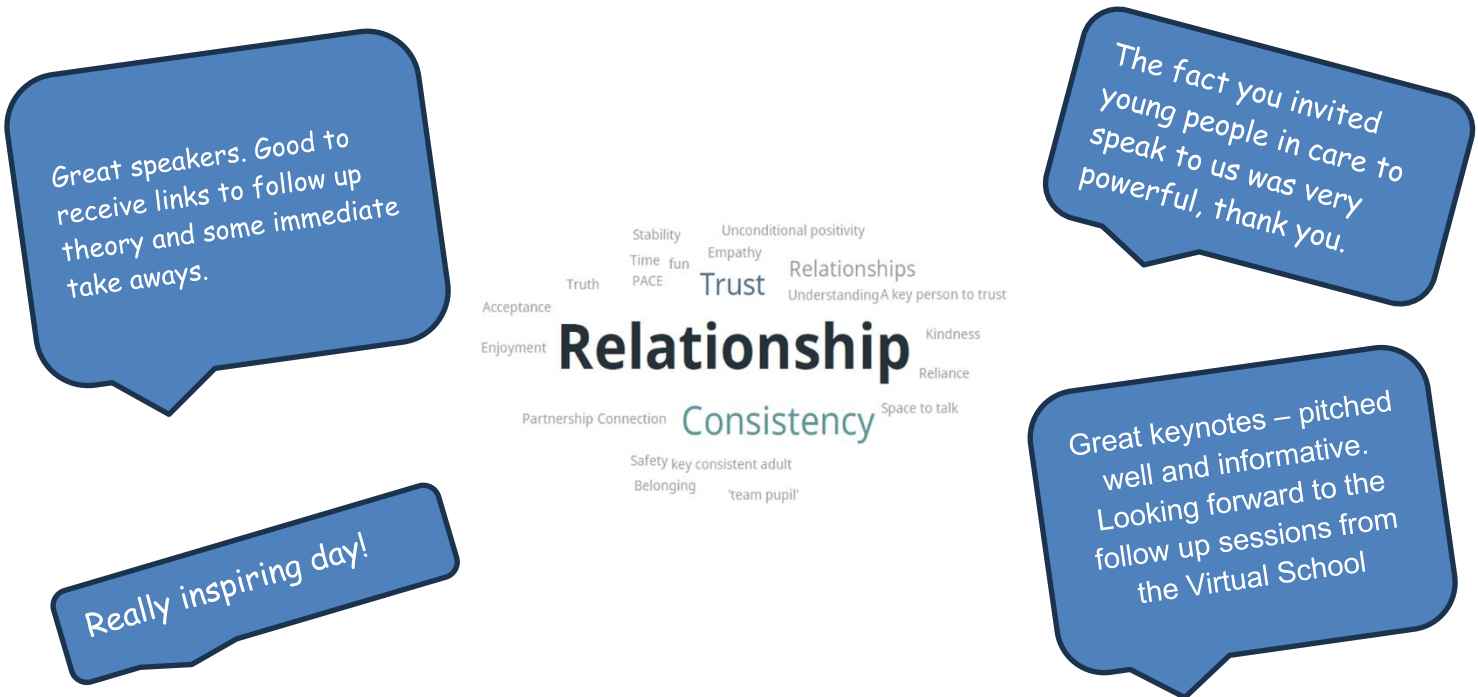
The BCP Virtual School hosted the first conference for Education Professionals entitled ‘Creating an Environment for Success in Schools’ focused on developing Inclusive and Trauma Informed support in all schools and reducing suspensions. The conference was attended by 102 individuals from 78 establishments, including schools, alternative providers, early years providers and BCP colleagues.

The agenda included keynote speakers:

- **Louise Bomber** (Teacher, therapist, trainer/ author specialising in attachment and trauma) - Developmental trauma, challenges for schools, behaviour as a communication, physical impact of trauma on our bodies, dysregulation and the importance of relational policies rather than behaviour policies along with resources for schools.
- **Claire Copeland** (Headteacher at Trafalgar School, Plymouth) – ‘Why we don’t exclude, relationships are key.’
- **Ian Hunkin** (Director of South-Central Teaching School Hub) – Embedding Trauma informed approaches in our schools, neuroscience, feeling safe, impact of trauma, PACE, window of tolerance, self-regulation.

Four young people from Twynham School presented on the Innovation Project, an inclusive project part funded by PPG+ focused on raising aspiration, improving attendance and engagement and developing social skills. The young people asked challenging questions to professionals such as, ‘Do you know I don’t just have a school and homework timetable to follow?’ and ‘Do you know I spend a lot of time at school telling lies to my peers and trying not to stand out so I can fit in?’

#### Feedback from Attendees





## Ensuring young people feel the best they can and have access to opportunities:



**Jamie's Farm** - integrates elements of Farming, Family, Therapy, and Legacy to craft a 5-day residential programme. During the 2022-23, we successfully facilitated two cohorts comprising young individuals spanning from Primary pupils to Post 16 UASC. This experience has had positive outcomes for the participants, fostering a distinctive and supportive atmosphere that enhances emotional, physical, and social well-being. The interaction with animals and immersion in nature not only fosters trust-building and enhances self-esteem but supports them to develop essential life skills such as cooking and self-care.

Moreover, the structured routine and responsibility inherent in farm activities contribute significantly to a sense of purpose and stability for these individuals. This newfound stability, in turn, translates into improved engagement with educational pursuits and interactions with professionals upon their return.

**University visits** - Ten young people, including Year 10 and 11 students, attended a university experience day at Bath University and 7 students, including 4 UASC attended Bristol university. The day included a bespoke tour, a question-and-answer session, and interactive lectures led by Care Experienced ambassadors.

**Cooking** - In the summer term, the Virtual School invited young people to take part in an online cookery programme run by Leith's Kitchen. This was an enjoyable and practical way to not only engage in cooking a meal but to also develop independence, social skills and life skills such as shopping, healthy eating and budgeting. The taste testers have reported that the results were delicious and there are certainly some budding chefs out there.



**UASC Football team** - A UASC football team has been established, providing students with a sense of belonging and pride. This ongoing initiative serves to integrate UASC into the local community, fostering community connections, and supporting the pursuit of their goals and aspirations. Several UASC community days were held at FTY Lab to foster team skills and opportunities to meet.



**Military Preparation College** – The Virtual School continue to facilitate visits to engagement days at the Military Preparation College based in Totton (MPCT) for CIC aged 15-21. The main purpose is for young people to experience the offer including development of their fitness, achieve qualifications, engage in team building activities and skills for future employment with a focus on the military or public services.

**Music Summer Project** – This fun, music making opportunity in collaboration with Absolute Music was funded for young people aged 11-19 that provided an inclusive safe place for freedom of expression. Music connects the head and the heart, it exercises a part of the brain nothing else does, it helps to develop creativity, improve concentration, build self-esteem, and combat isolation.

## 14. Educational Outcomes

In response to Ofsted recommendations and as part of ongoing enhancements, we implemented a new system for tracking and analysing termly progress and attainment. This system enables swift intervention and more frequent challenges to under-achievement compared to the previous termly PEPs. The introduction of this system facilitates effective communication with provisions, allowing the team to provide timely support and interventions. Notably, 100% of PEPs for young people enrolled at a provision included attainment data during all terms of 2022-23.

As new children come into care the team collect previous attainment data to support the knowledge and learning journey of that child. Each child's individual statutory data journey is plotted as a year group cohort and used to inform strategic decisions, and individual focus for each child.

**Eligible** - This definition has been used in statutory guidance because at least 12 months is considered an appropriate length of time to gauge the possible association of being looked after on educational attainment. Evidence suggests that children who are in care, for more than 12 months at the end of March before assessments occur, perform better than children new to care.

### EYFSP – Early Years Foundation Stage Profile

BCP Virtual School value the importance of the Early Years, and so fund the additional 15 hours for pre-school in the year before a child starts school to support their school readiness if they are behind their peers in development. 50% of those with additional hours funded achieved 'Good Level of Development' (GLD). We get to know our pre-school children using the Early Years PEP from the age of 2.5 years. We are aware from an early age if additional support is needed when children transition to Reception and Year 1.

	Total # children	Met GLD	
		#	%
BCP CIC	18	8	44.5
BCP CIC (for 12 months)	6	3	50

50% of CIC who have been in care for 12 months at the time the data is collected reached GLD. There are no national comparisons for CIC. Out of the 10 children that did not reach GLD, 3 CIC had EHCPs awaiting specialist provision, 4 CIC had SEND (1 EHCP) and 3 CIC had entered care in the Spring term and had previously low attendance.

Due to the experiences of CIC who enter care when young, the Virtual School supports education provisions to focus on development in securing all Prime Early Learning Goals (Communication and Language, Personal, Social and Emotional and Physical Development). It is recognised that achievement in these areas provides a secure foundation to have the skills for lifelong learning and forming positive relationships. Data on achievement of all the Prime Learning Goals will inform future planning and support from September 2023.

Support for CIC to achieve GLD at the end of Reception remains a focus for the Virtual School particularly for CIC with SEND. National GLD for all children with EHCPs is 3.8%. PPG+ funding is used for daily pre teaching, additional reading and Catch-Up Phonics programmes and if young people do not meet GLD, this is continued into Year 1 to accelerate progress.

### Year One Phonics

Phonics Year 1 % passed	2021/22	2022/23
All CIC	58%	77%
Eligible CIC	75%	80%

Out of the 15 CIC, one was exempt from the phonics test due to SEND. Among the remaining 14, 10 achieved the required standard, accounting for 77% of those who participated in the assessment. Among the five eligible children in care who took the phonics test, four met the required standard, resulting in an 80% success rate.

### Year Two Phonics

In year two 3 children were required to retake the phonics test, 1 was disapplied while the two who retook the test did not achieve the required standard. 77% of children commenced Key Stage 2 having attained the phonics standard.

### Key Stage Results

There has been an improvement in the number of pupils following their age-related curriculum, attributed to the intensive focus on getting pupils back on track and by using additional grant funding effectively. The Virtual School was able to use a new one-off Recovery Premium and a School Led Tutoring Grant (SLTG) to make sure that pupils who needed it received extra tuition and support.

### Key Stage 1 SATs

One child was exempted from the assessment (in care for less than 12 months+). Out of thirteen children assessed last year, one was reported to be working at a greater depth in any area.

	% met Reading		% met Writing		% met Maths		% met RWM	
	21-22	22-23	21-22	22-23	21-22	22-23	21-22	22-23
All CIC	40%	46%	27%	46%	33%	46%	27%	31%
Eligible CIC	33%	38%	17%	57%	17%	43%	17%	25%
National Eligible	44%		33%		43%		29%	

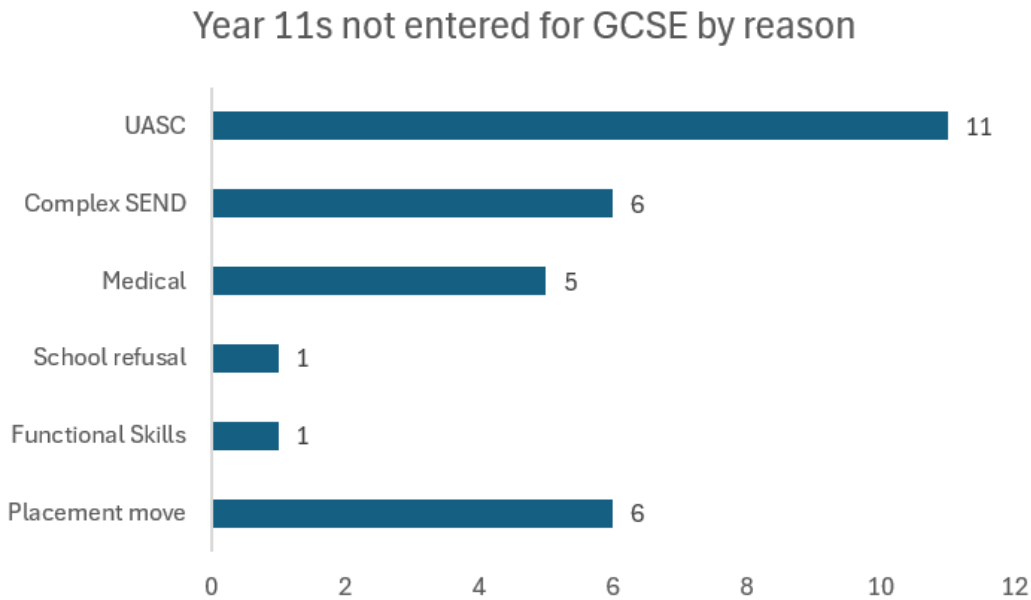
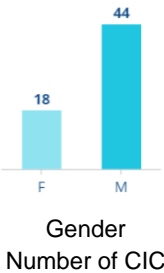
### Key Stage 2 SATS

Out of the 22 children in Year 6, one child did not take the tests as they were residing in Ireland. Among the cohort, 9 children, representing 50%, were placed in specialist provision. Among the 19 children with available data (excluding the one in Ireland and two disapplied from SATs), 4 children achieved greater depth in reading, and 2 children were recorded at P levels.

	% met Reading		% met Writing		% met Maths		% met RWM	
	21-22	22-23	21-22	22-23	21-22	22-23	21-22	22-23
All CIC	60%	65%	30%	55%	40%	45%	30%	35%
Eligible CIC	57%	75%	29%	63%	43%	56%	29%	38%
National Eligible	52%		42%		44%		31%	

# 15. Year 11 Cohort Overview

- In 2022-23, there were 62 CIC in Year 11 with 44 boys and 18 girls.
- Average attendance was 81.88% and 9 (14.5%) CIC had suspensions from school.
- 1 CIC (0.15%) was not attending school due to educational school-based avoidance compared to 12 in the previous year.
- 21 CIC (34%) had an EHCP.
- 34 CIC (54.8%) were educated within BCP, 28 CIC (45.2%) outside BCP.
- 13 CIC (20%) were UASC and 2 achieved GCSE outcomes.
- 32 CIC (52%) were entered for a GCSE qualification, representing a positive increase from the previous year of 22 CIC (49%). However, the specific numbers compared to last year show that due to a larger cohort the 3% increase relates to an increase of 10 extra students taking GCSEs.
- 30 CIC (48%) did not take GCSE's and 1 of the 30 took functional skills exams. The other 29 (of which 11 were UASC) did not take any other qualifications. Amongst the reasons for this:



- Instability in care provision affected GCSE outcomes:
  - 28% (18/65) of pupils entered care at the beginning of Year 11 and 13% (8/62) entered care after April 2022 during the exam testing period.
  - Last year's Year 11 cohort had been in care for an average of 44.36 months.
  - 8% (5/62) of Year 11 pupils had 2 or more education placement moves during 2022-23, indicating a reduction from 38% in 2021-22. All care placement moves involved moving to another local authority.
- All young people had an offer of alternative provision to access functional skills in English and Maths. Additionally, 15% (10) were NOR and accessing alternative provision and alternative qualifications.



# KS4 GCSE Outcomes

	2021/22			2022/23		
	All LAC	Eligible	Not Eligible	All LAC	Eligible	Not Eligible
% that took GCSES	49%	60%	35%	52%	59%	42%
4+ Eng OR Maths	27%	44%	5%	28%	37%	11%
4+ Eng AND Maths	11%	20%	0%	18%	24%	5%
5+ Eng OR Maths	16%	28%	0%	17%	22%	11%
5+ Eng AND Maths	7%	12%	0%	10%	15%	5%
National 5+ Eng and Maths		11%	8%			

There are positive trends in the achievements of young people, particularly in Grade 5+ in both Maths and English.

**Number of young people achieving Grade 5 or above in both English and Maths** - In 2021-22, there was a slight increase by 2% to 12% on the previous year and in 2022-23, there has been a further improvement to 15%.

**Number of young people achieving Grade 4+ in both English and Maths** - There was an increase in the percentage of young people achieving Grade 4+ in both subjects from 12% in 2018-19 to 20% in 2021-22, further rising to 24% in 2022-23.

However, analysis shows that the decrease in the number of young people achieving Grade 4 or 5+ in either Maths or English is because of under achievement in Maths compared to predicted outcomes throughout KS4. As a result, Maths is a focus for KS4 in 2023-24 in PEP meetings, funding allocation for tuition, review of teacher assessment for outcomes and online offer of Schools Online.

Supporting the Transition of Year 11s to Post 16 Education

Over the past year, our focus has been on strengthening relationships with social workers and Personal Advisors (PAs), improving attendance, and providing robust support for educational planning—including Personal Education Plans and Pathway Plans—to aid CIC in Further Education (FE) and engage all young people in employment, education, and training (EET), aligning with the ‘Duty to Participate’.

	2021-22 Year 11 graduating cohort destination	2022-23 Year 11 graduating cohort
	September 2022 (beginning Year 12)	September 2023 (beginning Year 12)
EET	76% (34 CIC)	79% (48 CIC)

The overall number of Year 11 graduates in 2022-23 in EET in Year 12 had improved from the previous academic year 2021-22 demonstrating a positive trend in their engagement with education, employment, or training opportunities at Post 16. These changes could be attributed to various factors such as the targeted interventions both in KS4 and Post 16 implemented by the Virtual School:

- **Careers / Information and Advice Guidance** - Assigned a qualified Level 6 Careers Lead to enhance focus in this area, particularly for those not enrolled in an education provision. Implemented an in-house support program for students from Year 8, delivering careers information, advice, and guidance to assist them in crafting a career pathway and ensuring clarity on the steps needed to achieve their career aspirations.
- **Work Experience** - Fostered strong connections with both in-house and external employers to expand work experience opportunities for our young people.
- **University Programme** - Enhanced access to university courses by organising visits to open days and creating university experience opportunities with local Southwest/Southeast Universities – including two overnight visits for Years 10-12.
- **Early SEND consultations and supported transition** - Provided special attention at an early stage to students with an EHCP, enabling the sharing of detailed information with prospective colleges and ensuring the correct support is in place.
- **A Level transition support** - A particular focus is on the A' level contingent, with the Virtual School focusing in Year 11 PEPs on allocating PPG+ funding to provide support to facilitate the academic transition from level 2 to level 3 education.

# 16. Post 16 CIC and Care Leavers - Year 12 and 13

	Year 12	Year 13
Level 1	23%	8%
Level 2	23%	20%
Level 3	17%	8%
ESOL	23%	46%
Entry level	6%	4%
Specialist	8%	8%

Levels of study distribution  
in Years 12 and 13 in 2022/23

KS5 Outcomes	
Entry Level 1	2
Entry Level 2	1
Entry Level 3	4
Diploma	3
Level 1	4
Level 2	5
Level 3	7
Apprenticeship	1

Qualifications achieved at KS5

## NEET targeted support – Years 12 and 13

A significant accomplishment from our collective efforts in the past academic year is the reduction of young people Not in Education, Employment, or Training (NEET) in Years 12 and 13 from 26% in September 22 to 20% in July 23. Moreover, the number of young people reengaging increased from 8% to 12%.

Between the period of December 22 and June 23, we reduced UASC NEET from 46% in December 22 to 10% in June 23.

For the second consecutive year, the Virtual School has provided comprehensive summer term transition support and planning for Year 11, 12, and 13. This includes targeted interventions for Year 11 CIC identified as at risk of NEET, attendance of Post 16 case officers at all summer PEP meetings for Year 11, a post-GCSE/A Level results drop-in day and individual telephone calls to discuss next steps for those transitioning to Post 16 following the receipt of results.

Our strategic use of PPG+ Post 16 Pilot funding has addressed transition challenges and barriers experienced by Year 12 and 13 students. Funding has supported mentors for transition and ongoing engagement, the development of essential skills through tuition, identification of learning needs through assessments and access to bespoke courses with local providers/ employers. This targeted approach has significantly reduced the number of students removed from the roll at Bournemouth and Poole College at Day 43. In 21-22, there were 16 students removed and in 22-23, only 3 were removed.

We delivered on our improvement plan priority to improve attendance by commissioning Welfare Call to collect daily attendance for Year 12 and 13 students. Attendance data is analysed in weekly meetings between colleges and VSEOs to identify and implement timely action plans for individuals with attendance below 70%. The Virtual School is promptly informed of all concerns that trigger the disciplinary process and actively participate in meetings to avoid removal/ drop out.

Our commitment to the development of a 16-18 Learning Offer that supports achievement of Level 2 outcomes in English and Maths has seen our collaboration with the NEET team to commission a bespoke Skills and Learning Offer.

As a rapid response to young people were at risk of leaving EET, weekly reviews between Lead for Post 16 and VSEOs with multi agency partners where required, enable swift response with good quality planning and support to offer alternative EET opportunities when appropriate.

## 17. Care Leavers

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BCP Virtual School plays a crucial role in supporting Care Leavers by providing a range of services and resources tailored to meet their unique needs. As part of our extension to support Care Leavers, we have employed a Lead for Post 16 and Care Leavers to develop monitoring, analysis and engagement.

Some of the offers that BCP Virtual School provides for Care Leavers include:

- **Education Support** – The Virtual School offers support in navigating educational pathways, including assistance with college and university applications. Care leavers may receive additional academic support, such as tutoring or resources, to help them achieve outcomes.

This has been provided by:

- **Extension of the Virtual School Care Leaver Offer** – Offer extended to include Year 14 Care Leavers – individuals are allocated to a Virtual School Education Officer to maintain stability and oversight. This will impact on the Caseload numbers of VSEOs.
- **EET Plans** - The Virtual School Education Officers (VSEOs) conduct at least two individual meetings per academic year with Care Leavers to create a focused Education, Employment, and Training (EET) plan. This plan aims to provide support for maintaining or reengaging in employment, education, or training. The EET plan then informs the Pathway Plan, enhancing the quality of Pathway Plans managed by PAs through improved insights and strategies.
- **Mentoring and Guidance** – Provides Care Leavers with weekly access to assigned VSEOs who offer guidance on academic and employment matters based at the Hub and in the local college.
- **Career/ Employment Advice** - Supported Care Leavers to explore career options, training and employment opportunities and make informed decisions about their future.
- **Financial Assistance** – Facilitated access to grants and bursaries to support costs associated with education such as tuition fees, access to technology and books/ resources.
- **Access to Technology** - Ensured that care leavers have access to necessary technology, such as laptops, for their educational use.
- **SEND Support** – Supported Care Leavers with SEND by completing transition planning at a critical phase, working collaboratively with SEND Case Officers, facilitating access to specialist services and providing accessible information and advice to ensure they can make informed decisions about their future.
- **Upskilling Professionals** - The Virtual School have developed a training programme for Personal Assistants and colleges/ school staff regarding employability, education information and wellbeing support to improve the service Care Leaver's receive from all professionals.

These services collectively contribute to empowering care leavers, fostering their educational attainment, and supporting their overall well-being as they navigate the transition to independent adulthood.

### Higher education

The Virtual School supports our young people as they leave care and head off to university. This is in the form of IT resources and considerations regarding their tuition costs as they leave Year 13. There were 7 care leavers at university in the academic year 2022-2023.

## 18. Pupil Premium Plus Grant Funding

In 2022-2023 our total Pupil Premium Plus Grant (PPG+) funding was £783,250

The amount allocated to schools was £410745, 52% of the total grant. The amount centrally retained was £372505, 48% of the total grant. Within the centrally retained portion 32% was used to support staffing costs and £16% was spent directly on support for pupils.

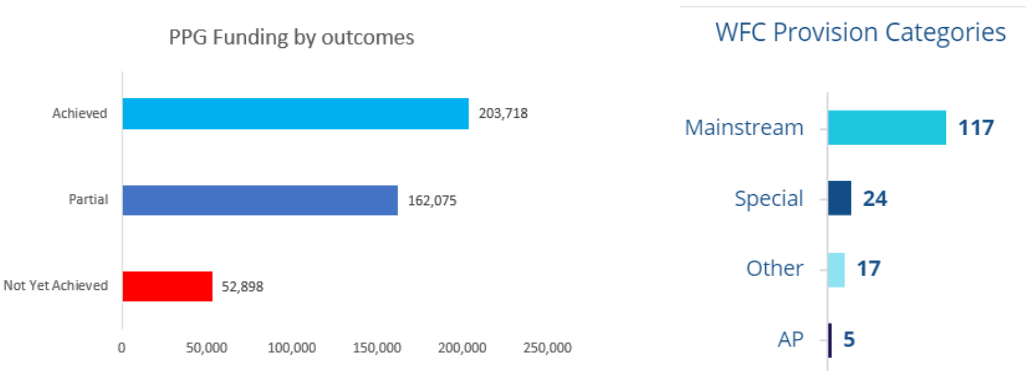
In September 2021, the BCP Virtual School was successful in bidding for £146k funding from the DfE for Pupil Premium plus funding for the post 16 cohort of young people. This was targeted at improving outcomes for CIC in years 12 and 13. In 2022 this pilot was extended for another year. From April 2023 this grant became a universal grant for all Virtual Schools, albeit much reduced, due to the success of the pilot.

The main use of PPG+ (52%) was allocated directly to schools to fund intervention work and support delivered directly through school and identified through individual PEPs. The remaining funds have been used to provide support for children which is above and over what is offered as part of the usual school curriculum/ offer. These may include attending alternative provision sessions, as part of bespoke timetable packages for children who require additional support within mainstream school such as specialist support (counselling), mentoring, forest schools and therapy. Funds were also allocated to schools to support CIC to prepare for transition. Provision of tuition is a focus for KS4 children with the aim of ensuring that children were supported regarding increasing their skills and knowledge before the exams/assessments and to support improving their preparation and confidence.

School age children in care and Post 16 children are allocated pupil premium when a PEP is returned with a funding request form which outlines how this would be spent and the intended outcomes and, in some cases, funding was allocated to children outside this age range if the need was evident. For example, supporting a post-16 young person not in education to access support to develop employability skills, achieve basic academic qualifications and transition into education and training environments.

In most cases funding is transferred to the school, but in some cases, funding is used centrally, for example purchase of resources, commissioning of programmes and assessments.

Analysis of targets and impact of PPG+ spend by education provisions and the Virtual School shows that most of the funding is allocated to mainstream provisions for academic and emotional intervention and support. This is focused on improving attendance, engagement and academic outcomes through tuition, pastoral support and access to opportunities to raise aspiration and develop wellbeing.



The impact of funding shows that 42% of targets were achieved within a term and a further 39% of targets were partially met in a term. The improved impact is related to the Increased quality of targets on PEPs identified in PEP QA and regular analysis of allocated funds and centrally retained spend.



Examples of use of funding not allocated to schools are:

- Support Post 16 providers to put in place intervention and support to maintain and improve engagement and attendance.
- Development of Post 16 programmes focused on reengagement and reducing NEET.
- Development of programmes to engage UASCs who are unable to access college programmes at time of arrival.
- Provision of online licences for Lexia and Schools Online.
- School readiness funding for 3–4-year-olds.
- Attendance monitoring, ePEP systems and analytics with Welfare Cloud.
- Jamie’s Farm Residential
- Annual Virtual School Conference
- Holiday activities with local providers
- Educational Psychologist, Speech and Language Therapist and therapeutic assessments
- Access to Technology – provision of laptops
- Staffing - Virtual School teachers and Post 16 Education Officers
- SEND Officer supporting CIC placed outside BCP LA
- Crisis funding and provision for children with complex needs
- Bespoke permanent exclusion prevention programme to support education provisions, carers and young people.
- Training for DT, schools and professionals including attachment and trauma informed practice.
- Educational visits such as University Visits

## 19. Priorities

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These are detailed in the Virtual School Improvement Plan which is reviewed and updated at the start of every academic term. Priorities are identified and actions are detailed which form the basis of the Virtual School's work across the academic year. The aim is to promote the raising of educational outcomes for all our Children in Care. This is reported and monitored through the BCP Governance structure for Children's Services.

### **Improve attendance:**

- Mitigate persistent absenteeism through collaborative efforts with the Inclusion and SEND service, schools, and caregivers. Maintain a dedicated emphasis on targeted casework, data analysis, and early intervention to prevent CIC and CIC with SEND from experiencing gaps in their education.
- Guarantee that all students maintain a full-time timetable and implement rigorous monitoring and reviews of the provided educational provision.
- Collaborate with social care and various partners to actively contribute to and enhance systems for planning stability in placement/school transitions.
- Diminish the frequency of suspensions through proactive measures.

### **Continue improvements in attainment and progress:**

- Use strategic oversight and analysis to identify strategies to accelerate progress for cohorts and support VSEOs and DTs/ teachers to implement interventions and support for individual CIC.
- Amplify focus on Post 16 aspirations through additional IAG provision and commission programme of 14+ provision to engage and inspire and reduce Risk of NEET in Year 12.
- Formulate a comprehensive Careers Support Plan to provide access and opportunities across all cohorts, spanning from Primary to Year 13, ensuring sustained engagement in the learning process.
- Use of PPG to facilitate additional Maths support to raise attainment at Grade 5+ in English or Maths and monitor progress and attainment through PEPs.

### **Improve Quality of PEPs:**

- Enhance and elevate the quality of Social Worker attendance and contributions to PEPs enhance planning for stability and engagement in education and improve the overall quality and impact on outcomes for all CIC. Maintain oversight and prioritise completion of PEPs, working collaboratively with social care managers to ensure collaboration between schools and wider professionals.
- Support schools and colleges to implement strategies to create a more inclusive and supportive educational experience for children in care, ensuring that their voices are heard and respected.

### **Increase EET for Post 16 CIC and Care Leavers**

- Introduce an extended and enhanced Care Leaver Offer to prolong consistent communication and meetings with individuals aged 18-21
- Expand programmes, and work experience opportunities to facilitate reengagement of NEETs.
- Boost the enrolment of care leavers in universities by creating avenues for them to explore Higher Education opportunities.
- Prioritise training initiatives that enhance understanding of the Care Leavers' experience and address their specific needs in educational and training.

### **Training and support for wider professionals**

- Develop further training opportunities for all stakeholders with a focus on producing a training program for carers training.
- Embed DT audit tool.
- Establish a DT mentor role to facilitate the development of DT practices and offer support.
- Conduct training sessions on emotion coaching and relational policies tailored for DTs and staff.
- Strengthen collaboration with the Youth Justice Service and formulate joint provisions for CIC supported by this service.
- Take the lead in advancing the education of children with a social worker by creating accessible guidance and resources for Designated Safeguarding Leads and children's social workers.

# Appendix A: Useful References and Acronyms

Promoting the education of children with a social worker – Virtual School Head role extension  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/994028/Promoting the education of children with a social worker.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/994028/Promoting_the_education_of_children_with_a_social_worker.pdf)

Designated teacher for looked-after and previously looked-after children: <https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>

Promoting the education of looked-after and previously looked-after  
<https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children>

Pupil premium: virtual school heads’ responsibilities <https://www.gov.uk/guidance/pupil-premium-virtual-school-heads-responsibilities>

<b>CIC</b>	Child/ Children in Care	<b>NOR</b>	Not on Roll
<b>VS</b>	Virtual School	<b>EYFS</b>	Early Years Foundation Stage
<b>VSH</b>	Virtual School Head	<b>SLT</b>	Senior Leadership Team
<b>CIN</b>	Child in Need	<b>PA</b>	Personal Assistant
<b>CP</b>	Child Protection	<b>AP</b>	Alternative Provision
<b>CLA</b>	Child Looked After	<b>RI</b>	Requires Improvement
<b>DT</b>	Designated Teacher	<b>IAG</b>	Independent Advice and Guidance
<b>PEP</b>	Personal Education Plan	<b>PPG+</b>	Pupi Premium Grant +
<b>SEND</b>	Special Educational Needs	<b>PMOE</b>	Pupil Missing out on Education
<b>LA</b>	Local Authority	<b>CME</b>	Child Missing Education
<b>BCP</b>	Bournemouth, Christchurch and Poole	<b>GLD</b>	Good Learning Development
<b>UASC</b>	Unaccompanied Asylum-Seeking Child	<b>ESOL</b>	English for Speakers of Other Languages
<b>SSA</b>	Statutory School Age	<b>CAMHS</b>	Child and Adolescent Mental Health Service
<b>EHCP</b>	Education Health Care Plan	<b>QA</b>	Quality Assurance
<b>EHENA</b>	Education Health Care Needs Assessment	<b>KS</b>	Key Stage
<b>MSHT</b>	Mental Health in Schools Team	<b>EET</b>	Education, Employment and Training
<b>VSEO</b>	Virtual School Education Officer	<b>NEET</b>	Not in Education, Employment and Training
<b>ASC</b>	Autistic Spectrum Condition	<b>SEMH</b>	Social, Emotional and Mental Health
<b>MLD</b>	Moderate Learning Difficulty	<b>PLAC</b>	Previously Looked After Child



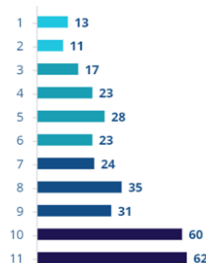
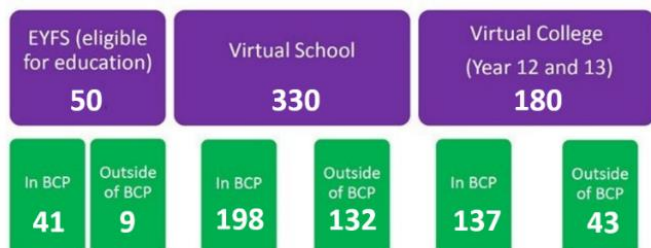
# Virtual School Head's Report

## 2022-2023

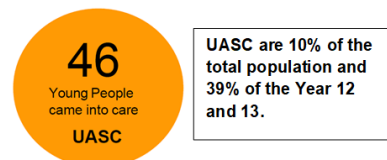


The Virtual School aims to support children and young people in care, those previously in care, or with a social worker, to enable you to make the very best of your education. We work with other people who support you to ensure you achieve your full potential in education, maintain a high level of attendance and support you to enter employment, education or training when they leave school.

### The Virtual School and College Population



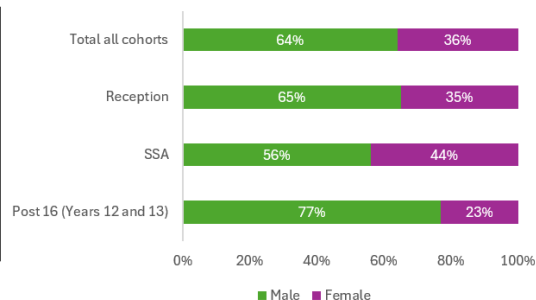
The number of children in care by year group.



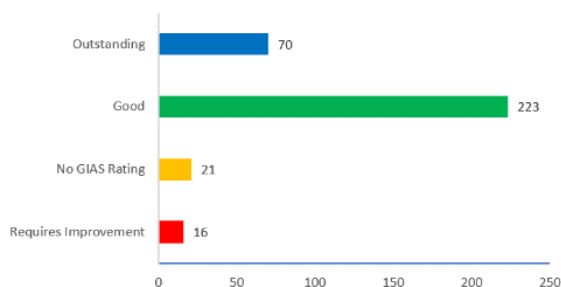
We worked with 3 young people that were pregnant and 2 parents last academic year.

There is a higher percentage of children in care that are male (64%) compared to female (36%). There are more males at Post 16 and this is due to the male Unaccompanied Asylum-Seeking Children (UASC) cohort.

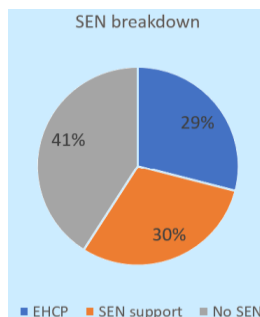
### Gender breakdown



### Ofsted rated provisions



### SEN breakdown



The percentage of children in school with special educational needs in 2022-23 was 59%.

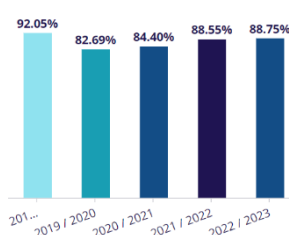
- There were 29% of children with Education and Health Care Plans (EHCP).
- There were 30% of children receiving SEND support in schools.

The Virtual School believes that all children should have access to high quality education. Therefore, children in care should be attending schools that hold the Ofsted rating of "Good" or "Outstanding".

**For the fourth consecutive year, there have been no permanent exclusions for children in care.**

Wherever possible the Virtual Schools encourage schools to avoid suspensions.

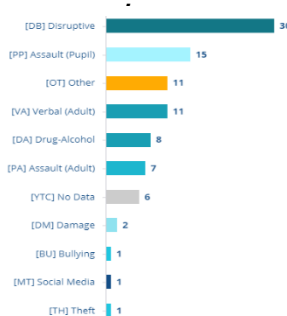
### Annual Attendance



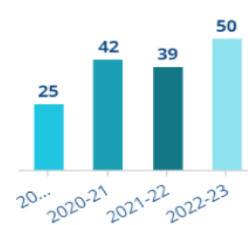
Attendance for children attending school in 2022-23 was 88.75%. This shows that attendance has continued to improve over the last 4 years.

The average attendance for CIC, age 16-17, attending Further Education provisions was 85%.

### Primary reason for



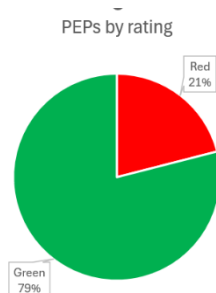
### Year on year of number of CIC with at least one suspension trends



## 2022-2023 At a Glance

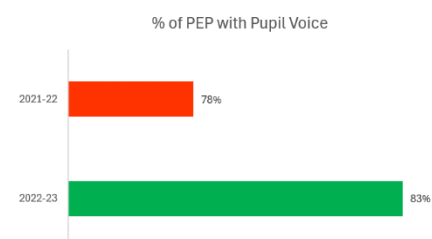
Good	Improving	Not Yet Good Enough
<ul style="list-style-type: none"> <li>No permanent exclusions</li> <li>100% of children had a PEP meeting each term.</li> <li>90% of PEPs contain aspirational education targets.</li> <li>The VS has supported every child who is not accessing a full timetable at a school.</li> <li>There have been Improvements in achievement in all areas (Maths, Reading and Writing) in KS1 and KS2 tests.</li> <li>Children achieving expected outcomes at KS2 has increased by to 63%</li> <li>The % of children refusing to attend school in Year 11 has reduced from 24% to 3%.</li> <li>There are more children this year who achieved Grade 5+ in both Maths and English.</li> </ul>	<ul style="list-style-type: none"> <li>79% of CIC are progressing onto Further Education in Year 12</li> <li>Attendance for CIC, age 16-17, attending Further Education provisions was 85%.</li> <li>78% PEPs are rated as 'good or better' and so the quality of the plans is improving.</li> <li>89% of CIC are attending 'Good' or 'Outstanding' schools.</li> <li>KS2 age related expectations in reading, writing and Maths.</li> <li>80% of CIC (for 12 months) achieved Year 1 Phonics standard.</li> <li>At KS1, 57% of CIC achieved the expected outcomes in Writing.</li> <li>24% of Children who had bene in care for more than 12 months achieved Grade 4+ in English and Maths.</li> <li>85% of PEPs contain Pupil Voice</li> </ul>	<ul style="list-style-type: none"> <li>The absence rate for children was 9.8%.</li> <li>Children who had less than 90% attendance (labelled as Persistent absence) is 24.9%.</li> <li>140 suspensions for 48 pupils in 38 different schools</li> <li>78% of suspensions were for children who have special educational needs.</li> <li>50% of children in Ealy Years (2.5 years old to Reception year) achieve a 'Good Level of Development' – this is the expected achievement.</li> <li>82% of PEPs that were not judged as not meeting a suitable standard are due to social worker's not adding a contribution.</li> <li>Attendance of children in Years 10 and 11 is 82.14%</li> </ul>

## Quality of Personal Education Plans



The quality of PEPs has improved in 2022-23.

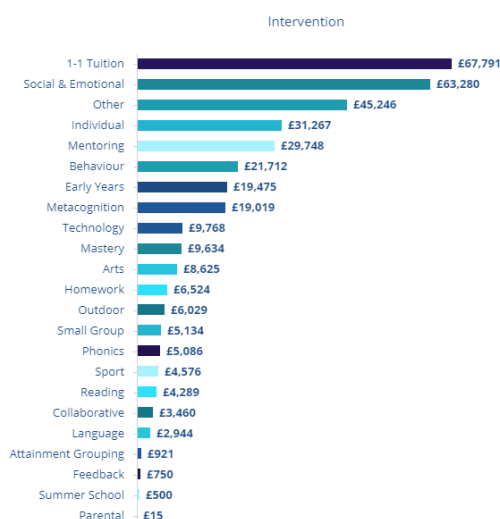
- 92% of PEPs received a green rating for the contribution from schools. This was an improvement from 88% in 2021-22.
- There has been an increase in the PEPs containing Pupil Voice that shows authentic views following training and use of focused tools by teachers.



## Pupil Premium Grant Funding Allocation

PPG is a grant that is provided to support Children in Care in education. In 2022-2023 our total Pupil Premium Plus Grant (PPG+) funding was £783,250

The main use of PPG+ (52%) was given directly to schools to fund intervention work and support. The support needed was identified through PEP meetings for all children.



## In 2023-24, the Virtual School supported Children in Care and Care Leavers to enjoy:

- Jamies Farm Residential programme
- University Visits to Bath and Bristol
- Online Cooking Courses with Leith Kitchen
- Visits to the Military Preparation College in Totton focused on team building, fitness development and future careers
- UASC Football Team and days at the Fty Lab
- Music Summer Project to support freedom of expression and passion for creativity



# CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE



Report subject	<b>Education Improvement Report</b>
Meeting date	11 June 2024
Status	Public Report
Executive summary	<p>This is a summary by group of the 2022/23 Cohort across EYFS - KS5 for all statutory assessment points and external examinations in BCP state schools. It is about the outcomes on specific groups across educational phases.</p> <p>The team will not be at the June 2024 meeting, but questions may be forwarded to <a href="mailto:Julia.coleman@bcpcouncil.gov.uk">Julia.coleman@bcpcouncil.gov.uk</a> when members reflect on the report.</p> <p>There are many detailed reports across all of the results which members can discuss with <a href="mailto:georgie.pinder@bcpcouncil.gov.uk">georgie.pinder@bcpcouncil.gov.uk</a> (secondary and post-16) and <a href="mailto:Claire.harvey3@bcpcouncil.gov.uk">Claire.harvey3@bcpcouncil.gov.uk</a> (EY and Primary Phase).</p>
Recommendations	<p><b>It is RECOMMENDED that the Committee:</b></p> <p>Note the contents of this requested report on the results for academic year 2022/23. This report breaks down results and outlines points of interest based on groups of pupils and students.</p> <p>The education improvement team (EIT) have submitted this report to complete their review of results from the Spring Term to discuss gender, educationally disadvantaged pupils and those with SEND.</p> <p>A previous report had links to more detailed data sets. This is principally analysis of the learning by group from the result set.</p>
Reason for recommendations	Requested by the Chair.

Portfolio Holder(s):	Richard Burton and Requester Councillor Dove.
Corporate Director	Cathi Hadley and Sharon Muldoon
Report Authors	Julia Coleman Head of Service Education Improvement, Claire Harvey Primary Adviser and Georgie Pinder Secondary Adviser.  We would like to acknowledge the work of John Spracklen Performance Analyst who left BCP in the Summer Term and who is responsible for much of the evidence base and analysis support here.
Wards	Council-wide
Classification	For update on academic year (AY) 2022/23 Results based by group.

## Background

1. **Context of Cohort 2022/23.** The class of this AY saw challenges that few pupils have seen for decades. As well as the impact of the pandemic on their learning during their Early Years (EY) or previous Key Stage (KS); schools continued with additional challenges to attendance and attainment caused by;

- Pupils in Y1 had nurseries closed in lockdown 1
- Educational and transport strikes impacting on attendance
- Additional bank holidays x2

The Education Improvement Team (EIT) reported on the cohort as a whole previously. This report reflects how some specific groups fared in their outcomes compared to national and local peers in this academic year.

Given the Committee has already received key reports and tables from the EIT on results in 2022/23, this paper addresses how 3 key groups fared and what we learn from this as a system 0-25;

- Free School Meal Pupils
- SEND and SEND support Pupils
- Boys and Girls (Gender)

***Please see glossary and context in appendices by educational phase***

## 2. Structure of the BCP educational system

BCP is a small, successful and relatively complex one. As well as 98 schools there are 3 universities, Bournemouth and Poole College and 14 local schools have post-16 provision.

Currently we have 95.4% of primary schools Good or Outstanding and 87.5% of secondary phase and we have one SEND setting (Cambian Wing) which is RI. All other Specialist schools are also Good or Outstanding.

Most of the school's estate is either a standalone trust or in a small/medium size academy. Just 16 schools are currently maintained including the major SEND specialist schools and one of our AP settings.

Unusually we have 5 fully or partially selective schools and in secondary phase the 4 grammars and 4 of the large secondary schools are single sex. This creates a large cohort who are educated separately for up to 7 years into post-16. There is no state funded single sex education in primary or middle schools in BCP.

All										
Total	Primary	Secondary	All through	Mainstream	Special	PRU	Maintained	Selective	Independent	Colleges
114 (98 state schools)	67	23	3	100	12	2	16	4	12	1

### 3. Groups that we are reporting on here;

3a) **FSM** (Free School Meals) pupils<sup>1</sup>. These are the largest group of Children and Young People (CYP) in BCP who make up educationally disadvantaged pupils in the results. When educators talk about narrowing the gap between groups in education these are the group that are most discussed and on which we have the most data.

3b) **Girls and Boys** as separate **genders**. In an area with a high proportion of single sex post 11 education, differences in and between phases are interesting aspects of education in BCP. We also look at gender within the FSM group as well.

3c) **SEND**. CYP with an Education and Health Care Plan (EHCP) or with SEND support in schools. Most SEND CYP get their education in state funded mainstream schools & most results are from these schools.

#### 4a) **Free School Meals CYP and their outcomes.**

FSM pupils are a focus for national and local educators because they are the largest educationally disadvantaged group. They are predominantly children in working families who receive in work benefits.

For the past 30 years politicians and educators have tried to “narrow the gap” between FSM pupils and their non FSM peers. In BCP there are some ways in which we have a good starting point with much of EY and schools having Good and Outstanding provision.

However the FSM gaps that narrowed in the first decade of the century are widening in most phases of education nationally since the pandemic. There is pressure in BCP too but the gaps in KS4 and KS5 are narrowing.

The national figures in the table below are from 2019 which was the last year of normal examinations before the pandemic. It was estimated then that it would take 500 years to narrow the gap in England at the then rate of progress.<sup>2</sup>

<sup>1</sup> Pupils in receipt of **FSM** are generally in families in receipt of in-work benefits and also includes children from Service and some refugees families.

<sup>2</sup> Education Policy Unit 2020

#### 4b) Finding 1.

*CYP who stay in local schools for their compulsory education outperform their peers nationally whichever group they are in.<sup>3</sup>*

This does not mean that there are not in-BCP gaps and that they do not need to be challenged further, however it does indicate that our focus on improving attendance and decreasing exclusions is important.

Schools which admit, teach full time and enter pupils for external examinations or assessments succeed with these groups.

#### 4c) Finding 2

*Destinations from secondary phase and post-16 show that many more FSM children have been able to access universities and higher level apprenticeships compared to their regional peers.<sup>4</sup>*

4d) The gap between FSM CYP and their peers nationally is measured in months and lengthens in England as children progress through education;

#### Finding 3

*Investment in narrowing the gap between FSM and non-FSM peers has continued to have a measurable impact in BCP in post 11 education despite the pandemic.*

Phase/stage	National Gap Months	BCP Gap Months	Difference
EY	4.6	5	0.4
Primary Phase	10.3	11.60	1.3
KS4	18.8	15.3	3.5
Post 16	Unavailable	4.1	NA

#### 4e) Early Years and Primary Phase FSM experience and outcomes.

Earlier education had a more difficult journey through the pandemic, with more of the system closed down by law (EY) or by government instruction (there was no end of KS assessment for 2 years).

Fewer EY pupils were able to start nursery on time and many FSM pupils' parents had to work in person throughout the pandemic. Although 2022/23 was the first AY substantially Covid free, there were also outbreaks of many childhood diseases in EY including scarlet fever.

**Finding 4.** EY education was one of our greatest successes before the pandemic and most harmed phase by it. However, despite the challenges there are some signs of recovery as the system restarts and team work hard on school transition with families and providers.

4f) FSM EY in BCP 2022/23 FSM pupils, both boys and girls, outperformed their FSM peers nationally.

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<sup>3</sup> This year's Virtual School results were partly so good because 89% of them were in BCP schools.

<sup>4</sup> See appendix 1 for language and context

	2019	2020	2021	2022	LA 2023	Difference to 2022	National
FSM	58.7%			47.9%	53.9%	6.0pp	51.6%
FSM Boys	49.0%			39.3%	47.6%	8.3pp	43.7%
FSM Girls	71.4%			57%	59.9%	2.9pp	59.7%

The BCP FSM gap overall in EY narrowed somewhat, down to 19.9pp from 24pp in 2022. The issues & next steps for EY are summarised with all other phases in the final section of this report.

#### 4g) Primary Phase and FSM

Both KS1 and KS2 have seen some issues for FSM pupils (see gender section for more analysis). Clearly as with EY there are some national ones related to the pandemic.

- i) RWM<sup>5</sup> combined at KS1 has seen a decline since pre-pandemic levels when it would have been above current National
- ii) RWM FSM boys is a large decrease and there is an increase in the gap with Non-FSM boys in BCP

KS1 RWM combined	2019	2020	2021	2022	LA 2023	Difference to 2022	Emerging National 2023
FSM	46.4%			36.7%	35.6%	-1.1	40.3%
FSM boys	41.8%			36.1%	33.1%	-3.0	35.6%
FSM girls	52.2%			37.4%	38.1%	+0.7	45.1%
Non-FSM	69.1%			61.5%	61.4%	-0.1	61.6%
Non-FSM boys	64.1%			56.6%	57.8%	+1.2	57.4%
Non-FSM girls	74.4%			66.7%	65.1%	-1.6	66.1%

In KS2 there are many instances of looking at the issues for FSM pupils and we have chosen to look at RWM<sup>6</sup> but this time we are looking at it from Higher Standard/Greater Depth.

As can be seen next there are many positives as a system at KS2. At school level there was wide variation often dependent on whether they were able to access tutoring and how well

<sup>5</sup> Reading, Writing & Maths - Working to at least the expected standard

<sup>6</sup> Reading, Writing and Maths – Higher Standard / Greater depth.



attendance stood through Y5. Some schools had their best ever results but others struggled with increasing FSM cohorts with greater need as a result of the pandemic.

	2019	2020	2021	2022	LA 2023	Difference to 2022	National 2023
All	12.0%			8%	10%	+2pp	8%
Boys	10.0%			7%	9%	+2pp	7%
Girls	14.2%			10%	10%	0pp	9%
Gender gap	+4.2pp			3pp	1pp	-2pp	2pp
Disadvantaged	5.4%			2%	4%	+2pp	3%
FSM	5.1%			2%	3%	+1pp	3%
FSM boys	3.1%			2%	4%	+2pp	3%
FSM girls	7.2%			2%	3%	+1pp	4%
Non-FSM	13.2%			10%	12%	+2pp	10%
Non-FSM boys	11.2%			8%	11%	+3pp	9%
Non-FSM girls	15.4%			12%	12%	0pp	11%
Non-FSM to FSM	+8.1pp			8pp	8pp	0pp	7pp

#### 4h) Key Stages 4 and 5 FSM in BCP.

At GCSE there is a table in Appendix 2 which outlines the key measures against the league tables and FSM and Non FSM pupils. KS4 has seen some resilience in results despite the pandemic.

We believe that this as a result of 4 things;

- KS4 pupils were vaccinated and missed fewer sessions as a result of the pandemic; in their educational life cycle the pandemic had a relatively smaller impact compared to EY pupils
- During strike action in 2022/23 most secondary schools stayed open for Y11 and 13 which meant they had additional time in revision sessions
- There are long form interventions to support KS4 FSM and SEND YP in the curriculum and with Careers incentivising resilience in course completion
- Schools have put on additional support and catch up sessions for KS4 and KS5

There is a familiar pattern in KS4 that echoes in Finding 1 above; our FSM children do better than their national peers at several key measures. If they stay in their local school, complete courses and are not excluded, they achieve and in KS4 and 5 there is evidence of a narrowing gap.

A good example of this is in GCSE English and Maths combined which are gateway courses for accessing L3+ education; the % of BCP pupils achieving Level 4+ in English and Maths was 49.8%.



	2019	2020	2021	2022	LA 2023	Difference to 2022	National 2023
All	12.0%			8%	10%	+2pp	8%
Boys	10.0%			7%	9%	+2pp	7%
Girls	14.2%			10%	10%	0pp	9%
Gender gap	+4.2pp			3pp	1pp	-2pp	2pp
Disadvantaged	5.4%			2%	4%	+2pp	3%
FSM	5.1%			2%	3%	+1pp	3%
FSM boys	3.1%			2%	4%	+2pp	3%
FSM girls	7.2%			2%	3%	+1pp	4%
Non-FSM	13.2%			10%	12%	+2pp	10%
Non-FSM boys	11.2%			8%	11%	+3pp	9%
Non-FSM girls	15.4%			12%	12%	0pp	11%
Non-FSM to FSM	+8.1pp			8pp	8pp	0pp	7pp

This applied at the higher level in where the % of pupils achieving grades 5 and above in English and maths, narrowed by 2.6 percentage from 25.3 percentage points in 2018/19 to 22.7 percentage points in 2022/2023.

The equivalent national gap increased from 25.3 percentage points to 27.2 percentage points over the same time.

**See Finding 3** above. *FSM pupils in KS4 are narrowing the gap or their non-FSM BCP and national peers.*

- entry to EBacc and attainment across each headline measure was lower for BCP disadvantaged pupils compared to 'all other' BCP pupils in 2022/23. This is reflected nationally.
- in 2022/23 entry to EBacc for BCP disadvantaged pupils is below that of national disadvantaged pupils. However, attainment across each headline measure was higher for BCP 'Disadvantaged' and 'all other' pupils compared to their peers nationally.
- the EBacc APS BCP Disadvantaged / national all others gap has narrowed from 1.47 to 1.36 points between 2018/19 and 2021/23. The gap nationally widened from 1.36 points to 1.46 over the same period.

4i) In KS5 FSM pupils often have an opportunity to progress into post-16 in their "home" school. Most of the courses available are A Levels and as with KS4, using average point score (APS) (see appendices for further details) we find that KS5 FSM pupils in BCP who do A Levels, outperform their peers at national-figures in brackets.

**All** pupils BCP APS **34.95** (34.05)

**FSM pupils** all **30.10** (29.82)

FSM A Level		BCP		England	
Measure	Year	Dis-advantaged	Non Dis-advantaged	Dis-advantaged	Non Dis-advantaged
A level APS and grade per entry	2018/19	29.98 (C)	34.91 (C+)	28.47 (C)	33.35 (C+)
	2021/22	35.76 (B-)	39.41(B)	33.38(C+)	38.46(B)
	2022/23	30.10 (C)	35.34 (B-)	29.82 (C)	34.70 (C+)

This table shows signs of recovery, 2018/19 being the last year that was fully pre-pandemic. FSM pupils have made progress back towards where they were previously.

**Finding 5.** A Level pupils who are in BCP schools outperform national across the board (FSM, Gender and SEND).<sup>7</sup>

#### 5a) SEND.

We now have a picture of the outcomes for BCP pupils that is reflected for SEND CYP too, If they are in a state specialist or mainstream school in BCP they will outperform their peers nationally.

Our issue as a system is that not all of our SEND CYP are in a local “home” school and some of them do not have appropriate pathways post 16 to engage them in employment, education and training.

Where this exists, they are breaking new ground about what SEND young people can achieve and Education and Skills teams are committed to supporting them and their families to have sufficient local admissions and provision.

5b) SEND CYP and the pandemic. SEND attendance during the pandemic was better in BCP than in most LAs in the country. All state funded schools stayed open on site through all lockdowns because they wanted to be open for their vulnerable group (VG) pupils and key workers.

In schools this included staying open through the holiday periods in lockdown 1. In specialist and mainstream provision in BCP fewer pupils were sent home to isolate and SEND provision only ever partially closed unless too many staff were unwell.

5b) Challenges for SEND CYP in 2022/23. There were issues with SEND CYP with medical needs in the pandemic and for those with SEND support it slowed the EHCP process and meant some pathways were closed.<sup>8</sup>

<sup>7</sup> BCP has a large number of sixth forms attached to schools indicating that continuity of provision and potentially fewer transitions benefits some BCP learners

<sup>8</sup> B&P College was the first post 16 to reopen in the pandemic for SEND and other VG YP in June 2020. All others w

5c) SEND in EY & Primary Phase was as for FSM pupils difficult (see above). There were some schools that had their best attendance in the pandemic, but some EY provision was closed for months and pupils who were able to attend sometimes had to work from home as their medical support was unwell.

In EY there were 13.5% of children identified as having SEND and those with an EHCP in terms of GLD (see appendix) were **2.9%** (National 3.8%) however all children with an EHCP and SEND support achieved a GLD of 31.6%, an increase of 5.4pp on 2022 and remain above national at **19.8%**

In KS1 Children with EHCPs are above National for combined RWM, and in line with National peers for individual subjects. The concern in this KS which is largely teacher assessed, is that children on school support are all below their National peers, the greatest difference being for writing.

	All SEND		No SEND		EHCP		School support	
KS1	BCP	National	BCP	National	BCP	National	BCP	National
RWM Exs+	<b>12.9%</b>	16.4%	64.6%	64.5%	<b>7.4%</b>	6.5%	<b>14.0%</b>	19.1%
Reading Exs+	27.5%	27.8%	<b>78.5%</b>	77.0%	12.0%	12.5%	<b>30.6%</b>	32.0%
Writing Exs+	<b>14.6%</b>	18.7%	68.9%	68.9%	7.4%	7.5%	<b>16.1%</b>	21.7%
Maths Exc+	32.3%	32.0%	<b>80.45</b>	78.7%	16.7%	16.7%	<b>35.5%</b>	36.7%

In KS2 however this is changing despite this being an externally marked assessment. By KS2 children with identified SEND are above National by 1 or 2pp, with the only exception of school support and Maths which is 1pp below National.

Children with EHCPs were above national for RWM and in line with national peers for individual subjects.

Children on school support were below national; again the greatest difference being for writing.

Writing issues were also reported for boys of a similar age with FSM. Many were online a great deal during the pandemic and/or had fewer conversations with smaller numbers of people hampering vocabulary development.

KS2	All SEND		No SEND		EHCP		School support	
	BCP	National	BCP	National	BCP	National	BCP	National
RWM Exs+	21%	20%	72%	70%	11%	8%	24%	24%
Reading Exs+	40%	39%	84%	82%	22%	18%	45%	45%
Writing Exs+	30%	29%	84%	83%	12%	12%	36%	34%
Maths Exc+	35%	36%	84%	83%	17%	16%	41%	42%

**Finding 6** Although BCP SEN pupils are significantly outperformed by non-SEN BCP pupils, they continue to outperform their SEN peers nationally. SEN gaps in BCP were narrower than the national SEN gaps for most indicators in 2022/23.

#### 5d) SEND in KS4 and KS5

At GCSE there is a table in Appendix 3 which outlines the key measures against the league tables and SEND and Non SEND pupils. KS4 has seen some resilience in results despite the pandemic.

Examples of this at GCSE include average Attainment 8 scores for SEND **36.2** (28 national) and 5 or more GCSE (including English and maths) **30.9%** (16.8 National)

Not all SEND YP do a full set of GCSEs but this hopeful impact of success in schools is mirrored with the smaller cohort who do A Levels with their average points scores for EHCP at **39.17** (32.28) and at SEND Support **35.13** (31.96).

Whilst cohorts of YP with SEND in BCP A Level courses are relatively small; they too outperform their peers nationally. In 2022/23 BCP EHCP students with an A level APS of 39.17 points and an average grade per student of B. This is an improvement on 2020/2021 where students with an EHCP attained a C+. BCP EHCP students attained 1 grade higher than their peers nationally who attained an APS of 32.28 and an average grade per student of C+. This was also true of SEND support YP.<sup>9</sup>

6a) **Gender** related outcomes are in some respects similar to national patterns. Girls have continued to outperform their male peers in education for many reasons. In secondary phase English schools the top 10 were before the pandemic were usually both female and selective.

<sup>9</sup> With an A level APS of 35.13 and an average grade per student of (B-) in 2022/23, students in BCP with SEN support outperformed SEN Support students nationally who achieved an APS of 31.96 also an average grade of C+.

Other factors that have been suggested have included the feminisation of the education workforce, although there is some suggestion that boys believe they behave better for male staff (a majority do believe that)<sup>10</sup> however this doesn't translate into better outcomes.

6b) **EY and Primary Phase.** Girls are above boys in all areas. In achieving all Prime ELGs, girls are 12.6pp higher. However, both boys **and** girls are above their national peers in all areas of learning.

Boys dropped by 0.1pp in both Listening, Attention & Understanding, and Speaking ELG and by 0.2pp in Being Imaginative and Expressive. The largest increase for boys was in Writing an increase of 3.1pp. Both genders had issues with Communication, reflective of lockdowns. Despite the girls GLD increasing, the percentage achieving all Prime areas dropped by 0.3pp, from 85.8% to 85.5%, The largest drop was 2pp for Speaking.

EY	2019	2020	2021	2022	LA 2023	Difference to 2022	National
All	73.8%			67.6%	70.4%	2.8pp	67.2%
Boys	66.8%			60.9%	64.8%	3.9pp	60.6%
Girls	81.3%			74.7%	76.5%	1.8pp	74.2%
Gender gap	14.5pp			13.8pp	11.7pp	- 2.1pp	13.6 pp

**Finding 7.** *Our gender gap is reducing in EY & KS1 and despite our earliest learners having some dips in performance, they still outperform their national peers.*

Our girls outperform boys by a gender gap that had reduced to 11.7pp and which is better than national. However the boy's attainment in EY is ranked 21<sup>st</sup> out of 154 other LAs in England.

At KS1 the gender gap in RWM is declining too. In 2019 the girls led by 10.5pp and this is now down to 8.99 pp.

In KS2 RWM at expected and greater depth; 63% of the cohort met expected or greater depth standard, an increase of 3pp on 2022. & above national at 60% FSM children increased by 6pp and are **now above** national by 1pp. FSM boys are the only group below national, by 1pp with girls above by 3pp, boys by 2pp. FSM girls are below national at greater depth by 1pp.<sup>11</sup>

6c) KS4 and KS5. **At KS4** girls continue to outperform boys, but the gap has been reducing. In 2022/23 both genders in BCP outperformed their peers nationally. For example as can be seen from Appendix 6, Girls were **0.27+** (Nat' +0.12) for Average Progress 8 and boys in BCP were +0.10 (Nat' 0.17).

<sup>10</sup> [You Gov Survey](#)

<sup>11</sup> See appendix 5 for table

In 5 Grades including English and Maths girls were 54.6% to BCP boys at 53% (with national at 47.4% and 43.2% respectively).

**Finding 8.** Girls continue to do better than boys across all headline attainment measures. Both boys and girls in BCP outperform their peers nationally in all attainment measures. In BCP and Nationally, the gender gap has narrowed when comparing 2022/23 data with both

**At KS5** A Level APS shows that BCP Girls outperform BCP boys locally and nationally and that BCP boys outperform their national peers too (national figures in brackets)

A Levels APS BCP boys **34.38** (33.28) and A Levels APS BCP girls **35.46** (34.68)

7a). Learning Themes across educational phases of education for FSM, SEND and Girls/Boys as a cohort.

- i) BCP is a successful educational system compared to national for many groups in education; FSM pupils (both boys and girls do better than national at achieving a Good Level of Development in EY for example<sup>12</sup>.
- ii) Communication/oracy and some (hand) writing skills have been an issue for the class of 2022/23.
- iii) Girls outperform boys in many areas of the curriculum throughout education in BCP, but there are some issues for them emerging as a result of the pandemic with for example FSM girls significantly underachieving by 20pp when compared to non-FSM girls.<sup>13</sup>
- iv) Writing (handwriting) and imaginative thinking for writing is an issue for boys, particularly FSM boys. Writing more generally is an issue for EY and Primary phase across the groups.
- v) Ensuring schools identify all FSM children so that they get the support they need

7b) Curious questions we are following up

- i) Knowing more about who is successful at narrowing the gap so more can be done to address this from EY onwards.
- ii) Following up on recent arrivals with EAL<sup>14</sup> so that we ensure their attainment of not their progress is monitored.

## 8 Summary of financial implications

Not applicable.

## 9 Summary of legal implications

Not applicable.

## 10. Summary of human resources implications

Not applicable.

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<sup>12</sup> See Appendix 2 for context and key terms for EY

<sup>13</sup> There is some speculation that in BCP where all schools stayed open for Key Worker and Vulnerable Group children that FSM children were more likely not to have 1:1 with parents who were working not furloughed.

<sup>14</sup> English as an additional language

## 11. Summary of sustainability impact

Not applicable

## 12. Summary of public health implications

The Education and Skills Directorate, Public Health and Dorset NHS are looking at how we better support CYP with health issues and SEND through educational transitions and will report on successful destinations and any gaps in September.

## 13. Summary of equality implications

13a) **Girls.** There are examples of where Girls' educational outcomes has dipped as a result of the pandemic. BCP is largely a system where Girls do very well across educational phases however the gap between FSM girls and their non-FSM peers in BCP is widening in some areas of the curriculum. The EIT has commissioned a Maths Deep Dive to look at this and to see what interventions might encourage FSM girls that are good at Maths to study it or Computing post Level 2.

13 b) **Boys.** FSM boys have had some good performance in this year's results. However they are the largest cohort in all groups where there are gaps with their peers including FSM girls. They are usually amongst the most excluded pupils as well. The Education and Skills Directorate and schools are looking at how we can address this through more inclusive practice and a better curriculum 14+.

13c) **SEND.** CYP with SEND or at SEND support do better than their national peers across phases and stages in BCP. However they too struggle with inclusion in admissions, a lack of variation in curriculum pathways and courses skewed to A Levels in most post-16 provision. The Education and Skills teams are working hard to create;

- More places in mainstream schools where we know that SEND pupils are doing well and can do better
- Creating and brokering new pathways for SEND CYP including growing supported internships so that destinations for SEND includes

## Background papers

Not applicable this paper was preceded by a full analysis of universal results and questions at a previous meeting.

## Appendices Appendix 1 Regional Educational Gaps

THE EDUCATIONAL DISADVANTAGE GAP				
	Early Years (reception) Gap (in months)	Primary (KS2) Gap (in months)	Secondary (KS4) Gap (in months)	16- 19 education Gap (in grades)
Portsmouth	4.4	12.1	24.1	5
Isle of Wight	5	15.5	21.4	5.8
Hampshire	4.3	12.5	24.1	3.7
Southampton	4.9	11.8	21.3	3.9
Dorset	5.8	12.3	21.3	5.3
Bournemouth, Christchurch & Poole	5	11.6	15.3	4.1

Education Policy Institute 2020, [Education in England: Annual Report 2020 - Education Policy Institute \(epi.org.uk\)](#)

## Appendix 2 Key Terminology Early Years Early Years Foundation [Stage](#)

This phase of education covers from the very earliest days in nursery or childcare to 5 years of age. The **Early Years Foundation Stage Profile (EYFSP)** assesses Reception year pupils in the June before they start Year 1 where most children turn 5. The EYFSP is based on observation & assessment in the three **Prime**<sup>15</sup> and four **Specific**<sup>16</sup> Areas of Learning along with 3 Characteristics of Effective Learning and each have subsections called Early Learning Goals (ELGs) which are assessed by teachers. A Good Level of Development GLD is when a child achieves “expected” in all of the first 12 ELGs (all Primes, Literacy and Mathematics)

<sup>15</sup> **The Prime Areas of Learning:**

Communication and language (2 ELGs), Personal, social and emotional development (3 ELGs) & Physical development (2 ELGs)

<sup>16</sup> **The Specific Areas of Learning** Literacy (3ELGs), Mathematics (2 ELGs), Understanding the world (3 ELGs), & Expressive arts and design 2 ELGs)



**Appendix 3. Attainment n KS4 against the league table measures for 3 academic years.**

		BCP		England	
Measure	Year	Disadvant- aged	All Others	Disadvant- aged	All Others
Number and percentage of pupils at the end of KS4	2022/23	767 (20.0%)	3,069 (80.0%)	157,984 (26.2%)	445,664 (73.8%)
	2021/22	778 (21.2%)	2,895 (78.8%)	154,167 (26.3%)	431,034 (73.7%)
	2018/19	646 (18.2%)	2908 (81.8%)	143,317 (26.5%)	396,729 (73.5%)
Average Attainment 8 score of all pupils	2022/23	36.4	53.4	35.1	50.3
	2021/22	39.0	56.3	37.7	52.9
	2018/19	36.1	53.1	36.8	50.4
Average Progress 8 score of all pupils	2022/23	-0.46	+0.35	-0.57	+0.17
	2021/22	-0.35	+0.35	-0.55	+0.15
	2018/19	-0.37	+0.36	-0.45	+0.13
Percentage of pupils achieving grades 5 or above in English and mathematics GCSEs	2022/23	29.7%	59.8%	25.2%	52.4%
	2021/22	35.5%	65.2%	29.7%	57.2%
	2018/19	24.8%	56.9%	24.8%	50.1%
Percentage of pupils entering the English Baccalaureate	2022/23	20.6%	46.1%	27.8%	43.5%
	2021/22	25.6%	44.9%	27.0%	43.1%
	2018/19	24.6%	49.2%	27.5%	44.7%
Average EBacc APS score per pupil	2022/23	3.08	4.76	2.98	4.44
	2021/22	3.36	5.02	3.20	4.67
	2018/19	2.98	4.72	3.09	4.45

#### 4. Appendix 4 KS4 SEND

		BCP		England	
Measure	Year	Any SEN	No Identified SEN	Any SEN	No identified SEN
Number and percentage of pupils at the end of KS4	2022/23	725 (18.9%)	3,110 (81.1%)	100,066 (16.6%)	502,350 (83.4%)
	2021/22	673 (18.3%)	3,000 (81.7%)	92,334 (15.8%)	491,512 (84.2%)
	2018/19	614 (17.3%)	2,940 (82.7%)	76,961 (14.2%)	464,515 (85.8%)
Average Attainment 8 score of all pupils	2022/23	36.2	53.4	28.0	50.1
	2021/22	35.8	56.4	29.4	52.6
	2018/19	33.4	53.5	27.6	49.9
Average Progress 8 score of all pupils	2022/23	-0.40	+0.32	-0.62	+0.10
	2021/22	-0.35	+0.32	-0.69	+0.10
	2018/19	-0.30	+0.34	-0.62	+0.08
Percentage of pupils achieving grades 5 or above in English and mathematics GCSEs	2022/23	30.9%	59.4%	16.8%	51.0%
	2021/22	30.6%	65.3%	18.3%	56.0%
	2018/19	23.6%	56.8%	13.8%	48.2%
Percentage of pupils entering the English Baccalaureate	2022/23	16.0%	46.9%	15.2%	44.3%
	2021/22	15.2%	46.6%	14.1%	43.6%
	2018/19	19.4%	50.1%	13.5%	44.5%
Average EBacc APS score per pupil	2022/23	2.93	4.78	2.31	4.41
	2021/22	2.98	5.05	2.42	4.64
	2018/19	2.72	4.75	2.24	4.39

# Appendix 5 KS2

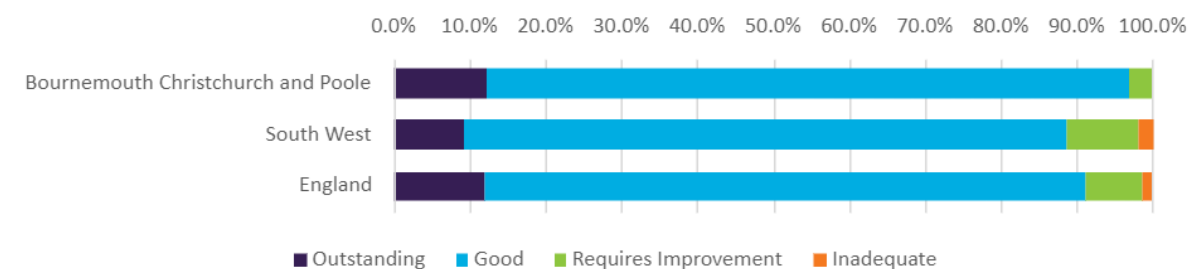
KS2 RWM	2019	2020	2021	2022	LA 2023	Difference to 2022	National 2023
All	66.3%			60%	63%	+3pp	60%
Boys	61.1%			57%	59%	+2pp	57%
Girls	71.8%			64%	66%	+2pp	63%
Gender gap	+10.7pp			7pp	7pp	0pp	6pp
Disadvantaged	50.2%			39%	45%	+6pp	44%
FSM	46.3%			38%	44%	+6pp	44%
FSM boys	38.0%			37%	39%	+2pp	40%
FSM girls	55.3%			40%	49%	+9pp	47%
Non FSM	69.8%			66%	68%	+2pp	66%
Non FSM boys	65.2%			62%	66%	+4pp	63%
Non FSM girls	74.8%			71%	71%	0pp	69%
Non FSM to FSM	+23.5pp			28pp	23pp	-4pp	22pp

## Appendix 6 KS4 Gender

		BCP		England	
Measure	Year	Boys	Girls	Boys	Girls
Number and percentage of pupils at the end of KS4	2022/23	1,964 (51.2%)	1,872 (48.8%)	308,653 (51.1%)	294,995 (48.9%)
	2021/22	1,882 (51.2%)	1,791 (48.8%)	299,047 (51.1%)	286,154 (48.9%)
	2018/19	1760 (49.5%)	1794 (50.5%)	275,209 (51.0%)	264,837 (49.0%)
Average Attainment 8 score of all pupils	2022/23	48.3	51.8	44.1	48.6
	2021/22	50.1	55.3	46.4	51.5
	2018/19	48.0	52.0	44.2	49.6
Average Progress 8 score of all pupils	2022/23	+0.10	+0.27	-0.17	+0.12
	2021/22	+0.05	+0.35	-0.21	+0.15
	2018/19	+0.01	+0.43	-0.27	+0.22
Percentage of pupils achieving grades 5 or above in English and mathematics GCSEs	2022/23	53.0%	54.6%	43.2%	47.4%
	2021/22	56.3%	61.7%	47.2%	52.8%
	2018/19	48.2%	53.8%	40.2%	46.8%
Percentage of pupils entering the English Baccalaureate	2022/23	40.6%	41.5%	35.0%	43.9%
	2021/22	39.3%	42.5%	34.0%	43.9%
	2018/19	41.6%	47.8%	34.4%	46.0%
Average EBacc APS score per pupil	2022/23	4.33	4.53	3.88	4.25
	2021/22	4.49	4.87	4.07	4.50
	2018/19	4.24	4.56	3.85	4.33

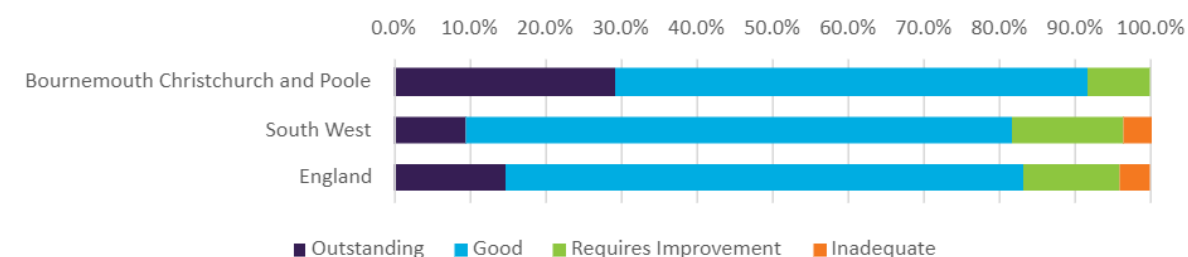
## Appendix 7 Ofsted and BCP schools.

### Latest Ofsted Inspection Outcomes- Overall Effectiveness Primary Schools - As at 25 April 2024



Primary	Outstanding	Good	Requires Improvement	Inadequate
Bournemouth Christchurch and Poole	12.3%	84.6%	3.1%	0.0%
South West	9.4%	79.2%	9.6%	1.9%
England	12.0%	79.3%	7.4%	1.3%

### Latest Ofsted Inspection Outcomes- Overall Effectiveness Secondary Schools - As at 25 April 2024



Secondary	Outstanding	Good	Requires Improvement	Inadequate
Bournemouth Christchurch and Poole	29.2%	62.5%	8.3%	0.0%
South West	9.6%	72.2%	14.7%	3.6%
England	14.8%	68.5%	12.7%	3.9%



Report subject	<b>Children's Safeguarding Partnership Review</b>
Meeting date	17 July 2024
Status	Public Report
Executive summary	A review of the Pan-Dorset arrangements for the delivery of the Safeguarding Children's Partnership has been considered by the statutory partners: Dorset Police, NHS Dorset and both local authorities (LAs) involved in the Pan-Dorset arrangements, BCP Children's Services and Dorset Children's Services. The review recommends that the partnership arrangements be delivered separately for each LA. This report will therefore set out the recommendation made by the partners who have been given the delegated authority to conduct the statutory duties for their organisation.
Recommendations	<p><b>It is RECOMMENDED that:</b></p> <p><b>a) To agree separation of the Pan-Dorset Safeguarding Children arrangements and create a Dorset Safeguarding Children's Partnership and a BCP Safeguarding Children's Partnership in order to meet the needs of two separate Local Authorities and enable the effectiveness of the partnership arrangements moving forward.</b></p>
Reason for recommendations	One of the fundamental reasons behind this proposal is the difference between the two local authorities within the existing partnership. The authorities operate differently, and their approaches to safeguarding and working practices often diverge. The recent changes outlined in the Working Together Guidance 2023 pose an additional challenge for our current Pan-Dorset arrangement. With the removal of the Independent Chair role, implementing the necessary changes becomes considerably more complex under a Pan-Dorset arrangement. By transitioning to a Dorset Safeguarding Partnership and a separate BCP Safeguarding Partnership, both authorities can adapt their structures and procedures seamlessly to align with the revised

	guidelines. This will enable them to fulfil their safeguarding responsibilities independently and effectively across the region, with each Director of Children's Services maintaining individual responsibility and being supported by scrutineers.
Portfolio Holder(s):	Councillor Richard Burton, Portfolio Holder for Children and Young People
Corporate Director	Cathi Hadley, Corporate Director for Children's Services
Report Authors	Lisa Reid, Corporate Director, Quality Assurance and Safeguarding, Dorset Council  In collaboration with: Tammy Lawrence, Head of Quality Assurance, Safeguarding and Partnerships, BCP Council
Wards	Council-wide
Classification	For Decision

## Background

1. Considering the distinct operational approaches of the two local authorities within the Pan-Dorset structure, a review of the Pan-Dorset Safeguarding Children's Partnership's delivery arrangements was undertaken, and agreement reached that the two local authorities in the partnership operate differently. Attempts have been made over the years to maintain the current arrangements at a strategic and governance level, however, it is acknowledged this is becoming increasingly challenging.
2. Attempts have been made to try and maintain the current arrangements and avoid duplication for the partners; for example, the partnership has introduced certain flexibilities over the past two years, adjusting partnership priorities and facilitating place-based subgroups. However, the differing future needs of the two local authorities within the existing partnership requires an alternative approach going forward allowing strategies to be more individual to the two local authorities. This will strengthen the safeguarding arrangements for our children and young people in BCP by focusing on the priorities and areas of need that are specific and unique to them.
3. Additionally, Dorset Children's Services designation as a Pathfinder for the government under the "Stable Homes Built on Love" initiative has further emphasised the need for partners to deliver services in a distinct manner within each authority going forward. For BCP Council we have a strong focus on improvement and have regulated priorities we must achieve. Therefore, after careful consideration, a separation of the partnership has been mutually agreed by the Executive Group and supported by the Chair and Business Manager as the best option to achieve better outcomes for our children and young people.



4. By establishing individual safeguarding partnerships, we can customise our strategies and operations to suit the unique needs and circumstances of each authority. Consequently, this will lead to improved safeguarding outcomes for children and their families within our respective areas. It is crucial to note that the proposed separation does not indicate complete isolation. Collaboration among the safeguarding partners can continue, albeit in a modified format.
5. The current Safeguarding Partners can continue to convene informally as a Pan-Dorset group where required to review shared learning, to address any shared priorities and meet the statutory duties placed upon them as the Designated Safeguarding Leads. This approach ensures that our efforts remain unified and consistent where necessary while minimising any potential strategic impact resulting from the separation.
6. Both local authorities have an existing governance structure where the partnership is already embedded; this minimises the impact on the partners with no additional meetings being suggested.
7. Furthermore, a requirement of the Children's Safeguarding Partnership as part of the new Working Together 2023 legislation changes, is that Education will now be included as the fourth partner, although not statutory. BCP Council have already been planning for these changes to be implemented and again a separation allows both councils to focus on their respective areas and determine how best to ensure the right representation of schools and early years provision in their own governance arrangements for the partnership. There has been a collaborative workshop held with education partners commissioned by BCP and facilitated by the DfE, that has begun to look at how we best serve the needs of our local children and families.
8. Finally, it is helpful to note that the Dorset Integrate Care Board (ICB) has already developed place-based arrangements and will therefore allow the two new safeguarding arrangements to feed into the proposed changes seamlessly.

### **Proposed Business team functions**

9. There will be some arrangements that will continue to be Pan-Dorset whilst others will be allocated to the new Partnerships as follows:
  - 9.1 **Pan Dorset website.** This will remain in place, but the landing page will have two distinct areas to direct professionals and families to the relevant authority for work that is place based. This will be supported by the creation of a Dorset Council partnership logo and a separate BCP partnership logo.
  - 9.2 **Pan- Dorset Tri X.** This is where policy and procedures are recorded and will remain Pan-Dorset as these reflect legislation, statutory guidance and best practice. The site allows for individual practices to be recorded when required and again the new partnership logos will help differentiate when required.
  - 9.3 **Pan-Dorset Training.** This is hosted by Dorset and is working well across the partnership, training hundreds of partners each month; therefore, this will continue as is and any bespoke training for each LA can be factored accordingly. The team is completely self-funded through income generation.
  - 9.4 **Child Death Overview Panel.** This is a tri authority arrangement that includes Somerset and will remain in place.

- 9.5 **Partnership Data.** This will need to be separated to allow clear distinction between the two areas. This will further support the Partnership to respond to individual area needs.
- 9.6 **Partnership Annual Report.** This will no longer be a Pan-Dorset report and the two partnerships will have their own annual reports enabling clear focus on the arrangements for Dorset children and families as will BCP.
- 9.7 **Annual conference.** These will be separate to be aligned with the area priorities, learning and focused activities. This will allow for increased attendance as a pan-Dorset model restricted the number of delegates that could attend.

## **Options Appraisal**

10. To agree separation of the Pan-Dorset Safeguarding Children arrangements and create a Dorset Safeguarding Children's Partnership and a BCP Safeguarding Children's Partnership in order to meet the needs of two separate Local Authorities and enable the effectiveness of the partnership arrangements moving forward.
11. Whilst there has been some overlap in the priorities of the Pan-Dorset partnership, BCP has some of its own unique areas in relation to safeguarding children that the partnership has needed to focus on. Separation of the partnership will allow BCP to solely focus on the areas that are most pertinent to its children and young people and ensure that it better serves its community.

## **Summary of financial implications**

12. The Safeguarding Partners have agreed that they are committed to maintaining the current financial contributions and neither LA is requesting any additional funding to deliver two separate partnerships. As a result, it is agreed that the contributions will be split 50-50 to allow the Children's Safeguarding Partnership to be delivered separately. There will be some minor rebalancing of funds between the two authorities where Pan-Dorset functions are delivered within Dorset Council, and this has been agreed by the executive partners. As a result, both LAs are in agreement that they can deliver the Children's Safeguarding Partnership business within the allocated funds.
13. The PDSCP contributions for 2023/24 were as follows:
  - BCP Council - £75,785
  - Dorset Police - £75,785
  - Dorset Council - £75,785
  - Dorset Police - £75,785
  - Total - £303,140

## **Summary of legal implications**

14. The arrangements must be compliant with Working Together 2023. The Delegated arrangements will be delivered through the two Local authorities current governance arrangements which is the BCP Partnership Board to deliver the functions set out in the revised Working Together 2023 – see pages 26-30 for more detail).

15. There is much clearer strategic leadership and accountability set against each of the Lead Safeguarding Partner's (LSPs) who are defined in the WTG 2023 as Chief Executives of Local Authorities, Chief Executives of the ICBs, and Chief Officers of police forces and the partnership may wish to consider that the Exec group in its new working arrangements meet as a Pan-Dorset arrangement for both the LSPs. This will allow compliance of the new WTG 2023 arrangements, for the LSPs to have assurance that their local arrangements are keeping children safe and to deliver the joint functions.

#### **Summary of human resources implications**

16. Roles will be reviewed to enable a BCP focussed approach. HR processes will be followed accordingly should the recommendation for the creation of separate Dorset and BCP partnerships be approved.

#### **Summary of sustainability impact**

17. None noted.

#### **Summary of public health implications**

18. None noted.

#### **Summary of equality implications**

19. An EIA is currently being reviewed and will be available for final release.

#### **Summary of risk assessment**

20. This proposal has been developed in response to the identified risks and concerns in relation to the current arrangement. The recommendation for councillors to endorse the separation is intended to support the implementation of Working Together 2023 and ensure that the safeguarding arrangement meet the need of the BCP area. No specific risks have been identified as arising from this recommendation.

#### **Background papers**

[Working together to safeguard children 2023: statutory guidance–\(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101441/Working_together_to_safeguard_children_2023_statutory_guidance.pdf)

#### **Appendices**

There are no appendices to this report.

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Report subject	<b>Youth Justice Plan 2024/2025</b>
Meeting date	17 July 2024
Status	Public Report
Executive summary	To present the Youth Justice Plan for 2024/25. There is a statutory requirement to publish an annual Youth Justice Plan which must provide specified information about the local provision of youth justice services. This report summarises the Youth Justice Plan for 2024/25, with a copy of the Plan appended. The Youth Justice Plan needs to be approved by the full Council.
Recommendations	<p><b>It is RECOMMENDED that:</b></p> <p><b>a) The Cabinet recommend approval of the Youth Justice Plan 2024/25 to the Full Council.</b></p>
Reason for recommendations	Youth Justice Services are required to publish an annual Youth Justice Plan which should be approved by the Local Authority for that Youth Justice Service. Dorset Combined Youth Justice Service works across both Bournemouth, Christchurch and Poole Council and Dorset Council. Approval is therefore sought from both Bournemouth, Christchurch and Poole Council and from Dorset Council.
Portfolio Holder(s):	Councillor Richard Burton, Portfolio Holder for Children and Young People
Corporate Director	Cathi Hadley, Corporate Director for Children's Services
Report Authors	David Webb, Head of Service, Dorset Combined Youth Justice Service
Wards	Council-wide
Classification	For Recommendation

## Background

1. Under the Crime and Disorder Act 1998 Youth Offending Teams (now more widely known as Youth Justice Services) are required to publish an annual youth justice plan. The Youth Justice Board provides detailed and prescriptive guidance about what must be included in the plan. The draft Youth Justice Plan for the Dorset Combined Youth Justice Service is attached at Appendix One. A brief summary of the Youth Justice Plan is provided in this report.
2. The Youth Justice Plan includes information about local work to reduce first-time entrants and youth violence, which are priorities for the Youth Justice Partnership. Councillors have requested an update on these issues, which is included in this report.

## Summary of the Youth Justice Plan 2024/25

3. The Youth Justice Plan provides information on the resourcing, structure, governance, partnership arrangements and performance of the Dorset Combined Youth Justice Service. The Plan also describes the national and local youth justice context for 2023/24 and sets out our priorities for this year.
4. Dorset Combined Youth Justice Service was rated 'Good' in its most recent inspection report, which was published in January 2023. An action plan was produced, in response to the inspection recommendations. All actions have been completed, with the exception of ongoing partnership work to establish new arrangements and procedures for working with children who experience harm outside the home. The new Extra-Familial Harm arrangements are well developed and will be completed during 2024.
5. The Youth Justice Board continues to publish data for three 'key performance indicators' for youth justice. The first indicator relates to the rate of young people entering the justice system for the first time. Local performance in this area improved significantly in the past year. The latest national data, relating to the 12 months to December 2023, shows a combined pan-Dorset rate of 161 per 100,000 10-17 year-olds entering the justice system for the first time. This represents a 30% reduction on the previous year, when the rate was 229 per 100,000 10-17 year-olds in the previous year. For context, the local rate for the year 2019/20, before the pandemic, was 309 per 100,000 10-17 year-olds.
6. Data on the DCYJS case management system enables us to monitor numbers of first-time entrants in each local authority area. This local data shows that there was a big reduction in the number of Bournemouth, Christchurch and Poole children entering the justice system in the past year. A total of 52 children received a formal justice outcome for the first time in 2023/24, compared to 79 children in 2022/23. The Youth Justice Plan provides more detail about the children who enter the justice system and about work to divert children from the youth justice system.
7. One of the reasons for the recent reduction in first-time entrants is joint work between DCYJS, Dorset Police and the BCP Council Targeted Support Service to divert children from formal justice outcomes. Some of this work has been done under the Ministry of Justice 'Turnaround' programme, which provided funding until March 2025 to work with children 'on the cusp of the youth justice system'.
8. The other two national indicators relate to reducing reoffending and minimising the use of custodial sentences. The reoffending rate fluctuates, partly because of the

current counting rules for this measure. Our local reoffending rate has for the most part remained close to the national rate. Local analysis, summarised in the Youth Justice Plan, shows some of the patterns underlying the reoffending data. The Youth Justice Plan sets out some of the actions that have been taken and future plans to address these issues.

9. DCYJS has low rates of custodial sentences, below the national average. Young people who are sentenced to custody have often experienced significant trauma in their earlier life, affecting their current behaviour. Analysis in the Youth Justice Plan shows some of the common characteristics of the children who have been sentenced to custody.
10. Although the numbers remanded or sentenced to custody are low, these outcomes usually reflect serious offences causing significant harm to victims. Reducing youth violence, and harm to victims, is a priority for the Youth Justice Service and for other local strategic partnerships, such as the Community Safety Partnership and the Safeguarding Children's Partnership. In 2023 the government introduced the Serious Violence Duty, which requires specified local partners, including youth offending teams, to work together to share information and target interventions to prevent and reduce serious violence.
11. Local implementation of the Serious Violence Duty has been coordinated by the Community Safety Partnership. A Serious Violence Needs Assessment was published in January 2024. Funding from central government has been used to address the priorities identified in the needs assessment. Although most serious violence is committed by and against adults, it is recognised that some of the local activity should focus on early intervention, during adolescence, to prevent future violent behaviour. Much of this work will focus on knife crime, alongside the '8 weeks of action' knife crime campaign in April to June 2024.
12. One of the priorities for the Youth Justice Service, in reducing youth violence, is to work with the Police and CPS to speed up investigations and outcomes for alleged violent offences by children. Other activities include work by the YJS Nurses, Psychologist and Speech and Language Therapists to identify children's communication needs and trauma histories, in order to understand the child's behaviour and to respond to their individual needs.
13. The Youth Justice Service Partnership priorities for 2024/25 align with the strategic priorities of other services and partnerships, including the Community Safety Partnership and the Pan-Dorset Safeguarding Children Partnership. More work is planned to divert children from the justice system and to ensure their needs are identified and met, using the Ministry of Justice 'Turnaround' programme; further work will be undertaken to improve the education outcomes of children in the youth justice system; additional action will be taken to address risks of some groups of children being over-represented in the youth justice system. The Youth Justice Plan also outlines plans for a project to identify and support the speech, language and communication needs of children who are at risk of school exclusion. This work will commence in June 2024, aimed at reducing school exclusions and thereby reducing the risk of future offending.

### **Options Appraisal**

14. Cabinet members are asked to recommend approval of the Youth Justice Plan for 2024/25 to the full Council.

### **Summary of financial implications**

15. The Youth Justice Plan reports on the resourcing of the Youth Justice Service. Like all local authority services, the YJS is subject to significant resource pressures. Although there was an increase in the national Youth Justice Grant in 2023/24, taking it to £764,718, this did not restore it to the allocation of £790,000 in 2014/15. At the time of writing this report, in late April, the Youth Justice Grant allocation for 2024/25 has not yet been announced.
16. The creation of the pan-Dorset youth offending service in 2015 increased the service's resilience and ability to adapt to reduced funding and increased costs. The management of vacancies, and the deletion of some posts, enabled a balanced budget to be achieved in the years to 2023. Budget pressures from pay awards, without a corresponding increase in budget contributions, means that staffing costs will be reviewed in 2024/25.

### **Summary of legal implications**

17. Local authorities are legally required to form a youth offending team with the statutory partners named in the Crime and Disorder Act 1998. The Act also stipulates that youth offending partnerships must submit an annual youth justice plan setting out how youth justice services in their area will be provided and funded; how the youth offending team will be composed and funded, how it will operate and what functions it will carry out. The Youth Justice Plan for 2024/25 meets these legal obligations.
18. The Youth Justice Board guidance states that Youth Justice Plans must be signed off by full council in accordance with 'Regulation 4 of the Local Authorities (Functions and Responsibilities) (England) Regulations 2000'.

### **Summary of human resources implications**

19. Local Authority YJS staff members are employees of Bournemouth, Christchurch and Poole council, including those team members who work in the Dorset Council area. The YJS also includes employees of the partner agencies who have been seconded to work in the team and who remain employed by the partner agency.
20. The Crime and Disorder Act 1998 also contains statutory requirements for the staffing composition of youth offending services. The Youth Justice Plan shows how Dorset Combined Youth Justice Service meets these requirements.

### **Summary of sustainability impact**

21. No adverse environmental impact has been identified. The Covid-19 pandemic led to changes in the working arrangements of the Youth Justice Service. These changes included significant reductions in staff travel, both to and from work and to visit service users, with more activities being carried out remotely. Although staff travel has increased, with the return to more face-to-face work, team members continue to undertake some tasks remotely.

### **Summary of public health implications**

22. Young people in contact with youth justice services are known to be more likely than other young people to have unmet or unidentified health needs. The Youth Justice Service includes seconded health workers who work directly with young people and who facilitate their engagement with community health services.



### **Summary of equality implications**

23. It is recognised nationally that young people from minority ethnic groups, and young people in the care of the local authority, are over-represented in the youth justice system and particularly in the youth custodial population. It is also recognised that young people known to the YJS may experience learning difficulties or disabilities, including in respect of speech, language and communication needs. Information from Dorset Combined Youth Justice Service records, summarised in the Youth Justice Plan, show that some of these issues of over-representation also apply locally. Actions have been identified in the Youth Justice Plan to address these issues.

### **Summary of risk assessment**

24. The Youth Justice Plan sets out local priorities and actions to prevent and reduce offending by young people. These priorities and actions have been developed in response to identified risks and concerns. The recommendation for Cabinet to recommend approval of the Youth Justice Plan is intended to support the Youth Justice Service to reduce the risks associated with youth offending. No specific risks have been identified as arising from this recommendation.

### **Background papers**

None

### **Appendices**

Appendix 1 - Dorset Combined Youth Justice Service Youth Justice Plan 2024/25

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## CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE



Report subject	<b>Forward Plan</b>
Meeting date	24 July 2024
Status	Public Report
Executive summary	The Children's Services Overview and Scrutiny (O&S) Committee is asked to consider and identify work priorities for publication in a Forward Plan.
<b>Recommendations</b>	<p><b>It is RECOMMENDED that:</b></p> <p><b>The Committee considers, updates and confirms its Forward Plan including the suggestion from Cllr Olivia Brown at Appendix E.</b></p>
Reason for recommendations	The Council's Constitution requires all Overview and Scrutiny Committees to set out proposed work in a Forward Plan which will be published with each agenda
Portfolio Holder(s):	N/A – O&S is a non-executive function
Corporate Director	Graham Farrant, Chief Executive
Report Authors	Lindsay Marshall, Overview and Scrutiny Specialist
Wards	Council-wide
Classification	For Decision

### Background

1. All Overview and Scrutiny (O&S) bodies are required by the Constitution to consider work priorities and set these out in a Forward Plan. When approved, this should be published with each agenda. It is good practice for the Forward Plan to be kept under regular review by the committee, and in this report councillors are asked to discuss and agree work priorities for the next meeting to allow sufficient time for report preparation as appropriate. See the Forward Plan attached at Appendix B to this report.

## **BCP Constitution and process for agreeing Forward Plan items**

2. The Constitution requires that the Forward Plan of O&S Committees (including the O&S Board) shall consist of work aligned to the principles of the function. The BCP Council O&S function is based upon six principles:
  - Contributes to sound decision making in a timely way by holding decision makers to account as a 'critical friend';
  - A member led and owned function – seeks to continuously improve through self-reflection and development;
  - Enables the voice and concerns of the public to be heard and reflected in the Council's decision-making process;
  - Engages in decision making and policy development at an appropriate time to be able to have influence;
  - Contributes to and reflects the vision and priorities of the Council;
  - Agility – able to respond to changing and emerging priorities at the right time with flexible working methods.
3. An O&S Committee may take suggestions from a variety of sources to form its Forward Plan. This may include suggestions from members of the public, officers of the Council, Portfolio Holders, the Cabinet and Council, members of the O&S Committee, and other Councillors who are not on the committee.
4. The Constitution requires that all suggestions for O&S work will be accompanied by detail outlining the background to the issue suggested, the proposed method of undertaking the work and likely timescale associated, and the anticipated outcome and value to be added by the work proposed. No item of work shall join the Forward Plan of the O&S Committee without an assessment of this information.
5. Any Councillor may request that an item of business be considered by an O&S Committee. Councillors are asked to complete a form outlining the request, which is appended to this report at Appendix C. The same process will apply to requests for scrutiny from members of the public.
6. A copy of the most recent Cabinet Forward Plan will be supplied to O&S Committees at each meeting for reference. The latest version was published on 16 July 2024 and is supplied as Appendix D to this report.

## **Resources to support O&S work**

7. The Constitution requires that the O&S Committees take into account the resources available to support their proposals for O&S work. This includes consideration of Councillor availability, Officer time and financial resources. Careful and regular assessment of resources will ensure that there is appropriate resource available to support work across the whole O&S function, and that any work established can be carried out in sufficient depth and completed in a timely way to enable effective outcomes.
8. It is good practice for O&S Committees to agree a maximum of two substantive agenda items per meeting. This will provide sufficient time for committees to take a 'deep dive' approach to scrutiny work, which is likely to provide more valuable outcomes. A large number of agenda items can lead to a 'light touch' approach

to all items of business, and also limit the officer and Councillor resource available to plan for effective scrutiny of selected items.

9. O&S Committees are advised to carefully select their working methods to ensure that O&S resource is maximised. A variety of methods are available for O&S Committees to undertake work and are not limited to the receipt of reports at committee meetings. These may include:
- Working Groups;
  - Sub-Committees;
  - Tak and finish groups;
  - Inquiry Days;
  - Rapporteurs (scrutiny member champions);
  - Consideration of information outside of meetings – including report circulation/ briefing workshops/ briefing notes.

Further detail on O&S working methods are set out in the Constitution and in Appendix A – Terms of Reference for O&S Committees.

### **Options Appraisal**

10. The committee is asked to consider, update and confirm its Forward Plan, taking account of the supporting documents provided and including the determination of any requests for scrutiny. This will ensure member ownership of the Forward Plan and that reports can be prepared in a timely way. Should the committee not confirm its forthcoming priorities, reports may not be able to be prepared in a timely way and best use of the meeting resource may not be made.

### **Summary of financial implications**

11. There are no direct financial implications associated with this report. The committee should note that when establishing a Forward Plan, the Constitution requires that account be taken of the resources available to support proposals for O&S work. Advice on maximising the resource available to O&S Committees is set out in paragraphs 7 to 9 above.

### **Summary of legal implications**

12. The Council's Constitution requires all O&S bodies to set out proposed work in a Forward Plan which will be published with each agenda. The recommendation proposed in this report will fulfil this requirement.

### **Summary of human resources implications**

13. There are no human resources implications arising from this report.

### **Summary of sustainability impact**

14. There are no sustainability resources implications arising from this report.

### **Summary of public health implications**

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

### **Summary of equality implications**

16. There are no equality implications arising from this report. Any member of the public may make suggestions for overview and scrutiny work. Further detail on this process is included within Part 4 of the Council's Constitution.

### **Summary of risk assessment**

17. There is a risk of challenge to the Council if the Constitutional requirement to establish and publish a Forward Plan is not met.

### **Background papers**

There are none.

### **Appendices**

Appendix A – Overview and Scrutiny Committees Terms of Reference

Appendix B - Current Children's Services O&S Forward Plan

Appendix C – Request for consideration of an issue by Overview and Scrutiny

Appendix D – Current Cabinet Forward Plan

Appendix E – Scrutiny request from completed by Cllr O Brown

## **BOURNEMOUTH, CHRISTCHURCH AND POOLE COUNCIL**

### **OVERVIEW AND SCRUTINY BOARD / COMMITTEES TERMS OF REFERENCE**

Overview and Scrutiny (O&S) is a statutory role fulfilled by Councillors who are not members of the Cabinet in an authority operating a Leader and Cabinet model. The role of the Overview and Scrutiny Board and Committees is to help develop policy, to carry out reviews of Council and other local services, and to hold decision makers to account.

#### **PRINCIPLES OF OVERVIEW AND SCRUTINY**

The Bournemouth, Christchurch and Poole Overview and Scrutiny function is based upon six principles:

1. Contributes to sound decision making in a timely way by holding decision makers to account as a 'critical friend'.
2. A member led and owned function – seeks to continuously improve through self-reflection and development.
3. Enables the voice and concerns of the public to be heard and reflected in the Council's decision-making process.
4. Engages in decision making and policy development at an appropriate time to be able to have influence.
5. Contributes to and reflects the vision and priorities of the Council.
6. Agile – able to respond to changing and emerging priorities at the right time with flexible working methods.

#### **MEETINGS**

There are four Overview and Scrutiny bodies at BCP Council:

- Overview and Scrutiny Board
- Children's Services Overview and Scrutiny Committee
- Health and Adult Social Care Overview and Scrutiny Committee
- Environment and Place Overview and Scrutiny Committee

Each Committee meets 5 times during the municipal year, except for the Overview and Scrutiny Board which meets monthly to enable the Board to make recommendations to Cabinet. The date and time of meetings will be set by full Council and may only be changed by the Chairman of the relevant Committee in consultation with the Monitoring Officer. Members will adhere to the agreed principles of the Council's Code of Conduct.

Decisions shall be taken by consensus. Where it is not possible to reach consensus, a decision will be reached by a simple majority of those present at the meeting. Where there are equal votes the Chair of the meeting will have the casting vote.

## MEMBERSHIP

The Overview and Scrutiny Board and Committees are appointed by full Council. Each Committee has 11 members and the Board has 13 members. No member of the Cabinet may be a member of the Overview and Scrutiny Committees or Board, or any group established by them. Lead Members of the Cabinet may not be a member of Overview and Scrutiny Committees or Board. The Chair and Vice-Chair of the Audit and Governance Committee may not be a member of any Overview and Scrutiny Committees or Board.

The quorum of the Overview and Scrutiny Committees and Board shall be one third of the total membership (excluding voting and non-voting co-optees).

No member may be involved in scrutinising a decision in which they been directly involved. If a member is unable to attend a meeting their Group may arrange for a substitute to attend in their place in accordance with the procedures as set out in the Council's Constitution.

Members of the public can be invited to attend and contribute to meetings as required, to provide insight to a matter under discussion. This may include but is not limited to subject experts with relevant specialist knowledge or expertise, representatives of stakeholder groups or service users. Members of the public will not have voting rights.

**Children's Services Overview and Scrutiny Committee** - The Committee must statutorily include two church and two parent governor representatives as voting members (on matters related to education) in addition to Councillor members. Parent governor membership shall extend to a maximum period of four years and no less than two years. The Committee may also co-opt one representative from the Academy Trusts within the local authority area, to attend meetings and vote on matters relating to education.

The Committee may also co-opt two representatives of The Youth Parliament and, although they will not be entitled to vote, will ensure that their significant contribution to the work of the Committee is recognised and valued.

**Environment and Place Overview and Scrutiny Committee** - The Committee may co-opt two independent non-voting members. The selection and recruitment process shall be determined by the Environment and Place Overview and Scrutiny Committee.



## FUNCTIONS OF THE O&S COMMITTEES AND O&S BOARD

Each Overview and Scrutiny Committee (including the Overview and Scrutiny Board) has responsibility for:

- Scrutinising decisions of the Cabinet, offering advice or making recommendations
- Offering any views or advice to the Cabinet or Council in relation to any matter referred to the Committee for consideration
- General policy reviews, and making recommendations to the Council or the Cabinet to assist in the development of future policies and strategies
- Assisting the Council in the development of the Budget and Policy Framework by in-depth analysis of policy issues
- Monitoring the implementation of decisions to examine their effect and outcomes
- Referring to full Council, the Cabinet or appropriate Committee/Sub-Committee any matter which, following scrutiny a Committee determines should be brought to the attention of the Council, Cabinet or other appropriate Committee
- Preparation, review and monitoring of a work programme
- Establishing such commissioned work as appropriate after taking into account the availability of resources, the work programme and the matter under review

In addition, the Overview and Scrutiny Board has responsibility for:

- Considering decisions that have been called-in
- Undertaking scrutiny of the Council's budget processes
- Carrying out the Council's scrutiny functions relating to crime and disorder, and discharging any other statutory duty for which the O&S function is responsible, other than those that relate to Flood Risk Management, Health, Adult Social Care, Children's Services and Education
- Overseeing the Council's overall O&S function including oversight of the work plans and use of resource across all O&S bodies
- Keeping the O&S function under review, suggesting changes as appropriate to ensure that it remains fit for purpose
- Reporting annually to Full Council on the output of the O&S function
- Maintaining oversight of the training needs of the whole O&S function.

**Figure 1 below provides an outline of the responsibilities of each Committee.**

The remit of the Overview and Scrutiny Board and Committees is based on the division of Portfolio Holder responsibilities. Portfolio Holders may report to more than one Overview and Scrutiny body.

Portfolio Holder responsibilities are changeable and from time to time it may be necessary to modify the designation of functions across the four Overview and Scrutiny bodies.

Figure One –Overview and Scrutiny Structure



## COMMISSIONED WORK

In addition to Committee meetings, the Overview and Scrutiny Board and Committees may commission work to be undertaken as they consider necessary after taking into account the availability of resources, the work programme and the matter under review.

Each O&S body is limited to one commission at a time to ensure availability of resources.

a) **Working Groups** – a small group of Councillors and Officers gathered to consider a specific issue and report back to the full Board/ Committee, or make recommendations to Cabinet or Council within a limited timescale. Working Groups usually meet once or twice, and are often non-public;

b) **Sub-Committees** – a group of Councillors delegated a specific aspect of the main Board/ Committee's work for ongoing, in-depth monitoring. May be time limited or be required as a long-standing Committee. Sub-Committees are often well suited to considering performance-based matters that require scrutiny oversight. Sub-Committees usually meet in public;

c) **Task and finish groups** – a small group of Councillors tasked with investigating a particular issue and making recommendations on this issue, with the aim of influencing wider Council policy. The area of investigation will be carefully scoped and will culminate in a final report, usually with recommendations to Cabinet or Council. Task and finish groups may work over the course of a number of months and take account of a wide variety of evidence, which can be resource intensive. For this reason, the number of these groups must be carefully prioritised by scrutiny members to ensure the work can progress at an appropriate pace for the final outcome to have influence;

d) **Inquiry Days** – with a similar purpose to task and finish groups, inquiry days seek to understand and make recommendations on an issue by talking to a wide range of stakeholders and considering evidence relating to that issue, within one or two days. Inquiry days have similarities to the work of Government Select Committees. Inquiry days are highly resource intensive but can lead to swift, meaningful outcomes and recommendations that can make a difference to Council policy; and

e) **Rapporteurs or scrutiny member champions** - individual Councillors or pairs of Councillors tasked with investigating or maintaining oversight of a particular issue and reporting back to the main Board/ Committee on its findings. A main Committee can use these reports to facilitate its work prioritisation. Rapporteurs will undertake informal work to understand an issue – such as discussions with Officers and Portfolio Holders, research and data analysis. Rapporteur work enables scrutiny members to collectively stay informed of a wide range of Council activity. This approach to the provision of information to scrutiny members also avoids valuable

Committee time being taken up with briefings in favour of more outcome-based scrutiny taking place at Committee.

**These terms of reference should be read in conjunction with the Overview and Scrutiny Procedure Rules outlined in Part 4C of the Council's Constitution.**

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

Updated 16 7 24

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
<b>24 July 2024</b>					
	<b>SEND Improvement Update</b>	To receive an update	Committee Report	TBC	
	<b>Child Exploitation working group</b>	To consider the findings of the working group	Committee Report	Cllr Burton	
	<b>Virtual School Headteachers Annual Report 2022/23</b>	To enable the Committee to consider this report	Information only report - circulated via email		
	<b>Education Improvement report</b>	To enable the Committee to consider this report	Information only report - circulated via email		
<b>27 November 24 – Education themed</b>					
	<b>School Permanent Exclusions and Suspensions</b>	To receive an update following consideration at Committee in January 24	Committee Report	Kelly Twitchen, Virtual School Headteacher	Added following Committee of 23 1 24.

	Subject and background	Anticipated benefits and value to be added by O&S engagement	How will the scrutiny be done?	Lead Officer	Report Information
<b>DATE to be allocated</b>					
	<b>Annual report from Corporate Parenting Board to include information on Children in Care</b>  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?	TBC	
1.	<b>Review of alternative Provision</b>	To enable the Committee to consider the outcome of the review	Committee Report	Coming in Sept 24	Requested at Committee on 7/2/23
<b>Information Briefings</b>					
	<b>None arranged</b>				
<b>Commissioned Work</b>  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.					



	Subject and background	Anticipated benefits and value to be added by O&S engagement	How will the scrutiny be done?	Lead Officer	Report Information
•					
<b>Update Items</b> 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.					
•	<b>Key Performance Indicators (KPIs)</b>  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.	Rina Mistry Head of Performance (Interim) – Children's Services	RG to consider best way to report to CS O&S
<b>Annual Reports</b>					
•	<b>Virtual School Head Annual Report</b>	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	Circulated to Committee in March 24
•	<b>School Admissions Arrangements for community and maintained schools</b>	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
•	<b>Youth Offending Service Annual Youth Justice Plan</b>	To enable consideration before approval at Cabinet and Council	June 2024?	David Webb, Service Manager, Dorset YJS	
•	<b>Annual Report from CPB to include info on CIC</b>	To provide the Committee with an update on the work being done by the CPB	TBC	TBC	
•	<b>Annual Report – Complaints and Compliments</b>	For the Committee to receive this report	Information only report via email		Circulated to Committee in March 24
•	<b>Annual Report IRO service</b>	For the Committee to receive this report	Information only report via email		Circulated to Committee in Nov 23

## Request for consideration of an issue by Overview and Scrutiny

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### **Guidance on the use of this form:**

This form is for use by councillors and members of the public who want to request that an item joins an Overview and Scrutiny agenda. Any issue may be suggested, provided it affects the BCP area or the inhabitants of the area in some way. Scrutiny of the issue can only be requested once in a 12 month period.

The form may also be used for the reporting of a referral item to Overview and Scrutiny by another body of the council, such as Cabinet or Council.

The Overview and Scrutiny Committee receiving the request will make an assessment of the issue using the detail provided in this form and determine whether to add it to its forward plan of work.

They may take a variety of steps to progress the issue, including requesting more information on it from officers of the council, asking for a member of the overview and scrutiny committee to 'champion' the issue and report back, or establishing a small working group of councillors to look at the issue in more detail.

If the Committee does not agree to progress the issue it will set out reasons for this and they will be provided to the person submitting this form.

More information can be found at Part 4.C of the BCP Council Constitution  
<https://democracy.bpcouncil.gov.uk/ieListMeetings.aspx?CommitteeID=151&Info=1&bcr=1>

Please complete all sections as fully as possible

### **1. Issue requested for scrutiny**

### **2. Desired outcome resulting from Overview and Scrutiny engagement, including the value to be added to the Council, the BCP area or its inhabitants.**

**3. Background to the issue**

**4. Proposed method of scrutiny - (for example, a committee report or a working group investigation)**

**5. Key dates and anticipated timescale for the scrutiny work**

**6. Notes/ additional guidance**

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Document last reviewed – January 2022

Contact – [democratic.services@bcpcouncil.gov.uk](mailto:democratic.services@bcpcouncil.gov.uk)

# CABINET FORWARD PLAN – 1 JULY 2024 TO 31 OCTOBER 2024

(PUBLICATION DATE – 16 July 2024)



What is the subject?	What is the purpose of the issue?	Is this a Key Decision?	Decision Maker and Due Date	Wards	Who are the key stakeholders to be consulted before the decision is made?	What is the consultation process and period	Officer writing the report	Is the report likely to be considered in private (i.e., it contains confidential or exempt information)?
Financial Outturn 2023/24	To provide the financial outturn for 2023/24	No	Cabinet 17 Jul 2024  Council 23 Jul 2024	All Wards	n/a	n/a	Adam Richens	Open
Medium Term Financial Plan (MTFP) Update	Present the latest medium-term financial plan (MTFP) of the council	No	Cabinet 17 Jul 2024	All Wards			Adam Richens	Open

What is the subject?	What is the purpose of the issue?	Is this a Key Decision?	Decision Maker and Due Date	Wards	Who are the key stakeholders to be consulted before the decision is made?	What is the consultation process and period	Officer writing the report	Is the report likely to be considered in private (i.e., it contains confidential or exempt information)?
BCP Council Productivity Plan	The Government is reviewing productivity across all public services and requires councils to produce productivity plans outlining efforts to improve productivity in recent years, current plans for transformation, and how the effects of these changes will be measured.	No	Cabinet 17 Jul 2024	All Wards			Sophie Bradfield	Open
Pay and Reward: Update on progress in introducing new terms and conditions of employment		No	Overview and Scrutiny Board 16 Jul 2024  Cabinet 17 Jul 2024				Sarah Deane	

What is the subject?	What is the purpose of the issue?	Is this a Key Decision?	Decision Maker and Due Date	Wards	Who are the key stakeholders to be consulted before the decision is made?	What is the consultation process and period	Officer writing the report	Is the report likely to be considered in private (i.e., it contains confidential or exempt information)?
Arndale House and 1-17 Kingland Road Poole (AKA Kingland House)	To seek Cabinet approval for the surrender of the existing head lease and regrant of a new long lease to facilitate a mixed use development on the site of circa 128 homes, nine ground floor commercial units and car and cycle parking.	Yes	Cabinet 17 Jul 2024  Council 23 Jul 2024	Poole Town	Ward Councillors & Portfolio holder	Briefing	Irene Ferns	Open
South Part of Beach Road Car park	Approval to appropriate for Planning Purposes and dispose of the site	Yes	Cabinet 17 Jul 2024  Council 23 Jul 2024	Canford Cliffs	Ward Councillors and Portfolio Holder	Ongoing Briefings	Irene Ferns, Adam Richens	Open

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Revised BCP Seafront Strategy	The BCP Seafront Strategy was adopted by Cabinet in April 2022. This report will update Cabinet on progress against this strategy and provide recommendations to refresh it in line with the new Corporate Strategy.	No	Cabinet 17 Jul 2024				Amanda Barrie, Andrew Emery, Gary Foyle, Anthony Rogers	Open
BCP Urban Forest Strategy	To present to cabinet, for adoption, the BCP Urban Forest Strategy	No	Cabinet 17 Jul 2024	All Wards	Public consultation is taking place pre Christmas 2023, leading in tot his decision; and follows extensive workshops and cross-service development of the strategy.	As above	Martin Whitchurch	Open



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Core Gigabit Fibre Network	Due to changes in the economic climate, options are being provided to stop or proceed with this project.	Yes	Cabinet 17 Jul 2024	All Wards			Ruth Spencer	Open
Adult Social Care Transformation Business Case	To ask Cabinet to recommend the Adult Social Care transformation business case to Council.	No	Health and Adult Social Care Overview and Scrutiny Committee 15 Jul 2024  Cabinet 17 Jul 2024  Council 23 Jul 2024	All Wards			Jillian Kay	Open
Adult Social Care Charging Policy Additions	To update Cabinet on the recent Adult Social Care Charging Policy Additions.	No	Cabinet 17 Jul 2024	All Wards			Betty Butlin	Open

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Children's Safeguarding Partnership Review	To update on the proposed separation of the Pan-Dorset Safeguarding Children arrangements to create a BCP Safeguarding Children's Partnership and a Dorset Safeguarding Children's Partnership in order to meet the needs of two separate Local Authorities and enable the effectiveness of the partnership arrangements moving forward.	No	Children's Services Overview and Scrutiny Committee 11 Jun 2024  Cabinet 17 Jul 2024	All Wards			Tammy Lawrence	Open

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Youth Justice Plan 2024/2025	To present the Youth Justice Plan 2024/25 for approval. There is a statutory requirement to publish an annual Youth Justice Plan which must provide specified information about the local provision of youth justice services. This report summarises the Youth Justice Plan for 2024/25, with a copy of the Plan appended.	No	Cabinet 17 Jul 2024  Council 23 Jul 2024	All Wards			David Webb	Open
Corporate Budget Monitoring 2024/25 Quarter One	Budget Monitoring information for quarter one.	No	Cabinet 4 Sep 2024  Council 15 Oct 2024	All Wards	n/a	n/a	Adam Richens	Open

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Monitoring Progress with the Shared Vision for Bournemouth, Christchurch and Poole - Q1	Setting out how progress will be monitored for the Shared Vision for Bournemouth, Christchurch and Poole including governance arrangements and an update at Q1	No	Cabinet 4 Sep 2024	All Wards	N/A	N/A	Sophie Bradfield, Vicky Edmonds, Isla Reynolds	Open
Financing Nature	Present options for attracting private finance to fund nature restoration and biodiversity enhancements within BCP.	No	Cabinet 4 Sep 2024	All Wards			Ruth Wharton	Open
Commissioning & Procurement Transformation Update	To update members on the history of Strategic Procurement - Current position & future approach	No	Cabinet 4 Sep 2024	All Wards			Jeremy Richardson, Phil Hornsby	Open

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Pan Dorset Safeguarding Children Partnership 2023-2024 Annual Report	The production of an annual report is a statutory responsibility. This has been endorsed by the four statutory partners (Dorset Council, BCP Council, NHS Dorset, Dorset Police) and is being shared with cabinet as part of those governance arrangements.	No	Cabinet 4 Sep 2024	All Wards			Tammy Lawrence	Open

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Christchurch Bay and Harbour FCERM Strategy	Bournemouth, Christchurch and Poole Council (BCP) and New Forest District Council (NFDC) are working together with the Environment Agency to produce a new strategy to protect coastal communities from tidal flooding and erosion risk. It will guide how the frontage from Hengistbury Head to Hurst Spit, encompassing Christchurch Harbour, will be sustainably managed for the next 100 years.	No	Cabinet 2 Oct 2024  Council 15 Oct 2024	Christchurch Town; East Southbourn e & Tuckton; Highcliffe & Walkford; Mudeford, Stanpit & West Highcliffe; Burton & Grange	Landowners, BCP residents, businesses, organisations, BCP services	Several levels of public enegagement and consultation throughout the development of the Strategy between 2021 and 2023.	Catherine Corbin, Alan Frampton, Matt Hosey	Open
Investment & Development Directorate - Regeneration Programme	To provide a bi-annual update on the progress of the Council's regeneration programme	No	Cabinet 2 Oct 2024	All Wards			Rob Dunford	Open

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Town Centre Improvement Fund	To recommend to Cabinet the successful grant recipients	No	Cabinet 2 Oct 2024	Bournemouth Central; Christchurch Town; Poole Town			Chris Shephard	Open
Housing Strategy - Annual Summary Review		No	Cabinet 2 Oct 2024			Housing Strategy - Annual Summary Review		No
Medium Term Financial Plan (MTFP) Update	To provide progress on delivering a legally balanced budget for 2025/26	No	Cabinet 30 Oct 2024	All Wards			Adam Richens	Open

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Council Budget Monitoring 2024/25 Quarter Two	Budget monitoring at quarter two	No	Cabinet 27 Nov 2024  Council 10 Dec 2024	All Wards	n/a	n/a	Adam Richens	Open
Medium Term Financial Plan (MTFP) Update	Present progress in delivering a legally balance budget for 2025/26	No	Cabinet 18 Dec 2024	All Wards			Adam Richens	Open
Budget 2025/26 and Medium Term Financial Plan	To set out for Cabinet's consideration and recommendation to Council the proposed 2025/26 budget and council tax.	No	Cabinet 5 Feb 2025	All Wards			Adam Richens	Open



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Council Budget Monitoring 2024/25 Quarter Three	Budget monitoring	No	Cabinet 5 Feb 2025  Council 25 Feb 2025	All Wards	n/a	n/a	Adam Richens	Open
Integration of Dorset Local Enterprise Partnership functions	To seek approval for the integration of functions from the Dorset Local Enterprise Partnership into the Council	No	Cabinet 14 Jan 2026	All Wards			Chris Shephard	Open
DfE SEND review next steps	To consider the DfE review next steps	No	Cabinet Date to be confirmed				Rachel Gravett, Shirley McGillick, Sharon Muldoon	Fully exempt

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Our Place and Environment - Strategic Transport Scheme Prioritisation	To present the outputs of public engagement on Strategic Transport Schemes and to seek recommendation from Cabinet to Council relating to the progression of the schemes in consideration of the consultation outputs. Noting: this is likely to include some selected schemes being promoted as a priority at the Western Gateway Sub-National Transport Body.	Yes	Cabinet Date to be confirmed	All Wards				Open
Affordable Fairer Broadband for all (Award Contract)	In July 2022 Cabinet approved 'Accelerating Gigabit Fibre' and asked the team to return to Cabinet to award the contract. The purpose of this report is contract award.	No	Cabinet Date to be confirmed	All Wards			Ruth Spencer	Open

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Bournemouth Development Company LLP Business Plan	To seek approval for the Bournemouth Development Company Business Plan, extend some contractual "Option Execution Dates" in relation to specific sites and provide an update in relation to the independent Local Partnerships Review.	No	Cabinet Date to be confirmed	Bournemouth Central			Sarah Longthorpe	Open
Children's Services Early Help Offer	Summary of findings and recommendations from an ongoing review of our current Early Help services	No	Cabinet Date to be confirmed	All Wards			Zafer Yilkan	Open

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Adult Social Care Business Case	Adult Social Care services locally and nationally have faced significant challenges in recent years, and as a result the Council is holding significant risk in relation to the ability of the Council to deliver its statutory responsibilities to adults that require support within the available budget. The nature of these challenges means that long term, sustainable change is needed to ensure that BCP Council Adult Social Care services (ASCS) are modern, fit for the future and affordable. This business case sets out a proposal for initial investment in Adult Social Care transformation that will lead to improved outcomes for adults that draw on support in BCP and support the Council to deliver this within the available financial envelope.	Yes	Cabinet Date to be confirmed	All Wards			Chris McKensie	Open

<b>What is the subject?</b>	<b>What is the purpose of the issue?</b>	<b>Is this a Key Decision?</b>	<b>Decision Maker and Due Date</b>	<b>Wards</b>	<b>Who are the key stakeholders to be consulted before the decision is made?</b>	<b>What is the consultation process and period</b>	<b>Officer writing the report</b>	<b>Is the report likely to be considered in private (i.e., it contains confidential or exempt information)?</b>
Hurn Neighbourhood Plan	To report the findings of a formal public examination by independent examiner and to consider whether any proposed modification to any draft Neighbourhood Plan should be accepted.	No	Cabinet Date to be confirmed	Commons				Open

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## Request for consideration of an issue by Overview and Scrutiny

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### **Guidance on the use of this form:**

This form is for use by councillors and members of the public who want to request that an item joins an Overview and Scrutiny agenda. Any issue may be suggested, provided it affects the BCP area or the inhabitants of the area in some way. Scrutiny of the issue can only be requested once in a 12 month period.

The form may also be used for the reporting of a referral item to Overview and Scrutiny by another body of the council, such as Cabinet or Council.

The Overview and Scrutiny Committee receiving the request will make an assessment of the issue using the detail provided in this form and determine whether to add it to its forward plan of work.

They may take a variety of steps to progress the issue, including requesting more information on it from officers of the council, asking for a member of the overview and scrutiny committee to 'champion' the issue and report back, or establishing a small working group of councillors to look at the issue in more detail.

If the Committee does not agree to progress the issue it will set out reasons for this and they will be provided to the person submitting this form.

More information can be found at Part 4.C of the BCP Council Constitution  
<https://democracy.bcpCouncil.gov.uk/ieListMeetings.aspx?CommitteeID=151&Info=1&bcr=1>

Please complete all sections as fully as possible

### **1. Issue requested for scrutiny**

The committee would like to give more time, appreciation and scrutiny to the development and roll out of the Family Hubs across BCP.

### **2. Desired outcome resulting from Overview and Scrutiny engagement, including the value to be added to the Council, the BCP area or its inhabitants.**

We are aware of what a huge piece of work this has been and will continue to be going forward and would like to gain a deeper understanding of how it is working, meeting targets and deadlines and the impact it is having on families.

### **3. Background to the issue**

The government have helped to fund Family Hubs across LAs in the UK, BCP has been a part of this initiative and are part way through the journey. The work they have done so far has been brought to committee however due to the size, ongoing nature, and scope of this project the committee would like to work with the team further to understand how it is progressing.

### **4. Proposed method of scrutiny - (for example, a committee report or a working group investigation)**

Working Group Investigation or Sub Committee

### **5. Key dates and anticipated timescale for the scrutiny work**

We are happy to be led by the way the project is running and the milestones it is expecting to reach. Suggesting 3/4 meetings over the next year and reporting back to committee in Spring 2025. We would initially like to arrange a visit to a Family Hub to see what it is like, explore services and partnership working and how the services are working to understand and meet local needs.

### **6. Notes/ additional guidance**

Happy to be advised of a more appropriate method of scrutiny or less meetings as I understand this has cost implications etc. The service would propose the following;

Meeting 1. Visits/Tour to 2 Family Hubs

Meeting 2. Meeting with Managers and Staff to outline Family Hub service development, parental engagement and impact monitoring.

Meeting 3. Meeting with partners to explore partnership working and the range of services they provide.



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Document last reviewed – January 2022

Contact – [democratic.services@bcpcouncil.gov.uk](mailto:democratic.services@bcpcouncil.gov.uk)

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