

Agenda for a meeting of the Children's Services Overview and Scrutiny Committee to be held on Tuesday, 26 July 2016 at 4.30 pm in Ernest Saville Room - City Hall, Bradford

Members of the Committee – Councillors

CONSERVATIVE	LABOUR	LIBERAL DEMOCRAT	INDEPENDENT
D Smith M Pollard	Engel Mullaney Peart Shaheen Tait	Ward	Sajawal

Alternates:

CONSERVATIVE	LABOUR	LIBERAL DEMOCRAT
Carmody Rickard	Akhtar Bacon Abid Hussain Thirkill	J Sunderland

VOTING CO-OPTED MEMBERS:

Sidiq Ali	Parent Governor Representative
Claire Parr	Church Representative (RC)
Joyce Simpson	Church Representative (CE)
Gull Hussain	Parent Governor Representative

Notes:

- This agenda can be made available in Braille, large print or tape format on request by contacting the Agenda contact shown below.
- The taking of photographs, filming and sound recording of the meeting is allowed except if Councillors vote to exclude the public to discuss confidential matters covered by Schedule 12A of the Local Government Act 1972. Recording activity should be respectful to the conduct of the meeting and behaviour that disrupts the meeting (such as oral commentary) will not be permitted. Anyone attending the meeting who wishes to record or film the meeting's proceedings is advised to liaise with the Agenda Contact who will provide guidance and ensure that any necessary arrangements are in place. Those present who are invited to make spoken contributions to the meeting should be aware that they may be filmed or sound recorded.
- If any further information is required about any item on this agenda, please contact the officer named at the foot of that agenda item.

From:

Parveen Akhtar
City Solicitor

Agenda Contact: Fatima Butt / Jill Bell

Phone: 01274 432227/434580

E-Mail: fatima.butt@bradford.gov.uk / jill.bell@bradford.gov.uk

To:



A. PROCEDURAL ITEMS

1. ALTERNATE MEMBERS (Standing Order 34)

The City Solicitor will report the names of alternate Members who are attending the meeting in place of appointed Members.

2. DISCLOSURES OF INTEREST

(Members Code of Conduct - Part 4A of the Constitution)

To receive disclosures of interests from members and co-opted members on matters to be considered at the meeting. The disclosure must include the nature of the interest.

An interest must also be disclosed in the meeting when it becomes apparent to the member during the meeting.

Notes:

- (1) *Members may remain in the meeting and take part fully in discussion and voting unless the interest is a disclosable pecuniary interest or an interest which the Member feels would call into question their compliance with the wider principles set out in the Code of Conduct. Disclosable pecuniary interests relate to the Member concerned or their spouse/partner.*
- (2) *Members in arrears of Council Tax by more than two months must not vote in decisions on, or which might affect, budget calculations, and must disclose at the meeting that this restriction applies to them. A failure to comply with these requirements is a criminal offence under section 106 of the Local Government Finance Act 1992.*
- (3) *Members are also welcome to disclose interests which are not disclosable pecuniary interests but which they consider should be made in the interest of clarity.*
- (4) *Officers must disclose interests in accordance with Council Standing Order 44.*

3. MINUTES

Recommended –

That the minutes of the meeting held on 7 June 2016 be signed as a correct record (previously circulated).

(Jill Bell – 01274 434580)



4. INSPECTION OF REPORTS AND BACKGROUND PAPERS

(Access to Information Procedure Rules – Part 3B of the Constitution)

Reports and background papers for agenda items may be inspected by contacting the person shown after each agenda item. Certain reports and background papers may be restricted.

Any request to remove the restriction on a report or background paper should be made to the relevant Strategic Director or Assistant Director whose name is shown on the front page of the report.

If that request is refused, there is a right of appeal to this meeting.

Please contact the officer shown below in advance of the meeting if you wish to appeal.

(Jill Bell - 01274 434580)

5. REFERRALS TO THE OVERVIEW AND SCRUTINY COMMITTEE

1 - 2

The attached referral has been made to this Committee up to and including the date of publication of this agenda.

The Committee is asked to note the referral and decide how it wishes to proceed, for example by incorporating the item into the work programme, requesting that it be subject to more detailed examination, or refer it to an appropriate Working Group/Committee.

6. APPOINTMENT OF NON-VOTING CO-OPTED MEMBERS

(Article 6.7.2 of the Constitution)

The Committee is asked to confirm and recommend to Council the appointment of the following non-voting co-opted representatives for the 2016/2017 municipal year:

NON VOTING CO-OPTED MEMBERS:

Health Representative: Tina Wildy

Teachers Secondary School Representative: Tom Bright

Teachers Primary School Representative: Stephen Pickles

Teachers Special School Representative: vacancy

Voluntary Sector Representative: Kerr Kennedy

(Jill Bell – 01274 434580)



B. OVERVIEW AND SCRUTINY ACTIVITIES

7. YOUNG CARERS

3 - 34

The report of the Assistant Director (Children's Specialist Services) (**Document "D"**) provides an annual update on plans to meet the needs of Young Carers, within the Bradford District, following the implementation of the Memorandum of Understanding 2010, refreshed in Feb 2014, July 22nd 2014, April 2015 and 21st July 2015.

Recommended -

That the Committee comment on the progress and target setting of the Action Plan.

(Cath Dew - 01274 437949)

8. SCHOOLS FORUM UPDATE

35 - 52

The Director of Children's Services will present **Document "E"** in response to the request of the Children's Services Overview and Scrutiny Committee to receive a regular update on the work of the Schools Forum.

Recommendation -

Committee Members are asked to consider and to note the information provided in the update contained in Document "E".

(Andrew Redding – 01274 432678)

9. THE CHANGING EDUCATIONAL LANDSCAPE

53 - 60

The Deputy Director of Children's Services will present **Document "F"** on the 'Educational Excellence Everywhere' White Paper which was published in March 2016 and sets out this Government's ambitions for the future of education and the approach they will take to realise this ambition. The title 'educational excellence' articulates the twin ambitions of the Government: to champion excellence and set high aspirations for all children so that outcomes are not dependent on affluence or geography. The paper accelerates the Government's ambition for all schools to be removed from LA control, becoming academies by 2022.

Recommended -

That Document "F" be received and the implications of the White Paper considered.

(Judith Kirk – 01274 439255)



10. ELECTIVE HOME EDUCATION AND THE EDUCATION SAFEGUARDING HUB

61 - 84

Safeguarding children across the District is our highest priority with the Director of Children's Services having a legal responsibility for the safeguarding of children. In order to meet this responsibility there is a requirement to have information about children who are unknown to statutory agencies so that their well-being can be assured. Once identified missing children and children not on the roll of a school need to have a swift response to ensure their well-being. The Deputy Director of Children's Services will present a report (**Document "G"**) on the establishment of the Education Safeguarding Hub (ESH)

Recommended –

- (1) That the limited powers of the Authority to intervene in cases whereby parents elect to home educate their child (ren) is noted.**
- (2) That it be noted that the establishment of the Education Safeguarding Hub is a key vehicle in ensuring and promoting the wellbeing of children who are not attending any registered provision.**

(Judith Kirk – 01274 43 1078)

11. BLOCK CONTRACT CALL-OFF FROM THE WHITE ROSE LOOKED AFTER CHILDREN RESIDENTIAL FRAMEWORK IN BRADFORD & DISTRICT AREA

85 - 94

The Deputy Director of Children's Specialist Services will present a report (**Document "H" which contains a Not for Publication appendix**) on a plan to block buy a number of residential children's homes beds from the existing White Rose Framework to provide better outcomes for looked after young people in Bradford. By undertaking this young people stay in the Bradford area and this will provide a more cost effective result for the Council.

Recommended -

That the Children's Services Overview & Scrutiny Committee note the contents of Document "H".

(Jim Hopkinson/David Byrom – 01274 43 2904/2896)

THIS AGENDA AND ACCOMPANYING DOCUMENTS HAVE BEEN PRODUCED, WHEREVER POSSIBLE, ON RECYCLED PAPER



This page is intentionally left blank

DECISION OF COUNCIL 12 JULY 2016

11. ACADEMISATION OF SCHOOLS

Resolved -

Making sure our children have a good education leading to a successful working life has to be our prime concern. We commit to having every child in Bradford in our line of sight.

This Council however notes that:

- The Government's aim is for every state school in the country to become an academy. This remains the case despite the fact that in May 2016 it backtracked on its proposal to force every school to become an academy by 2020.
- When a local authority school becomes a sponsored academy, if the school has a financial surplus then the academy keeps that surplus. But if the school has a deficit, the local authority is required to take on that debt.
- Over and above this the Government expects local authorities to pick up the bill for rising PFI costs, utilities and other conversion costs. The public land which schools are built on is transferred (currently, on a 125-year lease) to the Multi Academy Trust without any recompense to the local authority.
- We currently have 43 academies in the district and in view of Government policy the number of schools converting to academy could quickly accelerate.
- The Regional Schools Commissioner has an objective to support schools to become academies but is shackled by not having the finances to make the process happen. In short it is an unfinanced Government policy which is putting an unacceptable financial burden on councils at a time when sustained year on year government cuts show no sign of abating.

This Council resolves to:

- **Ask Scrutiny to work with officers to prioritise a full examination of this issue so that the prospective costs can be quantified.**
- Write to the District's MPs to ask them to lobby the Secretary of State for Education to request a fairer, more equitable system regarding the financial burden placed on the local taxpayer when a maintained school switches to sponsored academy status.

- Work with other local authorities to make the case for Government to grant some funding to accompany their unfinanced academisation agenda.

*ACTION: Chief Executive/Director of Children's Services/City Solicitor
(Overview and Scrutiny Lead)*

Report of the Assistant Director (Children's Specialist Services) to the Children's Overview and Scrutiny Committee to be held on 26th July 2016

D

Subject: Young Carers

Summary statement:

This report provides an annual update on plans to meet the needs of Young Carers, within the Bradford District, following the implementation of the Memorandum of Understanding 2010, refreshed in Feb 2014, July 22nd 2014, April 2015 and 21st July 2015.

Jim Hopkinson Deputy Director
(Children's Social Care)

Portfolio:

Health & Wellbeing

Report Contact : Cath Dew
Service Manager - Edge of Care
Phone: (01274) 437949

Overview & Scrutiny Area:

Children's Social Care



1. Summary

- 1.1 This report provides an update on the action plan to meet the needs of Young Carers following the implementation of the Children and Families Act 2014 and the Local Memorandum of Understanding (MOU) 2010. It updates a previous report presented on the 21st July 2015.

2. Background

- 2.1 The 2010 Local Memorandum of Understanding (tabled previously) has been updated to include the good practise detailed within the paper 'No wrong doors' April 2015.

- 2.2 The Memorandum is a clear Joint Statement of Intent and Vision stating that;

“Children and young people will be protected from inappropriate caring and have the support they need to learn, develop and thrive; to enjoy positive childhoods and to achieve their full potential and fulfils the duty to participate as laid out in the Raising Participation Age duty.”

- 2.3 The Vision's overriding priority is prevention, ensuring Young Carers are actively protected from excessive or inappropriate caring and parenting roles are supported. The Memorandum also supports the new duties placed on Authorities via the Children and Families Act 2014 and the Care Act 2014.

- 2.4 It was agreed in July 2014 that the monitoring and oversight of the Memorandum of Understanding would be undertaken by the Children's Trust Board with annual reports to Children's Overview and Scrutiny and Health and Social Care Overview and Scrutiny for information.

3. Report issues

- 3.1 Members asked that the action plan for Young Carers should be a 'live' plan that ensures the service continues to make progress in relation to meeting the needs of Young Carers. The main issue to note is the excellent progress made with the Secondary Schools.

- 3.2 Progress has been made with Governors, School Nursing, Adult Services via the 'care pathway' with BDCFT Bradford District Care Foundation Trust and Secondary Schools. It is hoped that the work in schools is contributing to less referrals being made to Barnardos, as the figures have tentatively reduced from 147 referrals in 2015/16 as opposed to 170 in 2014/15.

- 3.3 There is still work to do in relation to other partners, Adult Services, further G.P.



engagement, and wider networks through Primary Schools, as well as gathering data from the work completed to date to show successful outcomes. For example measuring the reasons for less referrals.

- 3.4 Young Carers Partnership Group meets three times a year, the Carers Resource is a new partner who is bringing support, advice and services to older young carers in order to ensure a good transition to adult services.

4. Options

There are no options for consideration this is a statutory duty for the Council and its partners.

5. Contribution to Corporate Priorities

The work undertaken by the providers and partners in relation to Young Carers, contributes to the Council Priorities by ensuring: Young Carers are safe; that they are supported to achieve the best outcomes they can in relation to their Education; and their emotional well being is monitored with support offered as and when needed.

6. Recommendations

To comment on the progress and target setting of the Action Plan.

7. Background Documents

Memorandum of Understanding
Children and Families Act 2014
Care Act 2014

8. Not for Publication documents

None.

9. Appendices

Appendix 1 - Action Plan 2015 – 2016
Appendix 2 – Bradford Young Carers Service Update Report – July 2016



This page is intentionally left blank

APPENDIX 1 - Bradford Young Carers Memorandum of Understanding: Actions to Implement

Young Carers Outcomes:

Reduced impact of caring
 Increased resilience
 Free from bullying
 Positive/improved family relationships
 Understanding of parent/child illness or disability
 Satisfactory/improves school/college attendance and attainment
 Access to/use of inclusive resources in community
 Improved social life/friendships
 Improved health

Priority Area	Ref No	Action/What are we going to do	Outputs/Outcome	Lead	Date to be completed
1.Promoting Early Identification GP Practices Page 7	1.1.1	Implement Carers registers in GP practices and ensure registers include early identification and notification of Young Carers.	Young Carers report feeling more supported and acknowledged by their GP	Kerry	June 16
	1.1.2			Kerry – completed	
	1.1.3	Letter to be sent to all GP practices that will detail service and referral information for Bradford Young Carers.	Young Carers are identified before there is a family crisis or significant issue at school and supported via GP practices, including referring onto Bradford Young Carers where relevant.	completed	
	1.1.4	Service Manager from Bradford Young Carers to attend GP PACE event, if it still exists, to raise profile of Young Carers, Carers register in connection with young careers and what	Bradford Young Carers will see an increase in referrals coming from GP practices – monitored quarterly.	Andrea	June 2016
	1.1.5				August 2016
	1.1.6				

1.2 Schools

support service provides for Young Carers.

Melanie Evans from Carers Resource (as part of her role) is handing out our literature/service leaflets to GP practices across the district.

Attending Patient and Community Network meeting and GP practice Event in June 2016

Children and maternity GP representative the commissioner is going to raise the issue.

Disappointed in the response from GP's in not seeing a difference in referrals from GP's even through other avenues i.e. school nurses.

	1.2.1	Ensure all high schools signed up to Young Carers Schools Policy	Young Carers report feeling more supported and acknowledged within high school	Kerry	July 16
	1.2.2	All named designated leads in high schools received training on Young Carers – includes receiving resource pack (30	Schools have signed up to policy and have a designated lead (who has been trained).	Kerry	
	1.2.3	trained so far NB// some schools have more than one named member of staff – next round of training in June 28th 2016 – remaining 11 invited)	100% of High Schools have been offered the training and will receive a copy of the resource pack.	Karen	June 2016
	1.2.4	School Nursing to introduce scoring sheet to identify Young (school nurses trained on using this sheet – need to ensure all of them have received training)	Consistent appropriate referrals made to the Young Carers Service from school nursing sources.	Kerry	May 2016
	1.2.5	Provide resource packs, briefing information and induction information to training teams to raise awareness of Young Carers and promote early identifications and referrals for: <ul style="list-style-type: none"> Schools and associated support staff including 	Appropriate referrals made to the Young Carers Service from education sources. Young carers will be identified earlier and someone in school will be named to support and identify potential young carers.	Kerry	September 2016

Learning Mentors,
Connexions Staff
(done Feb 2016),
School Nurses
(done one session
2015), Education
Welfare Officers'
(done Feb 2016)
etc.

From September all of
the above will be offered
to primary schools – 22
already named a
member of staff and
have registered for
training.

<p>1.3 Adults and Childrens Services</p>	<p>1.3.1</p>	<p>Transition resource packs, briefing information and induction information to training teams to raise awareness of Young Carers and promote early identifications and referrals for:</p> <ul style="list-style-type: none"> • Adult services staff in Social Care, Health and Commissioned Services • Childrens Social Care 	<p>Young Carers report feeling more supported and acknowledged by all services who are their first point of contact. Increase in referrals from adult services</p>	<p>Cath/Andrea To identify funding</p>	<p>September 2016</p>
<p>1.4 Other Services</p>	<p>1.3.2</p>	<p>Letter to be sent to all adult treatment services that will detail service and referral information for Bradford Young Carers – completed by Kerry 2015</p>	<p>Adult and Children services staff work in a holistic way to ensure needs of children and young people who are Young Carers are being recognized and supported. Referrals are maintained.</p>	<p>Kerry</p>	<p>Completed 2015</p>
	<p>1.3.3</p>	<p>Ensure Children’s and Adult services assessments identify Young Carers Kerry working with Bradford District Care NHS Foundation Trust on a carers assessment pathway)</p>	<p>Bradford Young Carers will see an increase in referrals from in particular Adult Services teams.</p>	<p>Kerry</p>	<p>Completed</p>
	<p>1.4.1</p>	<p>Fewer referrals are made at crisis point.</p>	<p>Schools, Families and</p>	<p>Kerry at al</p>	<p>From September 2016</p>

	<p>1.4.2</p> <p>1.4.3</p> <p>1.4.4</p>	<p>Provide resource packs, briefing information and induction information to training teams to raise awareness of Young Carers and promote early identifications and referrals for:</p> <ul style="list-style-type: none"> • Housing Associations in the District (emailed 13-01-16) • Asylum Seeker Support Team (emailed 13-01-16) • BME Groups/Services • NHS staff (will be part of training session on new pathway for Carers Assessments for Foundation Trust) • IAG Services/Connexions (Done Feb 2016) <p>How do we know that information is given out to young carers, audit of where the information goes and how many referrals this leads to – need to be available on line. Learning from Carers Resource and</p>	<p>young people can access the information about Young Carers and make informed choices</p> <p>We can measure how many 'hits' we have and or how many downloads have taken place</p>		
--	--	---	--	--	--

		<p>Leicestershire. May use the local offer</p> <p>Information on Young Carers, Bradford Young Service is on FIS and BSO websites</p> <p>Clarify whether Young Carers are picked up in hospital discharge plans and whether parenting capacity is taken into account Information passed on through Helen Prince from Carers Resource</p> <p>Scoring sheet rolled out to relevant professionals (being discussed at the various presentations / briefings etc, ongoing)</p>			
--	--	---	--	--	--

2. Assessment	2.1	Develop and agree a clear protocol and pathway for identification, referral, assessment and support for Young Carers including Children's and Adults Social Care (Kerry working with Bradford District Care NHS Foundation Trust on a carers assessment pathway)	Fewer referrals coming through to Bradford Young Carers at crisis point	Cath Dew/Andrea Medley/Kerry McKenna Link into Early Help Cath Dew and Alex Porter	ongoing
	2.2	Social Care (Kerry working with Bradford District Care NHS Foundation Trust on a carers assessment pathway)	Increased referrals from Adult Services teams.		
	2.3	Work to be undertaken with adult services to look at the needs of other adult provider			
	2.4	Disseminate protocol with resource packs and briefings information to support assessment of Needs - done for BDCT other partners to do, introduce through the Early Help agenda.	More support given directly to adults e.g. Telecare, aids and adaptations, direct payments. Thus reducing the impact of caring upon the Young Carer.		
	2.5	Review Young Carers Assessments undertaken meet practice guidelines as set out in Section 96 of the Childrens and Families Act and in MOU 'No Wrong Doors (Childrens and Adults) Protocol put in place to ensure Joint	Increase in Carer's Assessments, Joints Assessments, Care Plans and CAFs.		

Assessments between
Childrens and Adults
can be undertaken
when requested

Implement and train
frontline staff all Adult
Services professionals
in Health, Social Care
and Commissioned
teams to ensure a
whole family approach
to assessment and
ensure more joined up
work and information
sharing in assessment
and care planning.
Ensuring parent support
needs assessed, unmet
care needs assessed
etc. Needs Senior
Manager support and
agreement to add into
training programmes

<p>3. Safeguarding</p>	<p>3.1</p> <p>3.2</p> <p>3.3</p>	<p>Review commissioned services for adults e.g. Drug and Alcohol, mental health Teams include compulsory Children’s Safeguarding Training</p> <p>Review commissioning specifications to ensure Childrens Safeguarding policies and practices are in place</p> <p>Check Safeguarding policies and practices of all partners outline clear responsibilities for Young Carers</p> <p>Implement Early Help processes</p> <p>Safeguarding Board Training on Young Carers being delivered throughout 2016-17</p>	<p>Referrals to Social Services show Adult Service teams are working towards procedures of BCSB.</p> <p>Reduction in referrals to Young Carers service coming through before crisis point.</p>		
------------------------	----------------------------------	--	--	--	--

4. Schools responsibility for Young Carers	<p>4.1</p> <p>4.1.1</p> <p>4.1.2</p> <p>4.1.3</p> <p>4.1.4</p> <p>4.1.5</p> <p>4.1.6</p> <p>4.2</p>	<p>In addition to action in Ref 1.2 ALL schools signed up to the Young Carers Policy will:</p> <p>Revise School prospectus/policies to show how they respond to Young Carers</p> <p>Deliver Annual Assemblies on Young Carers</p> <p>Implement Young Carers Card (Raised through refresher sessions for those leads who have already accessed training – another round being held in June 2016)</p> <p>Follow referral pathway through School Nurse – monitor numbers in terms of those that stay with school nurse and those that get referred onto BYC service</p> <p>Training for Designated Lead for Young Carers in Schools clarifies role as Lead Professional for CAF – Being raised at refresher training in June</p>	<p>Young Carers report feeling more supported and recognized within their schools.</p> <p>Reduced incidence of bullying of Young Carers</p> <p>Improved attendance and attainment of Young Carers</p> <p>Young Carers are identified earlier in school and referred if appropriate to Bradford Young Carers</p> <p>Increased numbers of referrals to Bradford Young Carers accompanied by a CAF.</p> <p>Young Carers needs are continued to be met in response to their caring role and responsibilities when cases are closed at the Young Carers or Family Services teams.</p> <p>Transitions are smooth and meet their needs</p>	<p>Kerry/Karen</p> <p>Helen/Kerry/Kathryn Loftus</p> <p>Access logs to BSOL and CAF monitoring - Neil</p>	<p>July 2016</p>
--	---	---	---	---	------------------

		<p>Training for Designated Lead for Young Carers includes information about transitions for Young Carers (primary to high and high to FE) Being raised at refresher training in June</p> <p>Ensure ALL schools are aware of Young Carers Service and regular information provided about Young Carers through BSO website (Quarterly articles on BSOL website)</p>	<p>Schools are up to date with relevant information news regarding Young Carers Monitored proof that these professionals are leading on CAF for Young Carers.</p>		
--	--	---	---	--	--

5. Health of Young Carers	5.1.1	Consult with the NHS concerning discharge process from hospital and process for identifying the availability and ability of carers of an appropriate age – Helen Prince taken on	Earlier recognition of the needs of Carers at discharge and appropriate equipment and support in place (the fact that these specific questions are asked) The nos of referrals that come from hospital discharges.	Kerry Kerry/Karen/Andrea	
5.2 Emotional Well Being	5.2.1	Develop closer links with CAMHs and therapeutic support for Young Carers Training delivered	Nos of young carer who also referred to CAMHS by school nurses		
Page 19	5.2.2	Develop closer links with CAMHs and other	Young Carers with significant emotional needs are able to access support in a supported and familiar setting. Thus preventing a crisis.		
	5.2.3	Therapeutic Services that provide emotional well-being and mental health support Training delivered			
	5.2.4				
5.3 Other	5.3	Explore the potential for CAMHS to provide bespoke group sessions for Young Carers groups where there is an identified need WRAP group covers this	Young Carers emotional health and well-being improves		
		Develop WRAP Group			

		<p>specifically for Young Carers – completed – future groups depends on funding</p> <p>Tier one health assessments are being worked on to include young carers – will use this information to refresh the MOU.</p> <p>Provide training to the Bradford Young Carers Service on the full range of aids and adaptations and other in-home support services including those from Pharmacies to enable them to engage adults in take up of services (emailed 13-01-16 – no response)</p> <p>Delivered training to District Nurses Forum 07-04-16</p>	<p>Young Carers and their families are in receipt of consistent and effective support from a wide range of sources. Some Young Carers may be prevented from being a Young Carer with such services being sourced.</p>		
5.4 School Nursing	5.4.1	Schools nurses trained on Young Carers and implementing new		Karen	From September 2016

	5.4.2 5.4.3 5.4.4	<p>scoring sheet. (Training session delivered. Karen Lorriman to ensure those that didn't attend have the information)</p> <p>School Nursing Service implement systems in to identify Young Carers</p> <p>Implement named nurse and designated lead for school to make contact termly to discuss Young Carers and have system for liaising around health concerns for Young Carers</p> <p>Health needs Assessment for all Yr. 7 pupils asks if caring for someone. Identifies follow up and identified on SYSTM1 via tick box.</p>			
--	---------------------------------	--	--	--	--

<p>6. Information, Advice and Advocacy</p>	<p>6.1</p> <p>6.2</p> <p>6.3</p> <p>6.4</p> <p>6.5</p>	<p>Training for IAG Personal Advisers/ Connexions and Families First to ensure they identify Young Carers needs and liaise with college and other 16+ providers to gain flexible options and understanding around entitlement to avoid NEET and provide support needed</p> <p>Connexions teams training delivered in Feb 2016 Families First teams trained 13th may 2016</p> <p>Map the wider pathways of support for adults in need and Young Carers to provide a succinct guide for professionals and Young Carers and their families– a 'Where to Go Guide' and to identify gaps in provision.</p> <p>Review and refresh website information on relevant websites – reviewing Barnardos site and sites where our service information is held. Local Offer website updated</p>	<p>Young Carers aged 16+ are able to access education, training and employment without their caring responsibilities hindering this.</p> <p>Young Carers and families in receipt of appropriate and effective services in a timelier manner.</p> <p>Young Carers across district are able to access correct and relevant information allowing them to self-refer where relevant.</p> <p>Monitor self-referrals quarterly.</p> <p>Young people are identified in other arena and are managed and are not lost in the system – young people get the help they need when they need it.</p>	<p>Kerry</p> <p>Andrea and Kerry et al</p>	<p>Sept 2016 ongoing.</p>
--	--	---	---	--	---------------------------

		<p>16 – 19yr old NEET connexions will work with these young people. Flag on RYSS to indicate these young people are young carers.</p> <p>How do we collate and manage the data about young carers within the Bradford District without double counting and making sure resources are where they need to be. – will Early help deliver this? Establish an operational group to look at this</p>			
Transition	<p>7.1</p> <p>7.2</p> <p>7.3</p>	<p>Develop and implement Transition Group to include Carers Resource and Young Carers Service (YACS worker taken on by Carers Resource – regular liaising and worker is coming to meet with young carer end of May.</p> <p>Use the Carers Star to assess needs but we need to look at the wider needs of the young people who don't meet adult care thresholds</p> <p>Connexions to have a</p>	<p>Young Carers age 18+ feel able to go onto to access relevant adult support services, continue with education, training or go into employment without their caring role and responsibilities preventing this.</p>	<p>Kerry and Sam</p> <p>Shazia</p>	<p>September 2016 ongoing</p>

		look at how many young people state they can not move forward after school due to being a young carer.			
8. Related themes and issues	8.1	<p>Broaden the scope of the Young Carers Partnership Board to include Housing</p> <p>Paula Smith (Lead for carers for BDCFT invited)</p>	<p>Wider range of professionals to ensure Young Carers needs are met and voices heard. I</p> <p>Issues identified and dealt with by appropriate colleagues and teams.</p> <p>Joint working required by this Implementation Plan adhered to.</p> <p>More coordinated and effective provision for Young Carers</p>	Kerry	

This page is intentionally left blank

Appendix 2
Bradford Young Carers Service update report - July 2016

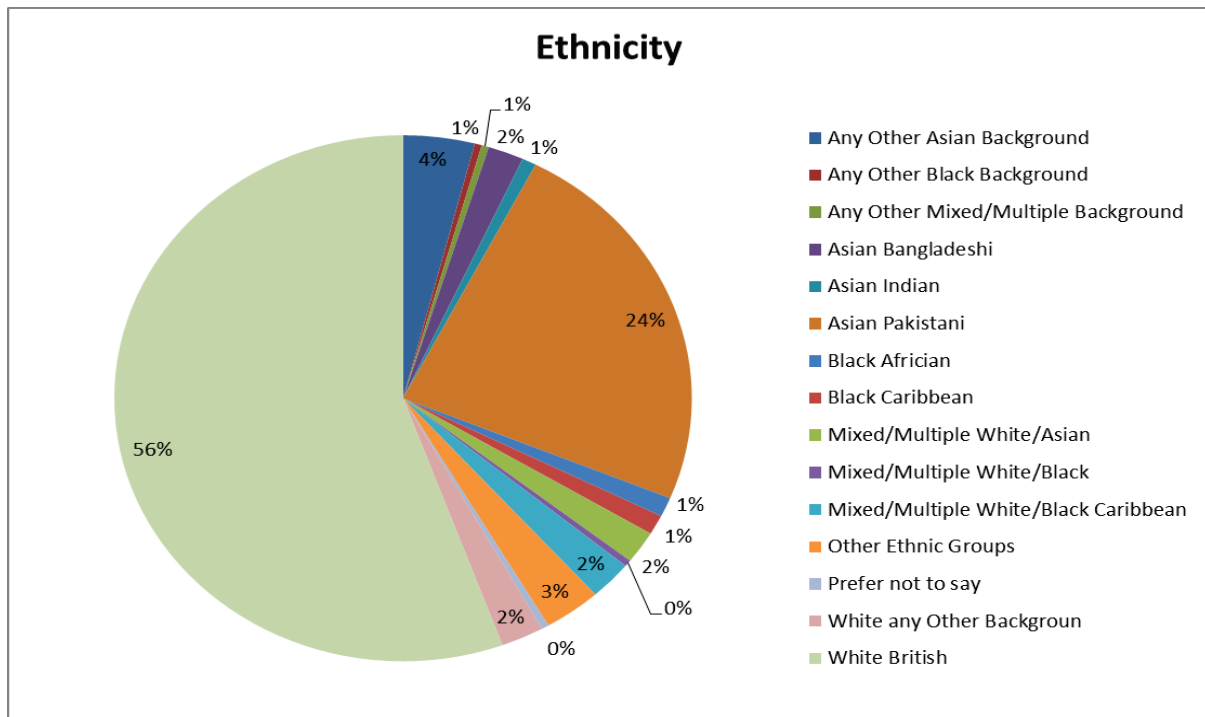
The service has supported a total of 256 children and young people in 2015/16 with 16 children and young people on the waiting list at the end of Quarter 4. This compares with 257 in 2014/15

There were 147 referrals in 2015/16 as opposed to 170 in 2014/15

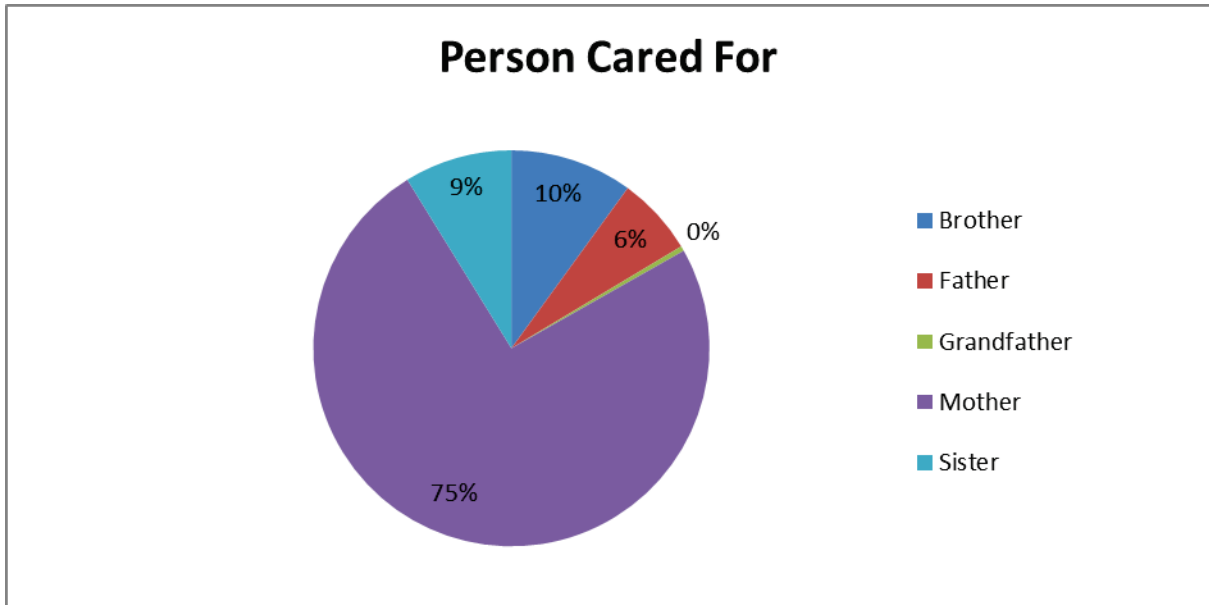
Some of this may be accounted for by the reduction of inappropriate referrals though better processes. However although the Care Act and Children and Families Act have come into force the impact on referrals to the service has been limited with there being no significant variation in the number of C&YP worked with between 2014/15 (257) and 2015/16 (256). Although this therefore doesn't impact on the capacity of the service especially with the staffing issues it has faced there probably needs to be some investigation and discussion as to why there appear to be no increase at all.

The service has also worked with 57 parents

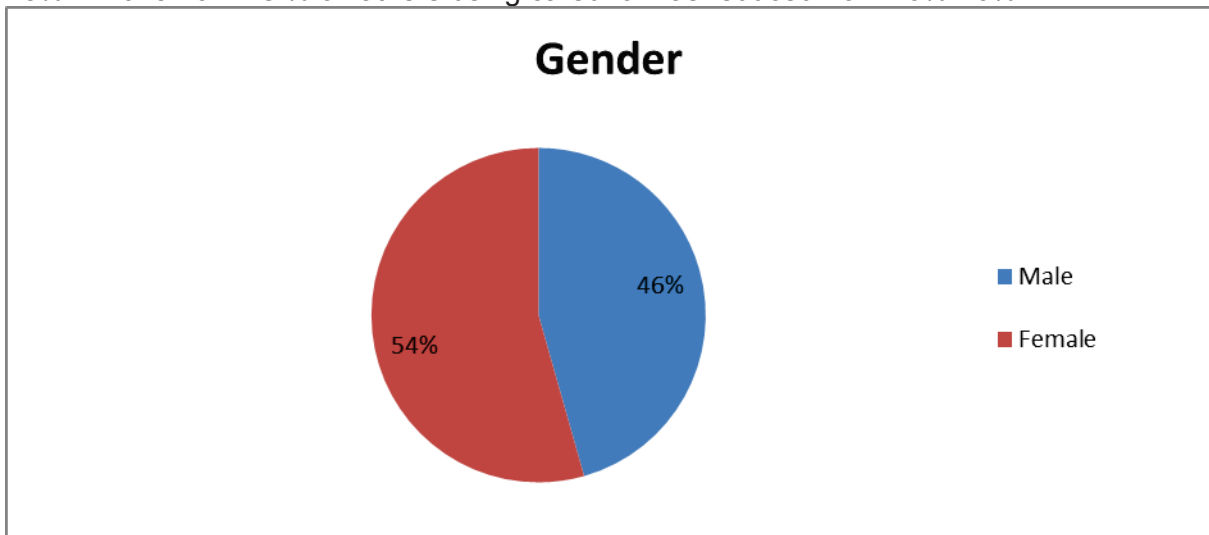
Service User Profiles and Referring Agencies



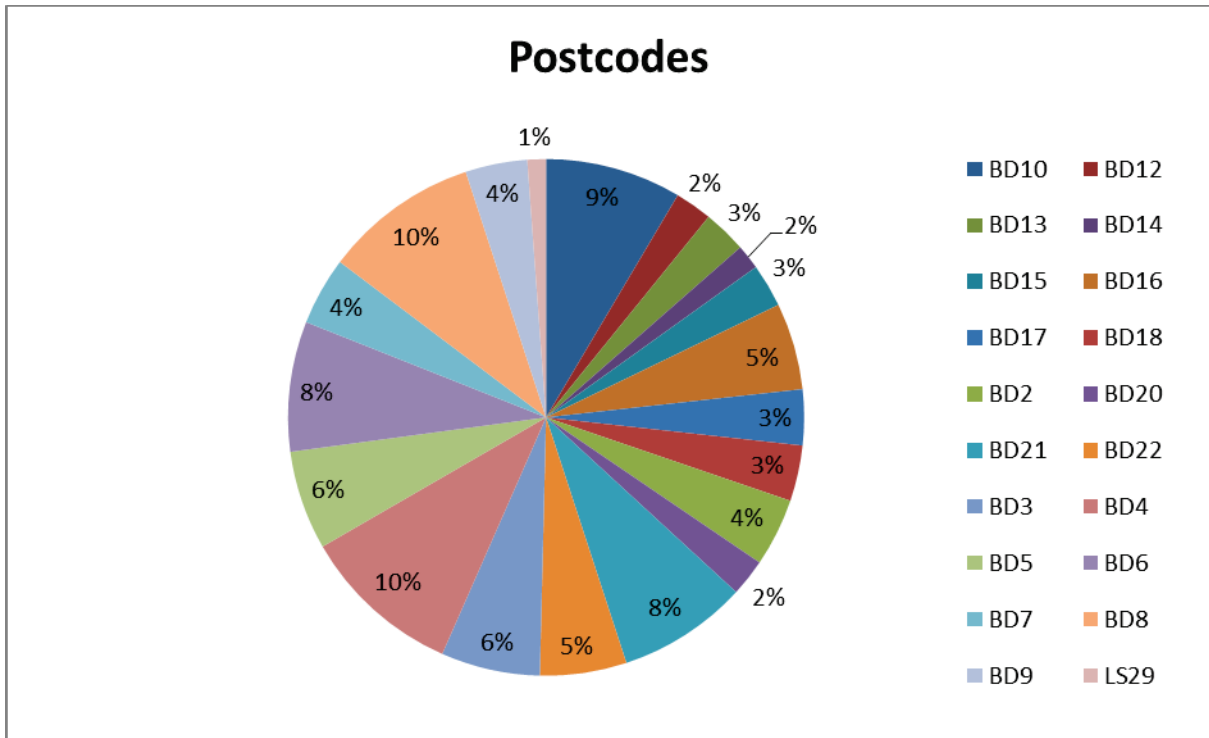
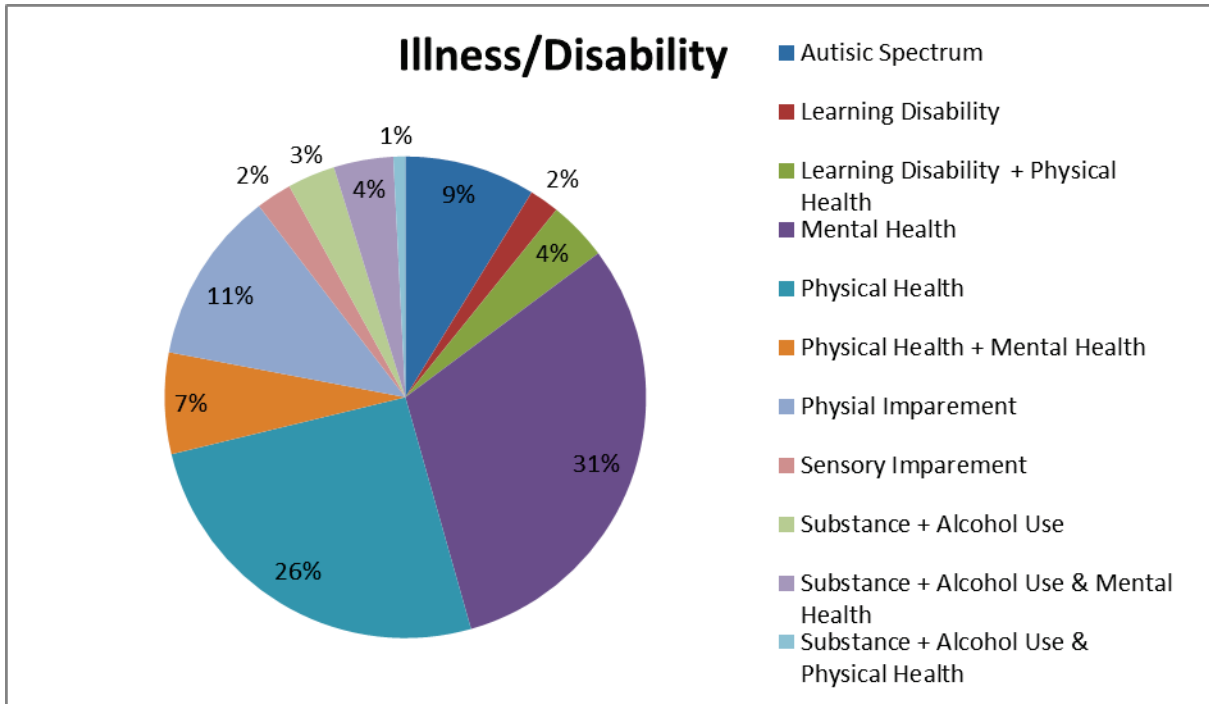
There are no significant differences in the ethnicity of young carers referred to the service in 2014/15 and 2015/16

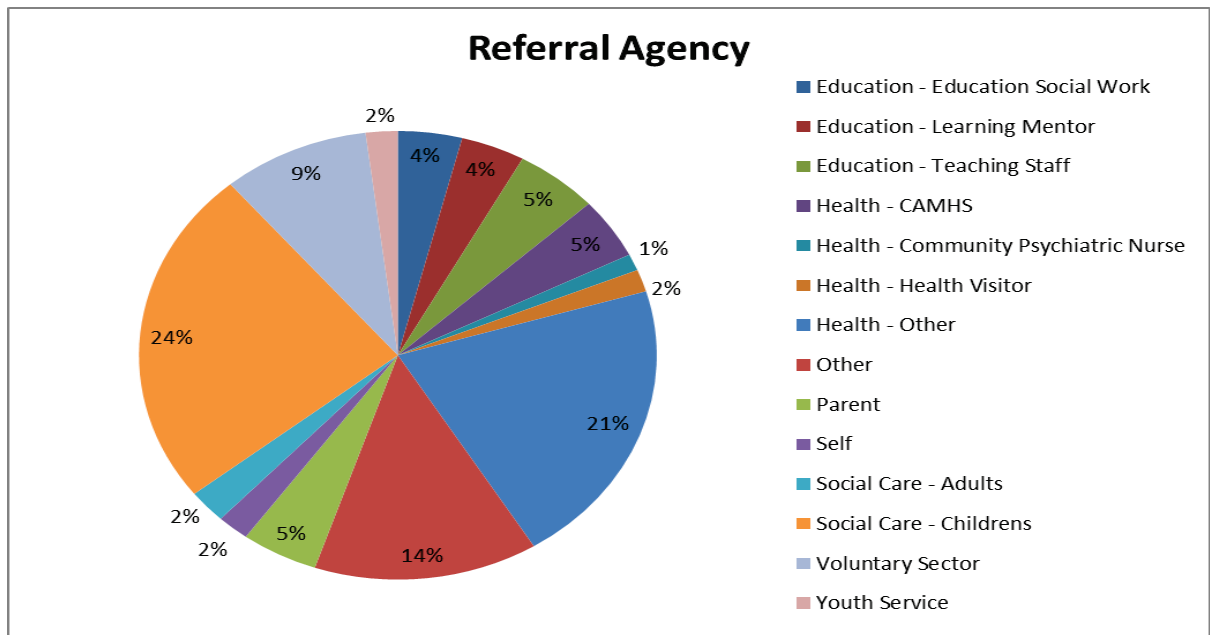


There has been an % increase of the mother being cared for rising from 60% in 2014/15 to 75% in 2015/16. The % of fathers being cared for has reduced from 16% - 6%



There is no significant variation in the gender of young carers between 2014/15 and 2015/16





Key points in comparison with 2014/15 referrals are:

- A decrease in referrals from Children's Social Care from 29% to 24%
- Health other (School Nurses) referrals have increased from 18% - 21%
- Education referrals have reduced to 13% from 17% but this may be accounted for by increase in referrals from school nurses
- Adults social care referrals have remained low at 2%. This is significant as the Memorandum of Understanding outline services that are assessing the person cared for are key in identifying any Young Carers in the household

Outcome 1: reduced impact of caring

71.5% of all case closures identifying this outcome report reduced impact of caring

The service undertook a range of work to enable the child or young person to understand the condition of the person being cared for, exploring the impact, develop strategies for coping and possible resolutions to reduce impact of caring.

1. Individual work/one to one

Examples of this include working with the child to understand emotional wellbeing as result of being carer, the medication the person cared for is taking, that it's not just their responsibility to care for sibling, conditions such as autism or parent's drug or alcohol misuse and even supporting through bereavement.

2. Family Support

Supporting families to move and ensuring all adaptations/support in place, supporting a young person to move, improving family communication by enabling the children and young people to share their thoughts and feelings with family

3. Delivery of Groups to enable the sharing of experience and improving understanding of conditions plus social and peer support includes delivery of specific groups:

- Young carers caring for a sibling due to them having an illness/disability
- Fibromyalgia Group
- Mental Health group
- Hidden Harm Group
- Girls/Boys Groups

3. Bringing in specialist staff to enable children and young people to understand person being cared for condition such as a Specialist Epilepsy Nurse

4. Support to family to get the needs met of the person being cared for

- Securing adaptations and equipment so for example getting alarm fitted so young person can communicate with the appropriate people when parent has a seizure.
- Helping to secure additional carer to come in to meet parent's personal care needs.
- Supporting through CIN plans to get more services in place for cared for person

5. Various Social Activities and residential provide a break from caring responsibilities and an opportunity to relax away from caring role with peers helping to reduce stress and worry

Outcome 2: improved social life/friendships

77% of all case closures identifying this outcome report improved social life/friendships

- All groups' and one to one activities contributed to this outcome. Supporting children and young people to access groups and activities both internally to the project and externally in the community has enabled the development of friendships, built confidence and self-esteem, allowed young people to gain peer support and increased social interaction. This has included volunteer befriender scheme that provides support to young people to get out into the community and engage in activities of their choice
- A varied range of activities were delivered such as Easter Party (organised by Committee), Halloween and Pantomime activities, 'Fun Days' during the school holidays, EID Celebration activity, residential, Carers Week activities and trips

- The service has enabled children and young people to take part in activities they wouldn't normally have access to such as applying for a grant enabled one young person to access a local climbing wall

Outcome 3: improved family relationship

72% of all case closures identifying this outcome report improved family relationships

The list below highlights a range of work that is undertaken to improve this outcome

- Initiating and supporting CAF process
- Provided advocacy and mediation sessions between parents, siblings and young carer
- Provided a range of support to parents
- Created chores chart
- Groups – Siblings Group, Fibromyalgia group, Hidden Harm group etc
- Looking at strategies for how siblings can improve their relationship
- One to one sessions on a range of issues such as changes in family dynamics in relation to puberty and growing up, parental drug use, parents permanently leaving the family home, strained relationship with parents
- Work with family to support to improve diet and fitness and build a stronger healthier bond
- Supported a parent to access support from a solicitor to discuss private proceedings and contact arrangements for child, plus legal position regarding historic domestic abuse.
- Assessments carried out with child and parent allowed worker to feedback to both providing insight for each other into the issues which were breaking down the family dynamics.
- Referring parents for services such as counselling
- Supported young person to move back into parents' home.

Outcome 4: improvements at school/college

74% of all case closures identifying this outcome report improvements at school/college

The service works closely with schools to ensure that young carers maintain and improve attendance, facilitates re engagement and supports them to stay in education by working with the school to resolve barriers and issues. The service links in with other support agencies to enable this. The kinds of issues that are addressed include:

- Bullying issues at school
- Helping school/other support services to understand impact caring role has on education of young carers
- Supporting managed moves and transitions for young carers
- Supporting with UCAS application/clearing process so enabling access to further, higher education
- Advocating and mediating with school around young carers attendance
- Multi agency meetings, improving communication between school, parents other agencies
- Emotional wellbeing work – stress, bullying exam stress, eating concerns
- Liaising with new school to ensure they are aware of issues and circumstances for young carer.

Also:

- Supported young person to access Princes Trust Programme
- Trained Schools on Young Carers and role of named member of staff.
- Trained Connexions, Governors and EWS Staff

- Bradford Grammar School Mentoring Project
- Attended BACs meetings

Outcome 5: feel able to contribute to planning and decision making and have influence on what happens to them

69% of all closures identifying this outcome report feeling able to contribute to planning and decision making and have an influence on what happens to them

Examples include:

- Young People involved in launch of Carers Hub with BDCFT
- Committee members involved in recruitment
- Committee planned and delivered Easter activity and summer holiday activity
- Committee involved in Youth Service Budget consultation
- Views and opinions taken by staff to multi agency meetings
- Involved 3 young carers in schools training
- All groups/activity reviewed with young people for their feedback.
- Young people asked what they would like to do in sessions etc.
- Committee members in attendance at Carers In Action meetings
- Committee members involved in Overview and Scrutiny meeting
- All service users involved in evaluation at end of groups or service

The service also encourages many young carers to share their feelings/wishes at multi-agency meetings either in actual attendance or on their behalf. Part of their role is also to ensure young carers and parents are fully informed on processes such as CAF and Child Protection. This helps families understand what is going to happen and empowers them

Outcome 6: increased confidence and resilience

81% of all case closures identifying this outcome report increased confidence and resilience

Examples include:

- Social/holiday/summer activities - provide respite, opportunity to mix with peers, create friendships.
- Groups and group work = peer support and sharing experiences
- One to one work
- WRAP Group – helped young people better understand their own emotional wellbeing and how it impacts on them.
- Supported siblings to identify support networks.
- Bradford Grammar School Mentoring Project
- Supporting young people to access activities e.g. supporting young person to attend local football club as lacked confidence to go and supported a young person to attend groups as they were very unsure and worried about it. This has resulted in young people being fully engaged in activities
- Residential – activities designed to increase confidence, team building skills and resilience.

Outcome 7: overall satisfaction with the service

91% of all case closures report satisfaction with the service

All outcomes show an increase in percentage rates on 2014/15 reporting therefore showing improvement in outcomes over the year.

This page is intentionally left blank

Report of the Director of Children's Services to the meeting of the Children's Services Overview & Scrutiny Committee to be held on 26 July 2016.

E

Subject:

Schools Forum Update

Summary statement:

Children's Services Overview and Scrutiny Committee has asked for a regular update on the work of the Schools Forum.

Michael Jameson
Strategic Director, Children's Services

Portfolio:

Education, Employment and Skills

Report Contact: Andrew Redding,
Business Advisor (Schools)
Phone: (01274) 432678
E-mail: andrew.redding@bradford.gov.uk

Overview & Scrutiny Area:

Children's Services



1. SUMMARY

- 1.1 The Committee has asked for regular updates to be provided on the work of the Schools Forum.
- 1.2 The last update was presented to the Committee on 12 January 2016. The Schools Forum has met 3 times since on 16 March, 18 May and 20 July.
- 1.3 Due to the timing of the preparation of reports, the decisions list from the 20 July meeting is not available to attach to this report. The key outcomes from the 20 July meeting will be presented verbally to the Committee.
- 1.4 5 key items have been / are being considered by the Schools Forum across these meetings. These are:
- Redevelopment of the Outdoor Education Centres
 - Maintained School Surplus Balances
 - The financial implications of the conversion of a significant number of maintained schools to academy status
 - SEND places sufficiency and Dedicated Schools Block High Needs Block financial pressures
 - National Funding Formula

This report focuses on these key items and more information on each is provided in section 3 of this report.

2. BACKGROUND

- 2.1 Under national Regulations, every local authority is required to operate a Schools Forum. The primary function of a Schools Forum is to recommend to the Council's Executive how the funding, which the Government provides for schools and individual pupils (known as the Dedicated Schools Grant), is managed. The Forum also has some specific technical decision making powers.
- 2.2 The Schools Forum meets every half term. The next meeting is scheduled for Wednesday 21 September 2016.
- 2.3 As a quick reminder for Members, we reported to the Committee on 12 January 2016 the following summary of key proposals, activities and changes announced by the Chancellor in the 25 November Autumn Statement:
- The Government's intention to consult on the implementation of a national funding formula for schools and academies from April 2017.
 - Funding for the universal infant FSM is to be "maintained".



- The Pupil Premium is to be “protected at current rates” for the rest of the Parliament.
- Average childcare funding rates are to be increased from 2017/18 alongside the extension to 30 hours for working parents and the introduction of an Early Years National Funding Formula.
- The 16-19 base funding rate is protected “in cash terms”, but other non-base rate funding is expected to be reduced e.g. bursary funding; deprivation funding Post 16 funding formula.
- There is to be a significant focus on greater efficiency, with the DfE to provide detailed “actions and guidance” in 2016 to support schools and academies to make savings, including better use of economies of scale.
- There is to be a review of statutory duties alongside a £600m reduction (3/4 reduction) in Education Services Grant. This reduction will affect both academy and local authority budgets. A very clear statement in the Chancellor’s report about furthering the Government’s goal of “ending local authority running of schools”.
- There is to be an Apprenticeship Levy at 0.5% of the annual pay bill.

3. OTHER CONSIDERATIONS

3.1 Redevelopment of the Outdoor Education Centres

- The report to the Schools Forum on 18 May outlined that the refurbishment works at Ingleborough Hall and Buckden House have been completed and that works at Nell Bank (at the time of the report) were progressing (to a completion date of the end of May). The anticipated capital overspending of £181,000 is being underwritten by the Council, with the expectation that Council will recover this from the Centres in the future.
- The report highlighted that recent financial activity clearly evidences the positive impact that refurbishment works have had on the profitability of the Centres that have been refurbished and that the position for the future is encouraging. Ingleborough Hall and Buckden House are being managed together and the Council is seeking now to establish a Task and Finish Group to explore a range of future options, including the possibility of a single trust arrangement across the 3 Centres.
- Forum Members agreed that the transformation of the Outdoor Education Centres into sustainable assets for the District is a good news story and that the Outdoor Centres are a fantastic resource for children, including children with SEND, and their families. Members expressed a view that they would now like to see the Centres available more for families e.g. at weekends and it was explained that expansion for weekend opening is currently being developed. Seeing the value of



money of the £1.5m investment from the DSG, Members agreed that the Forum's discussions on this matter are now concluded.

3.2 Maintained School Surplus Balances

- The Forum received a report on 18 May, which outlined the position of surplus revenue balances held by maintained schools at the close of the 2015/16 financial year. The position of balances by phase is summarised in the table below:

	March 2016	March 2015	£ Difference
Nursery	£634,274	£865,874	- £231,600
Primary	£13,192,865	£13,280,694	- £87,829
Secondary	£3,306,510	£4,302,442	- £995,932
Special	£692,554	£773,431	- £80,877
PRUs	£1,041,564	£1,841,198	- £799,634
Total	£18,867,767	£21,063,639	- £2,195,872

- Please note that these totals are affected by the reduction in the number of maintained schools, as schools convert to academy status. Balances held by academies are not included within the Authority's reporting. At 31 March 2016, 2 fewer secondary schools were maintained by the Local Authority than at 31 March 2015. These 2 schools held revenue balances in total of £0.448m at 31 March 2015.*
- The gross value of total surpluses held at 31 March 2016 is £20.03m. The gross value of deficits is £1.16m (across 6 schools). The gross value of deficits at 31 March 2015 was £0.51m (across 4 schools). The table above shows a mixed picture:
 - A larger reduction in total balances held by Secondary schools. Within the Secondary schools' balances figures, £1.12m of the £3.31m total is held to cover Building Schools for the Future (BSF) contract liabilities. 3 secondary schools hold revenue deficits with a total value of £0.95m. In comparison, at March 2015, 1 secondary school held a revenue deficit.
 - A small reduction in the total value of balances held by Primary schools, but a mixed picture, with 67 schools reducing and 70 schools increasing their balances. 1 school holds a revenue deficit.
 - A sizeable reduction in the total value of balances held by Nursery schools. This however, is mostly explained by the separation of accounting during 2015/16 of the external DfE funding held by 1 school as a Teaching Alliance School. 1 nursery school holds a small deficit balance.
 - A sizeable reduction in the value of balances held by the PRUs, mostly explained by the reduction in the balance at 1 PRU with the progression of building works (and the related revenue contribution to capital).
 - A small reduction in the total value of balances held by Special schools, but with 4 of the 6 schools increasing their balances. 1 Special school holds a revenue deficit.
- In terms of the control of surplus balances, at 31 March 2016, 51 schools (+6 schools on March 2015) are holding balances above their Thresholds, at total value of £4.13m (-£1.20m on March 2015). After legitimate adjustments have been made, 33 schools (-3 schools) are holding what the Council's Surplus Balances Protocol



defines to be an 'excess' balance, at a total value of £2.38m (-£1.33m). 36 schools (-9 schools) have returned 37 schemes, with the total value of schemes adding up to £3.66m (-£1.65m). A breakdown of schemes by type is shown in the table below:

Type of Scheme	No. of Schemes	Total Value of Schemes
1 Revenue Contribution to Capital Scheme	25	£1.977m
2 Revenue Contribution to Spend to Save	0	£0.000m
3 Contracts Review (including BSF)	4	£1.115m
4 Managing Places Expansion	2	£0.136m
5 Managing Budget Reduction	5	£0.412m
6 Managing Exceptional Circumstances	1	£0.020m
Total	37	£3.660m

- Our conclusion from a simple analysis of the balances and Intended Use of Balances reporting positions at 31 March 2016 is that the Council's revised Surplus Balances Protocol continues to have an impact:
 - Although the number of schools above their Thresholds at 31 March 2016 has increased from 45 to 51, the value of balances held by these schools above their Thresholds has significantly reduced.
 - No schools have breached their Thresholds without having assigned an appropriate value of balance to schemes, suggesting that the quality of financial planning and monitoring is continuing to improve.
 - The total value of balances held by all schools has reduced. It is expected that balances will reduce further during 2016, especially where the sums currently being held for specific commitments are spent.
 - We must also recognise that the tighter financial climate is having / will have an impact on the values of balances held. The position of the secondary sector especially must be carefully monitored.

3.3 The financial implications of the conversion of a significant number of maintained schools to academy status

- This was a main agenda item at the 18 May meeting and will continue to be a priority discussion area for the Schools Forum, and for Council, going forward.
- On conversion, the debt associated with a deficit held by a maintained school that is a 'sponsored' academy reverts back to the Local Authority. The Council's School Funding Team supports and challenges schools on their budget positions and works to identify and resolve issues early. We have not previously had to write off any deficit associated with a sponsored academy conversion. However, the opportunity for debt relating to deficit balances to arise is greater in 2016 due to the expected larger number of academy conversions and because budgets are becoming tighter due to the full year impact of increases in employer staffing costs (National Insurance and pension contributions).
- We currently 'know about' 65 possible conversions between now and the end of this financial year, or which approximately 18 may be deemed sponsored conversions.



- Sponsored conversions to academy status have other potentially very significant financial implications for the Council on top of the cost of deficit budgets, including where liabilities relating to contracts held by or with maintained schools, such as Building Schools for the Future, crystallise at conversion and revert back to the Council. Buildings conditions issues and staffing restructure costs associated with future year deficit budgets are also being raised as financial issues that are being viewed, by the Regional Schools Commissioner, as barriers to achieving successful conversion by strong sponsors. Pressure is increasing from the Regional Schools Commissioner on the Council to meet the cost of such issues and to finance indemnities against liabilities in order to successfully achieve the conversions of 4 secondary schools.
- The Council must agree and set out its stance on these issues. The Schools Forum for its part, at its meeting on 18 May, agreed that:
 - A collaborative approach should be established, which may mean that financial support is provided from the Dedicated Schools Grant (DSG) alongside contributions from other parties, but that the Authority should not automatically assume that the DSG will provide such financial support.
 - The Schools Forum should establish a framework and a set of guiding principles. To this end, that a working group is established to further investigate the principles of, and options for, how liabilities can be prevented and managed. The working group met for the first time on 15 July.

3.4 SEND places sufficiency and High Needs Block financial pressures

- The Schools Forum has been presented with, and has considered, a number of important strategic matters relating to High Needs Block funding and SEND provision since September 2014. Discussions have been gathering pace and have also extended to other groups, including the Education Improvement Strategic Board. These discussions will continue to feature strongly in the work of the Forum over the coming 12 months, incorporating:
 - The sufficiency of places in SEND and behaviour provisions
 - How our provisions are re-shaped in the context of academisation and the development of sector-led delivery
 - Possible significant issues with the financing of provisions, in the context of the growth in need in Bradford and impact of the National Funding Formula.
 - Our SEND and Behaviour support strategy in the context of raising pupil outcomes across Bradford.
- The Schools Forum received a presentation on 18 May, which explained that a further 68 places in specialist provisions are needed to meet current demand at September 2016 and then a further 360 places are needed by September 2018 (roughly 120 per year) simply to meet forecasted demographic growth. The financial implications of this will be considered by the Forum during the autumn term. For reference, the DSG High Needs Block is currently overspending by £5.5m on the DfE allocation, with this £5.5m being financed by contributions from the Schools and Early Years Blocks. Our High Needs Block funding has most clearly not kept pace with the cost of our growing need. Simply, we do not have the on-going DSG



funding currently to provide the additional 68 plus 360 places. We expect the National Funding Formula to resolve this and, if the proposals do not do so, this will be a key area of challenge in our response to the 2nd stage consultation (see below).

- A key piece of work for the Forum will be evaluating at the value for money of our current High Needs Block allocations, investigating where we can save money, including looking for 'spend to save' early intervention approaches. The Forum has been asked to support a proposal to enter into a Social Impact Bond to finance a new service to help young people with learning disabilities and behaviours that are at high risk of residential education and / or care entry to achieve better outcomes, but also to reduce / control increasing costs of residential placements, by supporting these young people to remain at home. This was considered by the Forum on 20 July.

3.5 National Funding Formula

- The DfE published its awaited consultation on National Funding Formula (NFF) on 7 March 2016. Our response to this consultation is attached at Appendix 1. Members of the Committee will see from this the key proposals and our main areas of challenge and concern.
- The 1st stage consultation gave no indication (or figures) on which to assess the impact on funding levels for the Bradford District or individual schools and academies. However, it did give a very clear steer on the reducing role of the Local Authority and Bradford's Schools Forum in deciding on local funding matters.
- A consultation on Early Years Funding has not yet been published; a 'parallel' process will be published in due course. As a result, there is still much for the Schools Forum to consider regarding the impact of the NFF and our response to this.
- We currently await the 2nd stage consultation (the stage which should give us figures to work on), which is imminently anticipated. This will trigger a significant amount of work and further discussion. An update will be provided verbally if this is published before the Committee meeting.
- As set out in paragraph 3.4, one of the key watch areas is proposals for the High Needs Block (HNB); the value of our HNB funding under new arrangements and the status of the original proposal to not allow local authorities to take any further contributions from the Schools Block to help meet HNB pressures and to afford the expansion of places.

4. **FINANCIAL & RESOURCE APPRAISAL**

Not applicable – this is an update for information.



5. RISK MANAGEMENT AND GOVERNANCE ISSUES

Not applicable – this is an update for information.

6. LEGAL APPRAISAL

Not applicable – this is an update for information.

7. OTHER IMPLICATIONS

7.1 EQUALITY & DIVERSITY

Not applicable – this is an update for information.

7.2 SUSTAINABILITY IMPLICATIONS

Not applicable – this is an update for information.

7.3 GREENHOUSE GAS EMISSIONS IMPACTS

Not applicable – this is an update for information.

7.4 COMMUNITY SAFETY IMPLICATIONS

Not applicable – this is an update for information.

7.5 HUMAN RIGHTS ACT

Not applicable – this is an update for information.

7.6 TRADE UNION

Not applicable – this is an update for information.

7.7 WARD IMPLICATIONS

Not applicable – this is an update for information.

**7.8 AREA COMMITTEE ACTION PLAN IMPLICATIONS
(for reports to Area Committees only)**

Not applicable – this is an update for information.

8. NOT FOR PUBLICATION DOCUMENTS

None



9. OPTIONS

Not applicable – this is an update for information.

10. RECOMMENDATIONS

10.1 Committee Members are asked to consider and to note the information provided in this update.

11. APPENDICES

Appendix 1 – National Funding Formula Consultation Response

12. BACKGROUND DOCUMENTS

None



This page is intentionally left blank

Response ID ANON-TEB1-7WA4-F

Submitted to **Schools national funding formula**
Submitted on **2016-04-15 12:10:51**

Introduction

A Name

First name::

Andrew

Last name::

Redding

B Email address

Email address:

andrew.redding@bradford.gov.uk

C Response type

Please select your role from the list below::

Local authority representative

Please select your organisation type from the list below::

Local authority

Organisation name::

City of Bradford MDC

Local authority area::

Bradford

D Would you like your response to be confidential?

No

Please give your reason for confidentiality::

Principles for a reformed funding system

1 Do you agree with our proposed principles for the funding system?

No

Please provide any further comments::

We wish to make the following comments:

Supporting the needs of vulnerable learners must be placed at the heart of the new funding system and must not be 'lost' in the technical detail or in transitional arrangements. We will be watching for this very closely in our assessment of the detail of the 2nd stage consultation.

Also critical to fairness is that the correct weighting (uplift) is applied to the funding of pupils with additional educational needs, recognising in particular the clear correlation between levels of deprivation, lower pupil outcomes and higher costs. We argue very strongly against a NFF, which takes away Schools Block funding from the Bradford District by reducing the weighting that is given to additional educational needs.

The principle of 'robustness' is stated several times in the consultation document. One of our significant issues with the proposals for the NFF is the absence of a pupil mobility factor, which we believe will significantly underfund the additional needs of pupils in schools and academies in the Bradford District relative to those in the majority of other areas that do not experience high levels of mobility and migration. We understand, from talking with regional EFA colleagues, that one of the reasons the proposed NFF does not include a mobility factor is a concern about the robustness of the data, and how the conversions of schools to academies could distort the census start dates of pupils. We do not believe this is a satisfactory reason not to adopt a mobility factor, as, for example, the mobility data from the maintained school can be used during the academy transition period and specific guidance can be given to schools on how to correctly complete their censuses so that levels of turbulence are accurately recorded. There are also other ways of using the census data to record mobility e.g. year on year ins and outs based on the UPNs of pupils. It is also not satisfactory to argue that, as the pupil mobility factor is not currently 'widely' used, it should not be included as a formula factor in the NFF. Most areas do not experience the high levels of mobility found in Bradford and their perspectives on this as a funding issue are very different. Bradford's current funding formula allocates an average sum of £18,500 to 37 eligible schools and academies for mobility. Our formula development modelling has demonstrated previously that the incidence of mobility in Bradford does not fully correlate with other proxy measures of need because of the geographic nature of migration into the District and the lack of access new arrivals have to income support and other benefits. We would conclude therefore, that the absence of a specific mobility measure is very likely to not provide a fair level of funding for our schools and academies.

We wish to make the point that the comparative current rates of per pupil funding that are quoted in the consultation document (as a rationale for change) are misleading in that we do not see that these comparisons factor in where a local authority spends more of its High Needs Block resources in the Schools Block because its distribution of children with SEND. Put simply, because Bradford has been a very inclusive authority, a larger number of children with SEND are educated in mainstream settings (funded by the Schools Block primary / secondary formula) and we have fewer places in specialist provisions (funded by the High Needs Block) than in other authorities. It is incorrect to conclude that our rates of funding in the Schools Block are 'unfairly' higher than in other authorities; we are simply allocating more of our High Needs funding in the Schools Block because this is where a greater number of higher cost (and higher funded) children are educated. We are concerned to ensure that the DfE, in setting the weightings of funding factors, understands this.

We are concerned that, alongside the reform of the formula, the increased rate of conversion to academies raises the risk that complex and uncertain liabilities may give rise to the need for greater contingencies for individual schools, groups of schools, and/or local authorities than has historically been the case. The funding mechanism in totality will need to have regard to those potential liabilities.

The structure of the funding system

2 Do you agree with our proposal to move to a school-level national funding formula in 2019-20, removing the requirement for local authorities to set a local formula?

No

Please provide any further comments::

We can clearly see that the adoption of a NFF aligns with the Government's aim for the cessation of local authorities maintaining schools.

We clearly understand however, from our own development work, that the aims of formulae simplicity and consistency at school-level must be balanced against the necessity for formulae to put the right amount of money in the right places and a single formula approach does not always successfully achieve this. Meaning, that an effective funding system needs to continue to have some scope for flexibility and we would argue strongly that this is best retained at a local level. This is recognised by the DfE and is being applied in the proposals for the funding of high needs provision. We question then why this principle is ignored for the proposals for the Schools Block. Complete removal of the ability of the Authority, schools and academies in a local area to manage DSG funding 'at source' (before it is allocated to delegated budgets) and to set and fund local strategic priorities in collaboration, is not a positive step.

We argue that consistency can be achieved in ways other than the total removal of all local-decision making on Schools Block formula funding e.g. in further tightening of Regulations and setting ranges between which funding rates must be calculated.

We believe that the DfE may struggle to successfully replicate in a NFF the sensitive, effective, arrangements that are currently in place for supporting places growth and PFI costs. We note that the DfE has not yet found a formula solution for these. Both these issues are massive for Bradford. We are immediately concerned about the transitional arrangements for the next 2 years for these factors.

Unless funded by national toplice, with an additional sum added to the new NFF DSG allocation (clarity is required on this), funding on the basis of the previous year's growth fund costs means that Bradford's DSG continues to be required to absorb the additional cost of in year places growth, which will become even more expensive for us as growth moves into the secondary sector from September 2016. The cost of places growth is not even across areas. Bradford's DSG currently absorbs £1.7m (in 2016/17) of in year places growth cost, plus a further £1.4m in cost of the pupil number adjustments associated with the establishment of non-recoupment academies and free schools that have been recently transferred into the DSG; a total of £3.1m of cost not found in many other authorities. We argue that a formula for the allocation of a correct additional amount of DSG for places growth (including pupil number adjustments for establishing academies and free schools) must be implemented from April 2017. We further raise this issue later in our response.

Building block A: per-pupil costs

3 Do you agree that the basic amount of funding for each pupil should be different at primary, key stage 3 and key stage 4?

Yes

Please provide any further comments::

Agree - our current formula approach, which is calculated on a detailed activity-led model, allocates funding differentiated on this basis.

Building block B: additional needs factors

4a Do you agree that we should include a deprivation factor?

Yes

4b Which measures for the deprivation factor do you support?

Pupil- and area-level

Please provide any further comments::

Our formula development work has always concluded that a combination of pupil-led and area-based factors are more effective in measuring pupil-need than using only one type in isolation.

However, we are concerned about the impact of the Universal Infant Free School Meals entitlement on the FSM measure in the primary sector. Despite our work

to counter this, Bradford's October 2015 Census has recorded a reduction in FSM numbers in primary schools and academies (to the extent that we would have spent £530,000 less out of a budget of £18.9m on this formula factor). For this reason, unless other national action is taken e.g. automatic FSM enrolment, we would like the DfE to consider a greater weighting of the total pot towards area-based measures in the primary sector NFF and would like to see the impact of this in the 2nd stage consultation detail.

We would strongly prefer the NFF to use the full Index of Multiple Deprivation measure, rather than IDACI. This is a point we have made in our responses to previous consultations. Prior to April 2013, we used the IMD as a more comprehensive measure of the full extent of pupil need from deprivation. The refresh of IDACI at 2015 indicates that Bradford's rank of deprivation vs. other local authorities is broadly comparable with that measured by IDACI 2010. IMD 2015 however, indicates that Bradford's pupils are comparatively more deprived than measured by IMD 2010.

To emphasise the point made in the answer to question 1, most critical to fairness in the deprivation element of the NFF is that the correct weighting (uplift) is applied. We argue very strongly against a National Funding Formula, which takes away Schools Block funding from the Bradford District by reducing the weighting that is given to additional educational needs. We will be watching for this very closely in the 2nd stage consultation.

5 Do you agree we should include a low prior attainment factor?

Yes

Please provide any further comments::

Agree - and also refer to the critical point made in the answer to question 4b - it is essential that the correct weighting (uplift) is applied to the funding of pupils with additional educational needs. We argue very strongly against a National Funding Formula, which takes away Schools Block funding from the Bradford District by reducing the weighting that is given to additional educational needs. We will be watching for this very closely in the 2nd stage consultation.

6a Do you agree that we should include a factor for English as an additional language?

Yes

Please provide any further comments::

Agree - and also refer to the critical point made in the answer to question 4b - it is essential that the correct weighting (uplift) is applied to the funding of pupils with additional educational needs. We argue very strongly against a National Funding Formula, which takes away Schools Block funding from the Bradford District by reducing the weighting that is given to additional educational needs. We will be watching for this very closely in the 2nd stage consultation.

6b Do you agree that we should use the EAL3 indicator (pupils registered at any point during the previous 3 years as having English as an additional language)?

Yes

Please provide any further comments::

Agree - Bradford currently uses the EAL3 factor as we see significant merit, in terms of stability, calculating funding on data taken over a 3 year period, rather than a 1 year snapshot.

Building block C: school costs

7 Do you agree that we should include a lump sum factor?

Yes

Please provide any further comments:

We strongly agree that a NFF should include a lump sum. We would see that this is essential for the primary sector in particular.

The lump sum in Bradford is £175,000, which is at the maximum permitted value. We believe that this is a reasonable level of lump sum, balancing the need to support smaller schools (that are not eligible for the sparsity factor but that are still essential in maintaining a sufficiency of places) with fixed costs whilst encouraging efficiencies and allowing the majority of funding to follow the pupil.

We do not believe that the lump sum value for either primary or secondary should be set lower than £175,000.

8 Do you agree that we should include a sparsity factor?

No

Please provide any further comments::

This is an example where it is proposed that a NFF will recognise specific higher / additional costs and needs incurred in / by some areas and some schools.

Referring to our earlier answers, we would expect that this principle is applied so that a NFF includes a pupil mobility factor so that the higher cost and impact of mobility in schools in Bradford is funded. We also expect that DSG funding for authorities is adjusted from April 2017 to recognise the additional cost of in year places growth met by the DSG in some authorities but not in others.

Building block C: other school costs

9 Do you agree that we should include a business rates factor?

No

Please provide any further comments::

Our answer is no as the implications of this proposal are currently unclear.

Will the cost of rates for each area a) be topsliced specifically from each area's pupil-led NFF allocation (would this be possible under a school-level NFF?) or b) will this be taken as a national topslice before the calculation of the pupil-led elements?

If b (which is what is assumed), to separately fund rates will further compound the area-cost weighting within a NFF at the expense of non-London / fringe weighted authorities. If this is the case then we would expect a reduction to the overall area-cost weighting calculation to compensate for this.

Please can the 2nd stage consultation clarify this.

On this point more generally, greater clarity is required on how all the non pupil-led additional elements (growth funding, PFI, rates, split sites, exceptional premises factors etc) will be funded at DSG level - in the transition period and from April 2019 - by specific area topslice or by national topslice before the pupil-led NFF is calculated? For example, would Bradford's school continue to pay for Bradford's rates or would our cost of rates be met through a bigger national topslice?

Critically, for places growth funding, would Bradford's schools continue to pay for Bradford's growth fund?

10 Do you agree that we should include a split sites factor?

Yes

Please provide any further comments::

Agree under current school circumstances. This is probably a time limited factor however, and will need to be reviewed prior to April 2019 in the light of the development of closer school collaboration and Multi Academy Trusts i.e. what operational differences will warrant differentiation in funding levels between a MAT operating a number of schools and a split site school on 2 campuses?

The criteria for the access to this funding must be very clearly determined as this factor creates deviation from a clean NFF and will be open to challenge around fairness.

11 Do you agree that we should include a private finance initiative factor?

Yes

Please provide any further comments::

Agree with the principle asserted in the consultation document that there are circumstances where schools face significant additional costs where the impact of the school meeting these costs from its general budget would have an unfair impact on the teaching and learning for its pupils.

£6.38m of Bradford's DSG is allocated in 2016/17 in support of Building Schools for the Future (PFI) costs. This cost increases by RPIX each year (as it is a contractually-linked contribution).

12 Do you agree that we should include an exceptional premises circumstances factor?

Yes

Please provide any further comments::

Agree with the principle asserted in the consultation document that there are circumstances where schools face significant additional costs where the impact of the school meeting these costs from its general budget would have an unfair impact on the teaching and learning for its pupils.

However, the criteria for the access to this funding must be very clearly determined as this factor creates deviation from a clean NFF. Many schools raise cases for why they must receive additional funding.

13 Do you agree that we should allocate funding to local authorities in 2017-18 and 2018-19 based on historic spend for these factors?

Yes/No - Business rates:

Yes

Yes/No - Split sites:

Yes

Yes/No - Private finance initiative:

No

Yes/No - Other exceptional circumstances:

No

Please provide any further comments::

On balance agree, as a cash flat DSG currently either is required to meet year on year increases in these costs or gains from savings, but with 1 general and 2 specific reservations.

Specific - we would wish our 2016/17 PFI allocation (£6.38m), at least, to be uplifted for inflation in 2017/18 and 2018/19 e.g. RPIX as this cost is contractual and will increase by RPIX year on year. We are certain now that funding on the basis of the previous year's cost will under fund us.

Specific - there should not be any automatic roll over of exceptional circumstances funding during the transition period. This should be applied for and vetted by the EFA on an annual basis.

General - authorities that will lose from NFF in their Schools Blocks from April 2017 will be required to meet increases in these 4 costs from their reducing allocations, plus (as in the case of Bradford) the additional cost of places growth. The proposed flexibility to be able to set a different value of Minimum Funding Guarantee will be essential to practically enable Schools Block funding to be released to meet these costs. However, we are concerned about the impact of this on individual school and academy budgets, and on pupil outcomes, which is the level at which the pressure will finally sit. We expect the DfE to factor this into thinking about the level of protection / pace of change within the Schools Block in 2017/18 and 2018/19 and we would expect the DfE to proceed with caution.

Building block C: growth

14 Do you agree that we should include a growth factor?

Yes

Please provide any further comments::

Strongly agree. This is a massive issue for Bradford and a major cost pressure.

However, we are concerned that the DfE may struggle to successfully replicate in a NFF the sensitive, effective, local arrangements that are currently in place for supporting places growth. We would argue that local authorities are well placed to continue to exercise this function.

We are also immediately concerned about transitional arrangements. See below.

15 Do you agree that we should allocate funding for growth to local authorities in 2017-18 and 2018-19 based on historic spend?

No

Please provide any further comments::

Unless funded by a national top slice (and clarity on this is needed), funding on the basis of the previous year's growth fund costs means that Bradford's DSG continues to be required to absorb the additional cost of in year places growth, which will become even more expensive as growth moves into the secondary sector from September 2016. The cost of places growth is not even across areas. Bradford's DSG currently absorbs £1.7m (in 2016/17) of in year places growth cost, and a further £1.4m in cost of pupil number adjustments associated with the establishment of non-recoupment academies and free schools that have been recently transferred into the DSG; £3.1m in total.

We argue that a formula for the allocation of a correct additional amount of DSG for in year places growth, including pupil number adjustments for establishing academies and free schools, must be implemented from April 2017.

On a very simple basis, the cost of pupil number adjustments for establishing academies and free schools that has been recently transferred into the DSG can be allocated to each authority's DSG on an actual cost basis, as this cost can be identified in the EFA Pro-formas collected in October and January each year.

AND / OR we would propose that the DfE employs a DSG adjustment, akin to the operation of the Early Years Block, where the Schools Block DSG sum is re-calculated e.g. for 2017/18, where the number of pupils recorded in an authority's October 2017 census is (significantly) higher than the number recorded in October 2016.

We would expect, at the very least, for an EFA vetted retrospective adjustment (e.g. in the 2018/19 DSG for 2017/18 spending) to compensate local areas where their spending on growth has been substantially in excess of their allocation in that year. For 2017/18 reimbursement, this could be completed alongside the 2018/19 Pro-forma submission process in October 2017. However, this would not deal with the fundamental issue that Bradford's NFF calculated Schools Block is required to continue to absorb c. £3.1m of cost of in year growth that is not found in many other authorities. This needs to be resolved from April 2017.

Building block D: geographic costs

16a Do you agree that we should include an area cost adjustment?

Yes

16b Which methodology for the area cost adjustment do you support?

hybrid methodology

Please provide any further comments::

Agree - as a methodology with a closer relationship to costs incurred by schools

Factors not included in the formula

17 Do you agree that we should target support for looked-after children and those who have left care via adoption, special guardianship or a care arrangements order through the pupil premium plus, rather than include a looked-after children factor in the national funding formula?

Yes

Please provide any further comments::

In regularly reviewing our formulae arrangements for Looked After Children with our Schools Forum, we have continued to conclude that the Pupil Premium LAC, recently significantly increased in value, provides sufficient specific resource and that children on the edge of care (identified within formula proxy measures) can be very vulnerable and can be very resources intensive for schools.

We have not had a LAC factor in our formula since April 2013 for this reason.

18 Do you agree that we should not include a factor for mobility?

No

Please provide any further comments::

The absence of a pupil mobility factor we believe will significantly underfund the additional needs of pupils in schools and academies in the Bradford District relative to those in the majority of other areas that do not experience high levels of mobility and migration.

We understand, from talking with regional EFA colleagues, that one of the reasons the proposed NFF does not include a mobility factor is a concern about the robustness of the data, and how the conversions of schools to academies could distort the census start dates of pupils. We do not believe this is a satisfactory reason not to adopt a mobility factor, as, for example, the mobility data from the maintained school can be used during the academy transition period and specific guidance can be given to schools on how to correctly complete their censuses so that levels of turbulence are accurately recorded. There are also other ways of using the census data to record mobility e.g. year on year ins and outs based on the UPNs of pupils.

It is also not satisfactory to argue that, as the pupil mobility factor is not currently 'widely' used, it should not be included as a formula factor in the NFF. Most areas do not experience the high levels of mobility found in Bradford and their perspectives on this as a funding issue are very different.

Bradford's current funding formula allocates an average sum of £18,500 to eligible schools and academies for mobility. 37 schools are eligible above the thresholds. Our formula development modelling has demonstrated previously that the incidence of mobility in Bradford does not fully correlate with other proxy measures of need because of the geographic nature of migration into the District and the lack of access new arrivals have to income support and other benefits. We would conclude therefore, that the absence of a specific mobility measure is very likely to not provide a fair level of funding for our schools and academies.

19 Do you agree that we should remove the post-16 factor from 2017-18?

Yes

Please provide any further comments::

Agree - this is a legacy factor that should be removed

Transition to the reformed funding system

20 Do you agree with our proposal to require local authorities to distribute all of their schools block allocation to schools from 2017-18?

No

Please provide any further comments::

Our lack of agreement here is linked to our concerns about the possibility of a different paces of change between the Schools and High Needs Blocks and the significant difficulties we anticipate Schools Block ringfencing will create for us during the transition period.

We would also ask that the 2nd stage consultation clarifies what the position would be where a cumulative High Needs Block overspending cannot be met by DSG reserves nor by taking a contribution from the Schools Block. Where would the liability for this deficit sit?

Bradford expects to gain from the new formularisation of the High Needs Block (but also to see a reduction in the Schools Block) simply because of our current profile of spending, as explained in our answer to question 1 (our inclusive model). However, that the impact of change in the High Needs Block is proposed to be ameliorated for at least 5 years is of immediate concern if this rate of transition is slower than the rate by which transition in the Schools Block is completed i.e. we lose funding out of our Schools Block faster than we gain it in the High Needs Block. In our view, if this is the case, our transition to new arrangements will be made much harder than in another authority that may have the same final funding result but is currently spending more in the High Needs Block. Ringfencing of the Schools Block will create added difficulty in preventing us from quickly releasing resources from the Schools Block to re-shape our High Needs provisions.

Firstly then, we argue strongly that the pace of change needs to be the same for both the Schools and High Needs Blocks.

Secondly, we argue that having the ability locally to transfer Schools Block funding to the High Needs Block more quickly over the transition period than the basic NFF is essential. We strongly argue therefore, for provision to be made during the transition period for authorities that are both losing from the Schools Block NFF and gaining from the High Needs Block NFF to be given the flexibility to transfer Schools Block funding to the High Needs Block, subject to the agreement of their Schools Forum and EFA vetting. The value of transfer could be limited to the values of gains / losses within the respective Blocks.

21 Do you believe that it would be helpful for local areas to have flexibility to set a local minimum funding guarantee?

Yes

Please provide any further comments::

Agree - this will be essential, not just helpful, especially where e.g. the cost of in year places growth / pupil number adjustments for establishing academies and free schools continues not to be funded appropriately during the transitional period.

Linking to our answer to question 20, flexibility on the level of the MFG will be an essential part of enabling authorities that are both losing in the Schools Block and gaining in the High Needs Block to more quickly re-finance their high needs provisions.

Funding remaining with local authorities

22 Do you agree that we should fund local authorities' ongoing responsibilities as set out in the consultation according to a per-pupil formula?

No

Please provide any further comments::

Although the overall basis of funding should be pupil-led, it is not the case that the costs of responsibilities are the same across all authorities as the pressures are not the same.

The proposal to move the funding of responsibilities, including for admissions, within the new Central Schools Block to a flat rate per pupil, without any reference to levels of places growth, new arrivals / migration and mobility, will not fund Bradford fairly for its responsibilities. We would expect the formula for the allocation of the on-going elements of the Central Schools Block should include a weighting for levels of places growth, in year mobility and migration.

23 Do you agree that we should fund local authorities' ongoing historic commitments based on case-specific information to be collected from local authorities?

Yes

Please provide any further comments::

Agree - no additional comments (the vetting process is already being progressed by the EFA)

The education services grant

24 Are there other duties funded from the education services grant that could be removed from the system?

Please provide your comments::

No comment is made on this.

25 Do you agree with our proposal to allow local authorities to retain some of their maintained schools' DSG centrally – in agreement with the maintained schools in the schools forum – to fund the duties they carry out for maintained schools?

Yes

Please provide any further comments::

Agree - this proposal provides for sensible local arrangements for / discussion on the funding of duties.

Equality analysis

26 Please provide any comments on the equality analysis.

Please provide any further comments::

Supporting the needs of vulnerable learners must be placed at the heart of the new funding system and must not be 'lost' in the technical detail or in transitional arrangements.

We are concerned that the proposal to ringfence the Schools Block during the transition period will significantly hamper our re-shaping and re-financing of SEND and alternative provisions and will directly impact on the provision available for pupils with SEND. We have set out in our response an argument that authorities that see both a reduction in Schools Block and an increase in High Needs Block funding must be permitted to transfer Schools Block funding to the High Needs Block more quickly than the NFF protection system will allow.

We are concerned about the impact on Bradford's most vulnerable children of proposals that reduce the weighting of additional educational needs elements within the NFF and that reduce the value of spending on High Needs Block provision relative to the Schools Block. We are disappointed that the 1st stage

consultation does not provide the detail for us to assess this. We expect to respond on this at the 2nd stage.

Report of the Deputy Director to the meeting of Children's Services Overview and Scrutiny Committee to be held on 26 July 2016.

F

Subject:

The Changing Educational Landscape

Summary statement:

Published in March 2016, 'Educational Excellence Everywhere' White Paper sets out this Government's ambitions for the future of education and the approach they will take to realise this ambition. The title 'educational excellence' articulates the twin ambitions of the Government: to champion excellence and set high aspirations for all children so that outcomes are not dependent on affluence or geography. The paper accelerates the Government's ambition for all schools to be removed from LA control, becoming academies by 2022.

Michael Jameson
Strategic Director Children's Services

Portfolio:

Education, Employment and Skills

Report Contact:
Judith Kirk, Deputy Director
Phone: (01274) 439255
E-mail: Judith.Kirk@bradford.gov.uk

Overview & Scrutiny Area:

Children's Services

1. SUMMARY

- 1.1 Published in March 2016, 'Educational Excellence Everywhere' White Paper sets out this Government's ambitions for the future of education and the approach they will take to realise this ambition. The title 'educational excellence' articulates the twin ambitions of the Government: to champion excellence and set high aspirations for all children so that outcomes are not dependent on affluence or geography. The paper accelerates the Government's ambition for all schools to be removed from LA control, becoming academies by 2022.

2. BACKGROUND

- 2.1 In light of the policy changes set out in the White Paper:

Local Authorities (LA) :

- will no longer maintain schools by 2022, all schools will be academies or in the process of becoming academies. Local Authorities, therefore, will step back from running schools and will focus instead on delivering and strengthening core functions.
 - will no longer be responsible for school improvement, moving to a school-led system.
 - will no longer allocate local funding – this will be taken over by the National Funding Formula
- 2.2 Implications for the roles of the Director of Children's Services and the Lead Member for Children will be reviewed. The LA will take on a more focused and clearly-defined remit. These duties focus on three areas:
- a. **Ensuring every child has a school place:** that there are sufficient school, special school and alternative provision places to meet demand. Local Authorities will retain responsibility for this in a fully academised system. The government will support them by continuing to provide substantial funding to allow to deliver sufficient places, as well as by creating places through the free schools programme. Where Local Authorities are failing in this duty, the government will not hesitate to intervene. Local Authorities will also work with schools and parents in developing local school transport policies and take a lead in crisis management and emergency planning.
 - b. **Ensuring the needs of vulnerable pupils are met:** identifying, assessing and making provision for children with SEND and Looked After Children, ensuring that alternative provision is available for headteachers to commission for children and young people excluded from school, leading on safeguarding responsibilities for all children.
 - c. **Acting as champions for all parents and families:** listening to and promoting the needs of parents, children and the local community by supporting parents in navigating the system through a continuing role in admissions. Supporting children, young people and parents to navigate local SEND arrangements.

2.3 Local Authorities will continue to act as advocates for their electorate, challenging school providers to deliver high educational standards and better outcomes for children.

2.4 **Empowering pupils, parents and communities, with a clearly defined role for local government**

This change will help us to continue to empower local communities, putting children and parents first and clearly defining the role of local government. The DfE will:

- a) Continue to encourage high performing maintained schools to put forward applications to become academies by 2020
- b) Implement measures in the Education and Adoption Act so that all inadequate schools become sponsored academies and coasting schools are challenged.
- c) Take powers to direct schools to become academies in underperforming local authority areas or where the local authority no longer has capacity to maintain its schools; or where schools have not yet started the process of becoming an academy by 2020
- d) Promote greater collaboration between schools, particularly through multi-academy trusts (MATs) which we expect most schools will join and intervene promptly where academies or MATs are underperforming
- e) Engage MATs, sponsors, academies, dioceses and the wider schools sector to create a legal framework for academies that is fit for purpose for the long term
- f) Define the role of Local Authorities in education: ensuring every child has a school place, that the needs of all pupils are met, and championing parents and the local community. Local Authorities will step back from maintaining schools and school improvement

2.5 The DfE will continue to work with Local Authorities and other public sector bodies to secure sites for new free schools and introduce measures that will enable the Secretary of State to require the use of local authority land for new free schools.

2.6 **Improving support for children with additional needs**

2.6.1 Through the SEND Code of Practice, the DfE have strengthened the requirements for schools to engage parents in determining the type of support their child receives and the outcomes they can expect for their child. Local Authorities must publish a local offer of services for children and young people with SEND, which they are required to co-produce with local parents and young people.

2.6.2 The DfE have also introduced different needs assessment processes, coordinated across education, health and care. This includes the integrated Education, Health and Care (EHC) plan; and the right for young people and parents of children who have EHC plans to request a Personal Budget. We are closely monitoring the implementation of these reforms.

Ofsted and the Care Quality Commission commenced inspection of local area implementation in 2016, focusing on how well the needs of children with SEND are identified and met, and how well local agencies (including health and social care) work together to do so.

- 2.6.3 The government funds Parent Carer Forums in every local area to work with Local Authorities and other statutory services to improve local SEND provision. Parents continue to have a right to appeal to the SEND tribunal in certain circumstances relating to their child's Education, Health and Care needs assessment and plan, and in relation to disability discrimination claims.
- 2.6.4 Recognising that their experiences before entering care often have a significant impact on looked-after children, the DfE will explore with Local Authorities how to measure the educational progress of children in their care, to encourage high aspirations for these children that help them reach their full potential.
- 2.6.5 Recent school performance data confirms that adopted children significantly underperform compared to children who have never been in care. The DfE will therefore consider changing legislation to extend the current role of Virtual School Heads and the role and responsibilities of the school designated teacher for looked-after children so that they continue to support children who have left care under an adoption order. These changes, coupled with the recent extension of the pupil premium and priority school admission, will enable adopted children to retain the educational support they had whilst they were in care and help improve their educational outcomes.

2.7 A developing funding structure

- 2.7.1 From 2017 it is likely that schools, even those that are still maintained by the LA, will be effectively directly funded by the government; an incremental process that may eventually miss out the LA altogether in the funding arrangements. This will evolve through the introduction of a new, national funding formula for schools and for allocating high needs funding to Local Authorities for Special Educational Needs and alternative provision. Consultation has taken place and the outcome should be known imminently. There will be a two year period in which Local Authorities will continue to set a local formula – after that, there will be a shift to a single national formula determining each school's funding.
- 2.7.2 Budgets for Alternative Provision are held by the people commissioning and accountable for performance. There will be a consultation on any consequential changes to AP funding arrangements
- 2.7.3 The government plan to continue the two phases of the £4.4 billion Priority School Building Programme (PSBP), rebuilding or refurbishing over 500 of the worst condition schools in the country by 2021. As more schools become academies, responsibility for managing condition budgets will move from Local Authorities to academies. In the interim, Local Authorities will continue to manage capital

allocations for maintained schools – when those maintained schools have become academies, this duty will fall away.

2.8 Reforming alternative provision (AP)

2.8.1 By every objective measure, pupils who have spent time in alternative provision (AP) do considerably worse than their peers. Very few achieve the qualifications that will help them succeed in adult life and they are considerably more likely to become NEET (not in education, employment, or training).

2.8.2 So that mainstream headteachers can commission the right services, Local Authorities will retain a role in ensuring sufficiency of AP in their area. New, innovative and specialist provision will be developed through the free schools programme.

2.8.3 Mainstream schools will support AP providers to deliver a broad and balanced curriculum and high quality teaching by sharing subject specialists and facilities that smaller alternative providers would otherwise find hard to access.

2.8.4 Local Authorities and the Regional Schools Commissioners (RSCs) can work together to agree where a warning notice should be issued to a maintained school, although ultimately RSCs' powers to intervene will take precedence. When all schools in a local authority area have become academies, Local Authorities' powers in this area will fall away.

3. OTHER CONSIDERATIONS

3.1 School Status and Governance

- All schools will be academies by 2022. The preferred process for conversion is through 'Multi Academy Trusts' (MATs) rather than as SATs (Single Academy Trusts). The creation of MATs will formalise current collaborations/partnerships through establishing governance arrangements across groups of schools.
- There are different governance arrangements for MATs but all will have one overarching Governing Body with local governance delegated to individual schools within the Trust. The amount of Local Governance a school retains will be informed by their Ofsted status.
- Approval for proposed MATs is through local Headteachers Panels chaired by the Regional School's Commissioner.
- To accelerate academisation, land can be transferred directly to the Secretary of State rather than released to the MAT or Academy sponsor. Currently land is transferred from the LA to the academy on a 125 year lease; this will still occur but the Secretary of State may assume ownership to accelerate the process. There is a commitment that faith schools will also become academies whilst maintaining the ethos of the diocese (this had previously been opposed owing to land issues).

3.2 System Leadership

- The thrust of the paper is about schools enjoying increased autonomy and the LA stepping back from delivering school improvement. This would further brokerage of support from high performing schools, teaching schools and through the

deployment of NLEs (National Leaders in Education), SLEs (Subject Leaders in Education) and NLGs (National Leaders of Governance).

- The paper has a clear focus on 'system leadership' that aims to identify good practice across the LA and use this to build capacity across all schools, learning from what works.

3.3 New Lines of Accountability

- The powers associated with Regional Schools' Commissioners (RSCs) have been increased; RSCs can issue a 'Notice to Improve' directly to a failing LA maintained school without negotiation with the LA.
- There will be a framework established to demonstrate how MATs are performing.
- It will become easier for schools to move from one MAT to another if it is proven to be ineffective.
- Parents will have a greater influence and can make requests to the Secretary of State for a school to move from one MAT to another if it is proven to be ineffective.

3.4 Partnerships

- There are many strong partnerships that already exist within Bradford and schools do feel a strong affinity to Bradford as a Local Authority.
- There are formal partnerships with Multi Academy Trusts and Faith Trusts, these are sponsor driven and not geographical, some Bradford based Trusts have schools beyond the Bradford boundary.

3.5 Costs of conversions

- It has to be acknowledged that there is a cost to converting schools to academies. Those schools that are deemed to need to go to academy (sponsored conversions) leave any debts with the local authority. Then there is the question of land and the costing implications will need to be explored in some detail.

4. FINANCIAL & RESOURCE APPRAISAL

There are potentially significant financial issues.

5. RISK MANAGEMENT AND GOVERNANCE ISSUES

None

6. LEGAL APPRAISAL

None

7. NOT FOR PUBLICATION DOCUMENTS

None

8. APPENDICES

None

9. BACKGROUND DOCUMENTS

None

10. Recommendations

The report is received and the implications of the White Paper considered.

This page is intentionally left blank

Report of the Deputy Director to the meeting of the Children's Services Overview and Scrutiny Committee to be held on 26 July 2016.

G

Subject: Elective Home Education and the Education Safeguarding Hub

Summary statement:

Safeguarding children across the District is our highest priority with the Director of Children's Services having a legal responsibility for the safeguarding of children. In order to meet this responsibility there is a requirement to have information about children who are unknown to statutory agencies so that their well-being can be assured. Once identified missing children and children not on the roll of a school need to have a swift response to ensure their well-being.

Michael Jameson
Strategic Director Children's Services

Portfolio:
Education, Employment and Skills

Report Contact: Judith Kirk
Phone: (01274) 431078
E-mail: judith.kirk@bradford.gov.uk

Overview & Scrutiny Area:
Children's Services



1. SUMMARY

- 1.1 Safeguarding children across the District is our highest priority with the Director of Children's Services having a legal responsibility for the safeguarding of children. In order to meet this responsibility there is a requirement to have information about children who are unknown to statutory agencies so that their well-being can be assured. Once identified missing children and children not on the roll of a school need to have a swift response to ensure their well-being.

2. BACKGROUND

- 2.1 LA's have a duty to safeguard and promote the welfare of children. Under Section 175(1) of the Education Act 2002 "A local education authority shall make arrangements for ensuring that the functions conferred upon them in their capacity as a local education authority are exercised with a view to safeguarding and promoting the welfare of children. Working Together to Safeguard Children (March 2015) outlines the duty of all professionals to take responsibility for keeping children safe by taking prompt action where concerns arise and sharing information appropriately. When children are not registered in an approved educational setting, the safeguarding responsibility becomes very difficult to fulfil.

For Children Missing Education the Education Social Work Service (ESW) since 2006 has designed and developed processes and procedures for the management of CME cases. However to further develop this work and to cover other areas such as Elective Home Education and monitoring whether there are any unregistered schools in the District, the Education Safeguarding Hub has been set up. This is operating from within existing resources to identify all children of compulsory school age who live in the District and whose safety must be assured because they:

- do not access registered maintained or independent school provision;
- are not registered as being electively home educated;
- are found to be engaging in activities which place them at risk or vulnerable.

- 2.2 The Hub was established in March 2016 to provide more focused partnership work across Children's Services, the Police, Health and Housing. It will have strong links to the Multi Agency Safeguarding Hub (MASH) and Prevent processes. This will ensure information sharing is proportionate, timely, effective and robust interventions are undertaken in the interests of the young person.
- 2.3 The object of the Education Safeguarding Hub (ESH) is to detect the "unknown knowns" and the "unknown unknowns". Existing processes will continue to work with the "known known's", i.e. those children who we know and are not accessing their respective provision.

3. Elective Home Education

- 3.1 Elective Home Education (EHE) is the term used to describe parents' decision to provide education for their child (ren) at home instead of sending them to school. This is different to home tuition provided by a Local Authority (LA) or education provided by a LA other than at school. Children whose parents elect to educate them at home are not registered on the roll of any school. The costs associated with Elective Home Education are the parents' alone.

- 3.2 Statutory responsibility for children who are home educated is found under Section 7 of the 1996 Education Act, where it states that: *“The parent/carer of every child of compulsory school age shall cause him to receive efficient full time education suitable to his age, ability and aptitude, and to any special educational needs he may have, either by regular attendance at school or otherwise.”*
- 3.3 Section 9 of the Education Act 1996 states that: *“In exercising or performing all their respective powers and duties under the Education Acts, the Secretary of State and Local Authorities shall have regard to the general principle that pupils are educated in accordance with the wishes of their parents, so far as that is compatible with the provision of efficient instruction and training and the avoidance of unreasonable public expenditure.”*
- 3.4 The parent/carer is not required to inform the Local Authority of their decision to home educate. This does mean that some children may be home educated who are not known to the Local Authority.
- 3.5 When the child is on the roll of a school and the parents decide to home educate, the school must inform the Local Authority of the parents decision to home educate. The school must delete the child’s name from their school roll on receipt of written notification from the parents that the pupil is being electively home educated.
- 3.6 Local Authorities have no statutory duties in relation to monitoring the quality of home education on a routine basis nor do their officers have an automatic right of access to the parent/carer(s) home.
- 3.7 The statutory guidance tells us “Parents are required to provide an efficient, full-time education suitable to the age, ability and aptitude of the child”. There is currently no legal definition of "full-time"...and home educating parents are not required to:
- teach the National Curriculum
 - provide a broad and balanced education
 - have a timetable
 - have premises equipped to any particular standard
 - set hours during which education will take place
 - have any specific qualifications make detailed plans in advance
 - observe school hours, days or terms
 - give formal lessons
 - mark work done by their child
 - formally assess progress or set development objectives
 - reproduce school type peer group socialisation
 - match school-based, age-specific standards.

4. Process followed when a parent notifies of intention to home educate

- 4.1 The flow chart (Appendix 1) depicts the process followed in relation to EHE notifications. This relates to the registration process and the monitoring of provision only; safeguarding issues are covered in addition to this.
- 4.2 Where a parent/carer decides to home educate their child, contact is made with the

LA either directly or through notification to their child's school. Upon receipt of such notification the child is removed from school roll (if applicable) and their name added to the register of electively home educated children.

- 4.3 A registration pack, containing guidance notes for parents/carers (Appendix 2) together with a questionnaire (Appendix 3), is sent out from the Department of Children's Services, for completion.
- 4.4 Shortly after registration and usually on receipt of the completed questionnaire an initial visit is made by the Education Social Worker (ESW), the purpose of which is to ascertain the welfare of the child (ren) and to provide a further opportunity for the family to seek advice.
- 4.5 After three months the inspector will assess the provision to determine whether or not it is 'suitable'. This three month period is considered a reasonable period for parents to develop their provision.
- 4.6 In the event that the provision is deemed to be unsuitable, clear targets will be given to the parent/carer and a revisit will take place within three months. If provision remains unsuitable, after targets have been given and not reached, a school place for the child will be sought in consultation with the parent/carer. A School Attendance Order (SAO) can be given to the parent/carer as a last resort.
- 4.7 If a child has a statement of SEN and the parent/carer requests EHE the Local Authority's SEN department must agree to this and, if agreed, must amend the statement accordingly. An exit review will be held with the parent/carer and the school wherever possible. Arrangements will be made, as far as is practicable, to hold the annual review in the opposite six months to the EHE inspection, so that the child has bi-annual input rather than yearly. Some statemented, home educated children receive LA funded tuition in which case there is no inspection visit as the tutor provides the SEN department with reports on the pupil's progress.
- 4.8 The wishes of children are sought wherever possible in relation to EHE. Both the ESW and Inspector will ask the child for their view and record it but the LA has no power to uphold the child's view if it is different to that of the parents.

5.0 Data sets

- 5.1 As of January 2016, 333 children were registered as home educated in Bradford. This is roughly 0.38% of compulsory-aged pupils in maintained schools (Local Authority, Academy or Free schools). The regional authorities have agreed to collect information at the national census dates and refer to the most recent when requested for EHE information, thereby ensuring consistency across the region.
- 5.2 Appendix 4 provides an overview of the numbers of registered EHE pupils by Council Ward.
- 5.4 The following is a breakdown of the numbers of registered pupils in national curriculum year groups and indicates how many within each have a Statement of SEN /Education, Health and Care Plan.

NCY	Total	Statement
R	6	
1	16	1
2	23	
3	16	1
4	19	
5	29	
6	22	1
7	27	1
8	35	
9	32	
10	35	2
11	73	

Totals 333 6

6.0 Safeguarding

- 6.1 Cases of concern relate to those children who have not been seen by a professional from whom confirmation of their welfare can be ascertained, or those where there are known welfare concerns.
- 6.2 Intelligence is sought from all agencies but in the event that none can confirm the welfare of the child (ren), referral to the most appropriate agency will be made for a welfare check to take place.
- 6.3 Given that it is not a legal requirement to register EHE children with the LA, there may be children who are being home educated that are unknown to the Authority. The Education Safeguarding Hub will work to identify children who are electively home educated but not registered with the Authority and whose safety cannot be assured

7. OTHER CONSIDERATIONS

None at this time.

8. FINANCIAL & RESOURCE APPRAISAL

No issues at this time.

9. RISK MANAGEMENT AND GOVERNANCE ISSUES

No issues at this time.

10. LEGAL APPRAISAL

No issues at this time.

11. RECOMMENDATIONS

- 11.1 That the limited powers of the Authority to intervene in cases whereby parents elect to home educate their child (ren) is noted.

11.2 That it be noted that the establishment of the Education Safeguarding Hub is a key vehicle in ensuring and promoting the wellbeing of children who are not attending any registered provision.

12. APPENDICES

Appendix 1: Elective Home Education Procedures. This is a flow chart diagram depicting the process from notification, registration and monitoring visits

Appendix 2: A registration pack, containing guidance notes for parents/carers (Appendix 2)

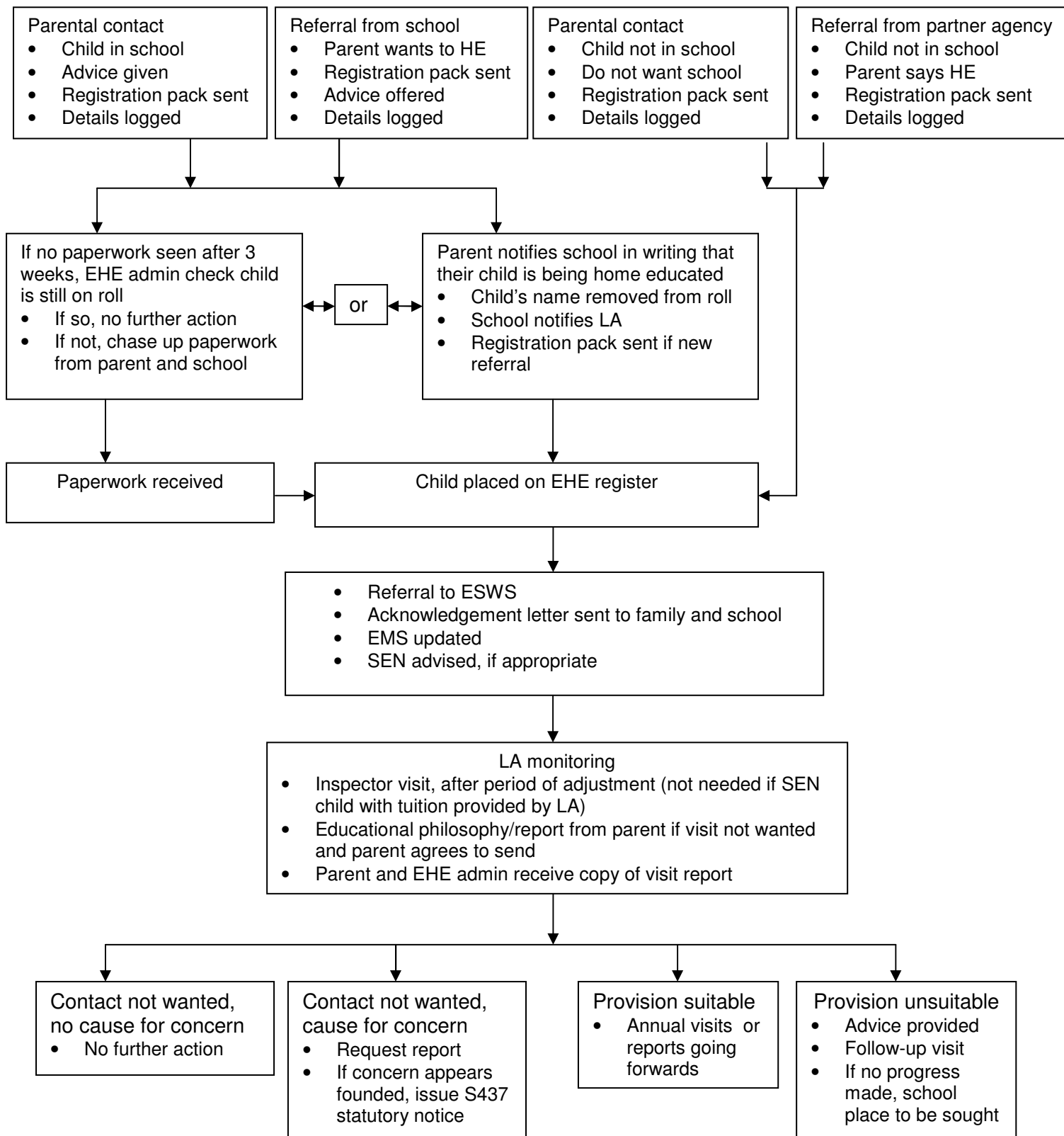
Appendix 3: Questionnaire for completion at time of registration

Appendix 4: Overview of the numbers of registered EHE pupils by Council Ward.

13. BACKGROUND DOCUMENTS

None

ELECTIVE HOME EDUCATION PROCEDURE



This page is intentionally left blank

GUIDANCE NOTES FOR PARENTS

ELECTIVE HOME EDUCATION

These notes of guidance have been compiled to be helpful to those parents/carers who are considering the possibility of educating their child or children at home.

The information contained in these notes provides an overview of the legislation that affects the education of children at home and ways of working in situations like this.

If you have any queries, please do not hesitate to contact:

Behaviour Support Service
City of Bradford MDC
Children's Services
Fifth Floor
Margaret McMillan Tower
Princes Way
Bradford
BD1 1NN

Tel: 01274 439653

Guidance for Parents on Elective Home Education

Your legal duty as a parent is defined by the Education Act 1996 (Section 7) as follows:

The parent of every child of compulsory school age shall cause him to receive efficient full-time education suitable (a) to his age, ability and aptitude, and (b) to any special educational needs he may have, either by regular attendance at school or otherwise.

This means you have a legal responsibility to ensure that your child is educated but this does not have to be in school.

Some First Thoughts for You

- Think long and hard. You alone will be responsible for ensuring that your child receives a broad and balanced education “suitable to his age, ability and aptitude”.
- Plan how you intend to educate your child and think about whether you have access to all the necessary resources and support before making a decision.
- Look at the possible costs involved, as there is no financial support from the LA.
- Remember that your child may miss the social side of school, joint activities, group work, friendship as well as access to specialist facilities and equipment.
- Think carefully if your child is approaching GCSEs. Find out what the implications of home educating will be in terms of examinations before removing your child from the school roll.

DON'T decide to educate your child at home for the wrong reasons:

- Because of a disagreement with a Head Teacher or other staff if your child is currently on roll at a school. Try to talk with the people involved and seek a resolution.
- If you have not been sending your child to school on time or regularly.
- Because your child is getting into trouble at school or is refusing to go and is putting pressure on you to home educate. Speak to school staff who can advise and support you.
- As a final 'once and for all' decision. You may decide as your child grows that you cannot make arrangements for all curriculum areas and examinations. You may seek a school place at any time if your circumstances change.
- In order to secure a place at a preferred school. Registering your child as electively home educated does not speed up the admissions process.

Questions and Answers:

I. Does my child have to go to school?

The Education Act 1996 imposes a duty on parents/carers to 'cause [their child] to receive efficient full-time education suitable (a) to his age, ability and aptitude, and (b) to any special educational needs he may have, either by regular attendance at school or otherwise'. For most children this means they will go to school. For various reasons a small number of parents decide to undertake the responsibility of educating their children outside the school system. This is known as 'Elective Home Education'.

II. Do I need anyone's permission?

If your child has a Statement of Special Education Needs or an Education, Health and Care Plan and has been placed in a Special School by the Local Authority (LA), or is subject to a School Attendance Order, you do need the permission of the LA to home educate.

Other than in those specific circumstances you do not need permission.

III. What will happen if I don't notify the school or LA?

If your child is on a school register and not attending, their non-attendance will be followed up by school and an Education Welfare Officer. The school cannot remove your child from its roll unless you notify them in writing that you intend to home educate.

IV. What are the LA's responsibilities?

The LA has a duty to intervene if it appears that parents are not providing a suitable education. We also have a safeguarding duty towards all children in the district.

V. Does this mean I have to follow the National Curriculum?

No, although you may find it useful to know what it is and follow it particularly if your child may attend school in the future. It will provide you with a useful framework for levels of achievement across the subjects.

Currently, the subjects included in the National Curriculum are English, Mathematics, Science, Design and Technology, History, Geography, Art, Music, Physical Education, Modern Foreign Languages, Computing, and Citizenship. Guidance is available at <https://www.gov.uk/government/collections/national-curriculum> and many of the commercially produced workbooks available from bookshops now relate their content to the National Curriculum.

VI. Do I have to work school hours?

No. Full time does not mean necessarily working school hours or working for 25 hours a week but you should make sure that sufficient time is being spent in study each week.

VII. How should I organise the teaching and learning?

There is no one approach or style than suits all families, but it should be as active and practical as possible. Great importance should be placed on reading and mathematics and a programme of educational visits should also be planned. You can make use of educational broadcasts but need to prepare well in advance and ensure that you plan follow-up work after the broadcast. Vary the style and content of the education as it will be more enjoyable for you and your child.

You will need to ensure that there is a special place set aside for quiet work and independent study.

VIII. Do I have to provide all the education?

Your role is to ensure that an efficient programme of work is provided to your child. This can be delivered by parents, suitable friends or relatives or specialist teachers. It is your responsibility to ensure that any tutors/teachers are suitably qualified and experienced and that your child is safe when being taught by others. Remember your child's needs may change at different ages and the type of education you provide should not restrict their future opportunities.

IX. Will the LA give me any support?

In choosing to home educate you have withdrawn your child from LA provision and the responsibility, both practical and financial, rests with you. However, we ask parents to meet with us to discuss their provision. This is because we have a duty to take action if it appears that a child is not being adequately educated. If the provision you are making appears not to meet your child's needs we will offer suggestions on how to improve it or help to get your child into school. The LA also offers careers advice at Key Stage 4.

X. Can I home educate my child part-time?

If you choose 'Elective Home Education' your child will be removed from the school register and will be your responsibility full-time. Occasionally schools may make special arrangements with parents known as flexi-schooling but this is at the discretion of the Head Teacher and is rare.

For 14-16 years olds, some colleges of further education will support Elective Home Education by allowing access to full- or part-time courses. The LA or the colleges themselves can advise you about this.

XI. Can I change my mind?

Yes. You can seek a place in a school at any time. If the school of your choice is full in your child's year group, you have the right to appeal. The LA will help with a plan for re-introduction to school if this is needed.

XII. What do I need to check before making a decision?

- You have the time to devote to your child's education on a regular basis
- You are convinced it is the best course of action for you child
- You have the space available for a quiet working area
- There are opportunities for physical exercise and social interaction
- You are prepared to buy the necessary resources or have access to them
- You have the necessary expertise to teach your child effectively
- You have some support available

The next steps:

If you have considered all aspects carefully and decided to go ahead with Elective Home Education please inform your child's school in writing of your intentions (if applicable), and fill in the questionnaire and return it to the LA. An officer will get in touch about coming to see you and in due course an inspector will contact you to discuss the provision you are making for your child.

For more information and sources of help and advice:

General Support

Education Otherwise Association Ltd

Education Otherwise,
PO Box 1309,
Blackpool,
FY1 9HN
Tel: 0845 478 6345
Website: <http://www.educationotherwise.net>

Home Education Advisory Service

P.O. Box 98
Welwyn Garden City
Hertfordshire
AL8 6AN
Tel: 01707 371854
Email: enquiries@heas.org.uk
Website: www.heas.org.uk

Qualifications and exam boards

JCQ (Joint Council for Qualifications)

Ground Floor, 4 Millbank,
London SW1P 3JA
Tel 020 7638 4132
Website www.jcq.org.uk
E-mail info@jqc.org.uk

AQA (North)

Address Devas Street, Manchester M15 6EX
Tel 0161 953 1180
Website www.aqa.org.uk

City & Guilds

Address 1 Giltspur Street, London EC1A 9DD
Tel 020 7294 2800
Website www.cityandguilds.com

Edexcel

Address 190 High Holborn, London WC1V 7BH
Website www.edexcel.com

OCR

Address Syndicate Buildings, 1 Hills Road, Cambridge CB1 2EU
Tel 01223 553 998
Website www.ocr.org.uk

Education Providers

Oxford Home Schooling (KS3, GCSE and A Level courses with telephone tutor support)

4 Kings Meadow

Oxford

OX2 0DP

Tel: 0800 0111024

Website: www.oxfordhomeschooling.co.uk

National Extension College (GCSE and A Level qualifications)

The Michael Young Centre

Purbeck Road

Cambridge

CB2 2HN

Tel: 01223 400381

Email: info@nec.ac.uk

Web: <https://www.nec.ac.uk/>

Rapid Results College (health and safety courses)

Tuition House

27/37 George's Road

Wimbledon

SW19 4DS

Tel: 0208 944 3103

Christian Education Europe (provide training and curriculum)

Maranatha House

Unit 5

Northford Close

Shrivenham

SN6 8HL

Tel: 01793 783783

Website: www.Christian-education.org

NorthStarUK (online courses with tutor support, Christian organisation)

4 Lea Road

Dronfield

S18 1SB

Tel: 01246 410122

Email: info@northstarworldwide.org

Website: www.northstaworldwide.org

Interhigh (online learning)

Sawmill Court

Cathedine, Nr Brecon

Powys, LD3 7HQ

Tel. 44 (0)1874 731118

Email. enquiries@interhigh.co.uk

<http://www.interhigh.co.uk/>

Ed Lounge (online learning)

Aston House

Campbell Way

Sheffield S25 3QD

E: support@edlounge.com

Website : <http://edlounge.com/>

Useful Websites and Telephone Numbers

Online Learning Resources	
www.abcteach.com	www.home-education.org.uk
www.activityvillage.co.uk	www.literacyplanet.com
www.topmarks.co.uk	www.math-aids.com
www.bbc.co.uk/education	www.muddlepuddle.co.uk
www.first-school.ws	www.under5s.co.uk
www.gridclub.com	www.woodlands-junior.kent-sch.uk/maths
www.channel4learning.com	www.primaryresources.co.uk
www.coolmath4kids.com	www.schoolzone.co.uk
www.craftideas4kids.com	www.sparkisland.com
http://www.writehere.co.uk	www.superteacherworksheets.com
www.educate.org.uk	www.teachingideas.co.uk
www.education.com/worksheets	www.tes.co.uk
Other Useful Websites	
National Literacy Trust	www.literacytrust.org.uk
ACE (Advisory Centre for Education)	www.ace-ed.org.uk
Family Lives	http://www.familylives.org.uk/
DfE	www.gov.uk/government/organisations/department-for-education
Dyslexia Action	www.dyslexiaaction.org.uk

Useful Telephone Numbers	
ACE (Advisory Centre for Education)	0300 0115142
Connexions (careers guidance)	01274 377800
Barnado's Parent & Young People's Partnership	01274 481183
Drugs & Alcohol Team	01274 385529
School Nurse Team	01274 228114

Useful Books

School is Not Compulsory: Education Otherwise

Learning Without School: Ros Mountney

How Children Learn at Home: Alan Thomas

Alternative Approaches to Education: Fiona Carnie

Teaching Tomorrow: John Adcock

Learning Unlimited: Roland Meighan

The Next Learning System: Roland Meighan

Free Range Education: Terri Dowty

Doing It Their Way: Jan Fortune-Wood

The Unschooling Handbook: Mary Griffin

Home Educating our Autistic Spectrum Children: Terry Dowty and Kitt Cowlshaw

Getting Started in Home Education: Mary Ann Rose and Paul Stanbrook

This page is intentionally left blank

Appendix 3

Elective Home Education

This questionnaire provides an opportunity for you to inform the authority of the arrangements you are making for your child's education and to help you consider your aims and the resources you will need. Please complete the questionnaire as fully as possible. Your legal duty is to ensure that your child receives efficient full-time education appropriate to his/her age, ability and aptitude and any special educational needs.

Name of child _____

Date of birth _____

Name of parent/carer _____

Address: _____

Telephone number _____

Most recent school _____

Reason for choosing to educate your child at home _____

Signature.....

Date.....

SPECIAL EDUCATIONAL NEEDS

Does your child have any identified special educational needs?

Yes No

Details if applicable:.....

Does your child have a Statement of SEN or an EHCP?

Yes No

CURRICULUM AND PLANNING

- i) Please outline what you would like your child to achieve during the next 12 months. Your aims may relate to social, behavioural and physical development as well as academic progress.

ii) Which of the following subject areas does your child study?

English

Mathematics

Science

Art

Modern Foreign Languages

Music

Physical Education

Religious Education

History

Geography

ICT

Technology/practical skills

Others
(please specify)

iii) What opportunities does your child have for social interaction with other children and adults?

RESOURCES

- i) For each subject area that your child studies, please indicate the main textbook, published course or other educational resource used.

SUBJECT

PRINCIPAL RESOURCE

ii) Additional Resources

Do you use any of the following to support your child's learning?

Computer	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Local Library	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Practical Equipment	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
TV and Radio	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Museums/Galleries	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Sports facilities	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

TEACHING AND GUIDANCE

i) Please list the people regularly involved in the education of your child and the areas of your planned curriculum they cover.

ii) What other guidance and support will you access to help with the delivery of your child's education?

ORGANISATION OF LEARNING

- i) Do you use a timetable? Yes No

If yes, please attach a copy or tell us how your week is organised.

Mon

Tue

Wed

Thur

Fri

Sat

Sun

If no, how many hours each week are spent on educational activities?

- ii) Where does your child's education take place?

RECORD KEEPING

- i) Do you date and keep your child's work?

Yes No

- ii) Do you record and monitor your child's progress?

Yes No

- iii) Please describe any record-keeping methods you use.

Appendix 4 - Overview of the numbers of registered EHE pupils by Council Ward.

Number of EHE registered in Bradford Wards as at 10/2/16	Ward	Number of EHE registered in Bradford Wards as at 10/2/16	Ward	Number of EHE registered in Bradford Wards as at 10/2/16	Ward
15	Baildon	15	Heaton	15	Shipley
6	Bingley	18	Great Horton	18	Royds
8	Bingley Rural	17	Idle & Thackley	17	Thornton & Allerton
35	Bolton & Undercliffe	4	Ilkley	4	Toller
16	Bowling & Barkerend	19	Keighley Central	19	Tong
16	Bradford Moor	5	Keighley East	5	Wibsey
16	City	11	Keighley West	11	Wharfedale
4	Clayton & Fairweather Green	7	Little Horton	7	Windhill & Wrose
2	Craven	18	Manningham	18	Worth Valley
4	Eccleshill	9	Queensbury	9	Wyke

This page is intentionally left blank

Report of the Deputy Director of Children's Specialist Services to the meeting of the Children's Services Overview & Scrutiny Committee to be held on 26th July 2016

Subject: **H**

Block contract call-off from the White Rose Looked After Children Residential Framework within the Bradford & District Area

Summary statement:

The plan is to block buy a number of residential children's homes beds from the existing White Rose Framework to provide better outcomes for looked after young people in Bradford. By undertaking this young people stay in the Bradford area and this will provide a more cost effective result for the Council.

Jim Hopkinson
Deputy Director
Social Care
Phone: 01274 432904
Email: jim.hopkinson@bradford.gov.uk

Portfolio:
Health & Wellbeing

David Byrom
Head of Service – Resources
Phone 01274 432986
Email: david.byrom@bradford.gov.uk

Overview & Scrutiny Area:
Children's Social Care

1. SUMMARY

- 1.1 We are seeking to block purchase, through a procurement process, 2 lots of 6 beds (12 in total) of which all will be available in a mixed sex home(s) for 10-18 year old children & young people from R1 type children's homes registered properties on the White Rose Looked after Children's Residential Framework.
- 1.2 The White Rose Framework is made up of 12 member Local Authorities (Bradford, Barnsley, Calderdale, Doncaster, Hull, Kirklees, Leeds, North East Lincolnshire, Rotherham, Sheffield, Wakefield and York). The framework consists of three tiers based on price and quality. The object of the framework is to reduce prices through the buying power of the Local Authorities within the consortium. There is a facility for block arrangements to be called off the framework by a competitive process.
- 1.3 An R1 type home is classed as 'mainstream' provision in a children's homes providing 24 hours a day care, staffing and support for the children and young people placed.
- 1.4 Placements will likely be short to medium term in duration, and may include referrals for emergency beds which may last for less than a week in length.
- 1.5 The homes will be located in the Bradford District area plus 20 mile radius.
- 1.6 The contract on offer is for a period of 2 years with an option to extend for a further two x 1 year extensions (four years in total). A shorter contract will allow the flexibility to review the contract or retender if the need for block residential placements changes e.g. there is a greater need for more specialised placements.
- 1.7 By using a block purchase we are anticipating a more cost effective result for Bradford Council than the current method of buying off the existing White Rose Looked After Children Residential Framework.

2. BACKGROUND

- 2.1 There is a requirement on Local Authorities to ensure access to a sufficient range of placements, with the necessary support, in respect of all children who are defined as 'looked after' under the Children Act 1989. This is called 'the Sufficiency Duty.' It also applies to children in need, who are at risk of care or custody.
- 2.2 Section 22C of The Children Act 1989 requires the Local Authority in determining the most appropriate placement for a child to take into account the duties to safeguard and promote welfare; allow the child to live near his/her home; not to disrupt the child's educational achievement or training; ascertain the wishes of the child and family; enable the child and a looked after sibling to live together; meet the particular needs of a disabled child; and give due consideration to religious persuasion, racial origin and cultural background. Regular reviews will evaluate whether the child's needs are being met and address any emerging issues.
- 2.3 Local Authorities must be able to show that they are taking steps to provide, wherever it is 'reasonably practicable,' accommodation within their area for those children for whom a local placement would be consistent with their welfare.

- 2.4 In June 2015 Bradford Council met its sufficiency duties in a number of ways:-
- In-house residential provision consisting of 7 homes with 8 beds, 1 home with 12 beds and a 3 bed respite home (71 beds in total)
 - Block residential contract of 17 placements across 3 providers (homes)
 - External placements through the White Rose Looked After Children Residential Framework Agreement
 - Individual Spot Contracts for out of area placements
 - In-house fostering
 - External fostering placements through the White Rose Independent Fostering Association Framework Agreement
- 2.5 The block residential contract (17 beds) expired on 30 September 2015. This contract ran for a full 5 years from 01 October 2010 and no more extensions were permitted. This contract was put in place before the White Rose Framework.
- 2.6 The White Rose Looked After Children Residential Framework Agreement commenced on the 08 July 2013 for a period of 2 years with an option to extend for a further period of two x 1 years. One of the extensions has been taken up and the contract is in the process of being extended further to July 2017.
- 2.7 During the last 18 months a thorough review of our 'Sufficiency Duty' has taken place including an independent review of our internal residential provision. The updated Sufficiency Strategy takes into account the projected need in the Bradford District and statement of purpose which will underpin a reshaping of placement provision for Looked After Children, those who have left care and those who are in need and at risk or care or custody (children 'on the edge of care.')
- 2.8 By commissioning provision on the basis of 'best evidence' of future need and demand Bradford Council aims to ensure there is sufficient 'slack' in the system to respond to unexpected demand and need while avoiding 'void beds' / underuse, or provision 'lying idle', which is not cost effective.
- 2.9 The review identified a continued need for external residential placements, particularly in the short to medium term whilst we continue to grow our in-house foster carers and reduce the number of in-house residential beds.
- 2.10 Appendix A to the White Rose Looked After Children Residential Framework Agreement allows participating member authorities, during the operations of the framework to procure a number of block placements. This will operate in the same manner as other placements within the framework in that the option to purchase block provision will be offered in the first instance to those providers who are allocated to Tier One.

- 2.11 The block contract call off from the White Rose Looked After Children Residential Framework Agreement will ensure that there is adequate provision within the Bradford District plus 20 mile radius for us to comply with our 'Sufficiency Duty'. Presently there are a number of children and young people from neighbouring Local Authorities who currently reside in external children homes within the Bradford District thereby restricting the number of placements available to children who are resident within the Bradford District. In addition, there are only 4 external children's homes within the Bradford District but none of these are currently registered on the White Rose Framework.
- 2.12 Local placements will reduce an adverse impact on the child's well-being by facilitating continued contact with family and friends. It will also promote 'change' work with the child and family increasing the probability of reunification / return home. In addition, local placements avoid disruption of education and facilitates social worker visits.

3. OTHER CONSIDERATIONS

- 3.1 In calculating the number of beds required for the block contract call off from the White Rose Residential Framework the overall re-shaping of Bradford Council's provision for Looked After Children was taken into account.
- 3.2 The reshaping of placement provision is one of five related work streams within the "*Journey to Excellence*" – Children's Service transformation programme:
- (i) Refocusing and strengthening in-house children's placement provision, particularly residential care and local foster care for adolescents with the most complex needs.
 - (ii) Restructure and integration of key teams and strengthening of the "Early Help Offer"
 - (iii) Rolling out the "Signs of Safety" approach across the children's partnership with an initial priority focus on edge of care and the front door of Children's Social Care / child protection.
 - (iv) Refocusing emergency and 'out of hours' responses, particularly for young people in crisis.
 - (v) Implementation of an integrated service across Children, Adults and Health for young people aged 14 plus with complex health issues and or disabilities.
- 3.3 The "Journey to Excellence" programme reflects the wider council's "New Deal" initiative, the priorities of the district's Children's Plan, the aspirations of NHS England around prevention of avoidable harm and West Yorkshire's Police and Crime Plan.

3.4 The re-shaping of provision for Looked After Children in order to meet our Sufficiency Duty will include:-

- Reducing the number of children coming into the looked after system through Journey to Excellence
- Reduce, where safe to do so, the length of time children stay in the looked after system through Journey to Excellence
- Ensure placement stability (child's needs matched to the right placement, first time)
- Reduce the number of beds in our in-house residential units from 68 beds to 40 beds (2 homes with 4 beds, 5 homes with 5 beds and 1 home with 7 beds) to address the struggle to deal with the level of and conflict between the needs of individual children while maintaining high quality care for all. The internal provision will allow higher need children to receive the support they require to promote better outcomes and value for money.
- Ensure the availability of procured placements which meet the requirements of some of our most needy children
- Address the mis-match between the type of foster carer approvals and vacancies and the characteristics of those children and young people who need a placement
- Increase the in-house fostering capacity, particularly for teenagers and promote other lower cost placements that meet the needs of Looked After Children (e.g. Adoptions)
- Increase our in-house fostering provision
- Children are only placed outside of Bradford based on need
- Increasing the number of sibling groups who are placed together
- Lowering the high number of open / allocated 'leaving care' cases
- Improving Education, Employment and Training Outcomes for Looked After Children
- Ensuring the best outcomes for children and value for money with all placements.

3.5 The number of beds and duration of the contract is designed to be flexible enough to support the re-shaping of the looked after provision. The table below shows the statistics of where children and young people were placed over the last year.

Impact Measurement at Quarter End No of children placed with:-	Q4 31/03/15	Q1 30/06/15	Q2 30/09/15	Q3 31/12/15	Q4 31/03/16
Family and Friends	218	207	207	200	201
Internal Fostering	344	362	364	366	366
Purchased Foster care	31	27	31	32	33
Internal Residential	63	64	67	58	57
Purchased Residential	49	53	52	46	50

3.6 The quality of service and resource provision has to be maintained at a level sufficient to:

- Continue to meet the needs of individual children and young people.
- Meet minimum legal / statutory requirements.
- Meet Ofsted inspection standards.

4. FINANCIAL & RESOURCE APPRAISAL

4.1 Under Contracts Standing Orders 4.4 before inviting tenders or quotations, the Authorised Officer must:

4.4.1 for contracts with a total estimated contract value in excess of £2m, report details to the relevant Overview and Scrutiny Committee using the agreed pre-contract reporting process determined by the Assistant Director of Commissioning & Procurement. For clarity, details of call-off contracts from a framework do not need to be separately reported providing the original framework has been reported except where the relevant Overview and Scrutiny Committee request a separate report.

4.2 There are currently 14 children placed in “R1” residential homes. In May 2016, the average cost of a bed within a 6 bedded unit on the White Rose Framework for all tiers is £2,261 per week. Therefore the cost of 12 beds for a full year will be £1.4m. It is expected that the contract will be commissioned at a lower weekly cost than the current weekly average price of £2,261. The anticipated contract value is estimated to be over £2m over two financial years.

4.3 The external residential placement budget for 2016-17 is £4.7m. This budget overspent by £2.3m in 2015-16 due to an increase in the prices paid for external placement and also an increase in the number of placements. The Council in setting the 2016-17, allocated £1.5m to the placement budget to address the increase in price paid for placements.

4.4 Any saving made through this procurement exercise will firstly address the current budget overspend and, secondly, contribute to the service budget savings requirement for 2016-17 and 2017-18.

4.5 Referrals to providers will be made that match their Statement of Purpose and information contained in their Children’s Social Care Registration Forms. Refusals to take referrals must be detailed in writing and agreed by both parties. Any refusals not agreed by both parties will mean forfeiture of the weekly block and void bed cost until the placement is filled. This will minimise any potential void bed costs.

4.6 The block contract will be designed to allow Bradford Council to sell surplus provision to other Local Authorities, thereby mitigating the void bed costs.

5. RISK MANAGEMENT AND GOVERNANCE ISSUES

5.1 The homes would be subject to regulatory inspection and would need to evidence good outcomes from these inspections. The provider will ensure that the home receives a monthly independent inspection and that the subsequent report is sent to both Ofsted and the local authority.

6. LEGAL APPRAISAL

6.1 There are no stated issues from legal.

7. OTHER IMPLICATIONS

- 7.0.1 Providers who are proposing to set up a new home in accordance with the White Rose Framework can negotiate up to a 4 month implementation period which will be agreed at award stage to allow time for the accommodation to be ready for occupation by commencement of the agreed contract start date or earlier by agreement.
- 7.0.2 In this period the provider must give regular written progress updates on their implementation plan and supply appropriate evidence which will include the following, but not limited to:-
- 7.0.2.1 The site for the new accommodation is in an area that is deemed suitable for the young people in the specific cohort.
 - 7.0.2.2 Planning permission is agreed and consultation has taken place with residents in the locality.
 - 7.0.2.3 Local facilities/amenities identified and professional links established with police, schools, health services etc.
 - 7.0.2.4 The accommodation must be registered by the provider on to the White Rose Framework prior to commencement of the contract
 - 7.0.2.5 The new home must be registered by Ofsted and Certification of Registration produced.
- 7.0.3 Potential bidders with existing larger homes may reduce bed sizes in current homes resulting in a planned and co-ordinated movement of Children and Young People.
- 7.0.4 Potential bidders with existing homes may have other Local Authority Children and Young People residing in them resulting in a planned and co-ordinated movement of Children and Young People.

7.1 EQUALITY & DIVERSITY

Moving to a block contract will provide a greater choice of provision within the locality, keeping Bradford children in district and preventing placement potentially at distance, this will improve the outcomes for these young people as they will access local services and maintain links.

7.2 SUSTAINABILITY IMPLICATIONS

The establishment of a block contract will provide savings for the duration of the contract as opposed to purchasing from the White Rose Framework.

7.3 GREENHOUSE GAS EMISSIONS IMPACTS

Local placements will reduce travel time and costs, including greenhouse gas emissions. It also avoids disruption to education and facilitates social worker visits in a timely manner.

7.4 COMMUNITY SAFETY IMPLICATIONS

Any new provision will be carefully located and will need a locality risk assessment completing this will be in conjunction with partners and the Police.

7.5 HUMAN RIGHTS ACT

None

7.6 TRADE UNION

None

7.7 WARD IMPLICATIONS

7.7.1 There is likely to be sensitivity from the local community if/when new Children's Home provision is established within the district. This will need to be carefully managed in terms of communication to the wider community and require support from elected members.

7.7.2 All Children's Homes need to have a comprehensive locality risk assessment in place showing the risks in the area, partners will need to be involved in decisions regarding the location of any planned new provision.

7.8 AREA COMMITTEE ACTION PLAN IMPLICATIONS (for reports to Area Committees only)

7.8.1 The block contract will contribute to the priorities within the Bradford District Plan 2016 – 2020 through:-

7.8.1.1 Better skills, more jobs and a growing economy – creating the conditions to make Bradford the best place to set up, grow and run a business. Local external provision will support local jobs for the district and help local businesses flourish.

7.8.1.2 A great start and good schools for all our children – children and young people placed locally will minimise education disruption by virtue of school moves keeping the focus on educational attainment.

7.8.1.3 Better health, better lives – promote children and young people to be healthy and active through wrap around support.

8. NOT FOR PUBLICATION DOCUMENTS

Appendix 1 – Bradford Council’s Sufficiency Strategy - Not for publication and is exempt from disclosure in accordance with paragraph 3 of schedule 12a (financial or business affairs) of the Local Government Act 1972. It is considered that in all the circumstances, the public interest in maintaining the exemption outweighs the public interest in disclosing the information

9. OPTIONS

None

10. RECOMMENDATIONS

10.1 That the Children’s Overview & scrutiny panel note the contents of this report.

11. APPENDICES

Appendix 1 – Bradford Council’s Sufficiency Strategy

Not for publication.

12. BACKGROUND DOCUMENTS

None.

This page is intentionally left blank