



Agenda for a meeting of the Bradford South Area Committee to be held on Thursday, 15 February 2018 at 5.00 pm in Committee Room 3 - City Hall, Bradford

Members of the Committee – Councillors

CONSERVATIVE	LABOUR	THE QUEENSBURY WARD INDEPENDENTS
Senior	Wainwright T Hussain Berry Dodds Peart Tait Warburton	L Cromie

Alternates:

LABOUR	THE QUEENSBURY WARD INDEPENDENTS
Jabar Ferriby Green Johnson V Slater Sharp Thornton Watson	P Cromie

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.

Decisions on items marked * are not Executive functions and may not be called in under Paragraph 8.7 of Part 3E of the Constitution.

From: Michael Bowness
Interim City Solicitor
Agenda Contact: Yusuf Patel
Phone: 01274 434579
E-Mail: yusuf.patel@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. 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.

(Yusuf Patel - 01274 434579)

4. PUBLIC QUESTION TIME

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

To hear questions from electors within the District on any matter this is the responsibility of the Committee.

Questions must be received in writing by the City Solicitor in Room 112, City Hall, Bradford, BD1 1HY, by mid-day on Tuesday 13 February 2018.

(Yusuf Patel - 01274 434579)

B. BUSINESS ITEMS

5. LIBRARIES IN BRADFORD SOUTH - UPDATE

1 - 14

The Strategic Director Place will submit a report (**Document “R”**) which gives an update on progress from April 2017 onwards of the five libraries in Bradford South – Great Horton, Holme Wood, Queensbury, Wibsey and Wyke.

Recommended –

That Bradford South Area Committee note, and consider the content of this report.

Overview and Scrutiny Area: Regeneration and Economy

(Jackie Kitwood – 01274 437152)

6. PROPOSAL FOR THE RESTRUCTURE OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) SPECIALIST TEACHING SUPPORT SERVICES

15 - 52

The Strategic Director of Children’s Services will submit a report (**Document “S”**) which presents the revised proposed model for the restructuring of Special Educational Needs and Disabilities (SEND) Specialist Teaching Support Services for children and young people with SEND to improve their educational outcomes.

Recommended –

That the details of Document “S” be noted and commented upon.

Overview and Scrutiny Area: Children’s Services

(Judith Kirk – 01274 439255)

7. CHANGING PLACES (STRONGER BRADFORD)

53 - 68

The Strategic Director Place will submit a report (**Document “T”**) which outlines the development of the Changing Places projects across Bradford District and in particular Bradford South.

Recommended –

That members note the report.

Overview and Scrutiny Committee: Corporate

(Amria Khatun - 01274 437467)



**Report of the Strategic Director of Place to the meeting
of Bradford South Area Committee to be held on 15th
February 2018.**

R

Subject:

Libraries in Bradford South - update

Summary statement:

Wibsey and Wyke Libraries remain under direct Council management.

Great Horton, Holme Wood and Queensbury Library remain part of the public libraries network and are community managed

Steve Hartley
Strategic Director: Place

Portfolio:
Environment, Sport and Culture

Report Contact: Jackie Kitwood
Principal Libraries Officer: Operations
Phone: (01274) 437152
E-mail: jackiekitwood@bradford.gov.uk

Overview & Scrutiny Area:
Regeneration and Economy

1. SUMMARY

This report gives an update on progress from April 2017 onwards of the five libraries in Bradford South – Great Horton, Holme Wood, Queensbury, Wibsey and Wyke.

2. BACKGROUND

The Council in their budget decisions for 2016/2017 and 2017/2018 agreed to withdraw from directly managing Great Horton, Holme Wood and Queensbury Libraries and to continue to Council manage Wibsey and Wyke.

Uptake for the community managed libraries in Bradford South was initially varied compared to other potential community managed libraries in the district. With support from Ward Councillors and considerable assistance from colleagues in Neighbourhoods we were able to engage and work with accountable bodies for the three libraries, enabling us to move forward.

A signed service level agreement (SLA) is in place for each of the three community managed libraries. The SLA between the accountable body and Bradford Libraries sets out the responsibilities of each party. Broadly this includes the continued payment of associated running costs, including rates, by Bradford Council. There is also continued indirect staff support, stock purchase and inclusion in national library initiatives.

The three community managed libraries received support for the appointment of volunteers, initial training sessions delivered by library staff, and staff cover to initially support the opening and establishment of the library was offered.

3. OTHER CONSIDERATIONS

Impact of the budget proposal 2016 -18

During a time of major change and impact on communities, customers and staff it should be noted that since February 2016 when the budget proposals were agreed, 12 diverse communities across the district took up the offer of managing their libraries rather than see them close. This is in addition to the established six community managed libraries(CMLs).

Core events

Bradford Libraries have a calendar of core events (Appendix 1) which all libraries, including CMLs are expected to support throughout the year. These events link in to the National Library Offers of reading, learning, digital, information, health, culture and the overarching children's promise. However it is recognised that the community managed libraries need time to 'bed' in before a full and active core events programme can be delivered. Each must also consider other local community priorities to be delivered from the sites, so a degree of flexibility is necessary.

Volunteers

One of the key messages in the Council plan 2016 – 2020 is “to support individuals and groups who want to make a positive difference through our ‘People Can make a difference’ campaign in volunteering, being neighbourly, fundraising and taking community action.” This is visibly demonstrated with the three cohorts of volunteers at Great Horton, Holme Wood and Queensbury, the majority from non-library backgrounds. That people give their free time not only to continue to provide a library facility but also to develop other initiatives that benefit the local community is a great credit to them.

Wyke Library

Wyke Library continues to operate from the Appleton Academy site, where the relationship with the Academy continues to be cordial. It remains open for 45 hours a week.

The library holds Learnmyway sessions for people who have little or no computer skills on Monday afternoons and evenings, Rhymetimes on Tuesday afternoons, storytimes on Friday mornings, a Knit and Knatter session on Friday mornings, a monthly book group, and class and nursery visits on request. There is also a jigsaw swap and an ongoing library jigsaw for anyone to do.

There is a Police contact point on Tuesday and Saturday mornings. Recently a ‘Harry Potter’ night took place with activities for children.

In conjunction with Appleton Academy, a reading group for boys who are reluctant readers started on 9th February and will take place monthly.

Future initiatives include a self managed coffee morning for parents of autistic children, a collection of sensory toys and a chess club.

Key statistics from April 2017 to date:

Book issues	19,873
Visitors	31,833
PC use (sessions)	2,939
New members (adult)	93
New members (children)	136

Wibsey Library

Wibsey Library has undergone a refurbishment which includes a new roof, new carpet and internal decoration. This includes provision of a small meeting room for community use. It remains open for 45 hours per week.

Wibsey has lots of exciting things happening on a regular basis - a Knit and Natter group, Benefits adviser on Monday mornings, Jobcentre advisor on Tuesday mornings, Health advisor on Thursday evenings, monthly book group, Wibsey local history displays, story time, rhyme time challenge and Councillor surgeries. A dominoes club is also about to be set up.

Key statistics from April 2017 to date:

Book issues	41,199
Visitors	25,211
PC use (sessions)	5,430
New members (adult)	238
New members (children)	195

Queensbury Community Library

Queensbury Library, located in Victoria Hall on 29th March and re-opened as Queensbury Community Library on 18th September 2017.

Key statistics from 18th September to date:

Book issues	824
Visitors	N/A
PC use (sessions)	N/A
New members (adult)	33
New members (children)	26

Report from Queensbury Community Programme (the Accountable body)

"We held the Official Open Day on Wednesday 28th October. The Deputy Lord Mayor attended to officially open the Library. Prior to her arrival we held a Storytime session with the World-Famous author of children's books, Christina Gabbitas. This was extremely well supported with over 20 children attending. The Creative Writers group provided us with some of their very own poetry and local stories which was very amusing. There were over 100 people in attendance over the 5 hours. The Telegraph and Argus wrote an article about the Library, so we had plenty of press coverage.

Our Chair, Cllr Paul Cromie kindly made curry for the event which went down a treat. The young people enjoyed hot dogs and pizza. After lunch we offered Halloween themed craft sessions and a Family History taster session was on offer for adults and their families. We used the Libraries resources 'Find my Past' and 'Ancestry'. Both sessions were well attended.

Since the open day we have changed the opening hours slightly, closing on Monday afternoons and opening on Thursday afternoons, this is working better. Numbers have been low on certain days we feel the inclement weather has had a massive effect on this. We are currently getting quite a few people accessing the computers for job search when the Job Club is closed.

During the week leading up to Christmas we offered 2 craft sessions which were well attended; we had a post box, so children could post their letters to Santa who visited on the Wednesday to give out selection boxes to the young people.

We have had one young volunteer who has completed part of her Duke of Edinburgh Award with us. On Wednesday 24th January we are holding a volunteer meeting to discuss developing activities when the Library is open to draw more service users in and increase

foot fall. We are also going to start a publicity drive lead by the volunteers.

We have arranged for BCB radio to come to QCP on Tuesday 6th February to broadcast from the centre on their 'About Bradford' programme."

Holme Wood Connect

Holme Wood Library closed on 1st April and reopened as Holme Wood Connect on 5th May 2017. Star Entertainment are the accountable body and have made great strides with the offer from the building,

Key statistics from 5th May to date:

Book issues	2257
Visitors	N/A
PC use (sessions)	1657
New members (adult)	78
New members (children)	75

Information from All Star Entertainment (the Accountable body)

"Services currently available:

- *Beauty and Nails NVQ L3*
- *Walking group*
- *Employability programmes with local employers resulting in employed work placements*
- *Incommunities STEP programme partnership providing work placements at Library*
- *Awards for All Volunteer training programme*
- *Functional ICT Course (provision for English and Maths once we have enough attendees)*
- *Silver Surfers ICT programme including Ipad sessions*
- *Young people's engagement, advice and support services run by Bradford Youth Service*
- *CHAS advice service for adults*
- *Benefits advice session from Bradford council Housing Benefit Department*
- *Nursery stay and play*
- *Hosting meetings for local organisations and providers*
- *Primary school visits*
- *Community cohesion events e.g. Christmas party, big lunch, family fun day,*
- *Cook and eat with local community group*
- *Sit and knit*
- *Bingo*
- *Library book start and reading challenges*
- *Library Children's events*
- *Library borrowing services*

Overview

The library project has made a lot of progress since re-opening in May 2017 with support from local Councillors, Bradford Libraries, Bradford Youth service and of course the Friends of Holme Wood Group. All have been integral to keeping the space open and working for the community it serves.

The wide range of activities and services provided at Holme Wood Connect is helping to increase footfall and get resident buy in. Local organisations are beginning to utilise the facilities for meetings and workshops which provides a revenue stream to aid sustainability.

We have renewed the relationship with Local schools who got involved in various themed projects over the Christmas period. This will continue with a focus on working with primary schools in the first instance to encourage children to use the library and introduce families to the variety of activities on offer in the space.

We continue to work with a number of different partners who have a foothold on the estate to help provide meaningful advice and activities for residents with the ultimate aim of creating a hub that serves all the needs of the local community. These include CHAS advice services, Incommunities who are running job search and functional skills courses and the Youth Service and Early help who are providing services in the space for parents and young people.

We have had more interest in the volunteering programme which is giving us a much-needed boost in staffing of the space as well as developing links with the University of Bradford and TalentMatch to help offer work placements and training opportunities to those who need it.

Highlights of 2017

Some recent highlights of the project include the Friends of Holme Wood Group receiving the Community Stars Award in December 2017. This was a well-deserved recognition of the hard work, dedication and support they give their local library and community as a whole since their inception.

The Christmas writing project with local primary schools illustrated the creativity and determination to succeed that young children in Holme Wood have and resulted in a Christmas Tea party for families to enjoy.

St Columbus school also got involved over Christmas with every class key stage getting involved to create a Christmas Nativity Advent Calendar display for the windows.

The Friends of Holme Wood finished off a fantastic year with a Christmas party for local residents that epitomised the community spirit that exists in Holme Wood and it was great to see parents getting involved in games too.

Overcoming barriers

Initially we struggled with some anti-social behaviour, however I am pleased to say that by involving partners and working together these have subsided. Regular PSCO and

community warden visits are helping residents to feel safe in the space and support from the youth service in the evening is helping to keep any disruption to evening classes at bay too. This has led to an increase in numbers and an increase in volunteers too.

The Future

At the moment, Holme Wood Connect is thriving. By working together and involving the local community at every possible step, we are creating a space that really works for the community in Holme Wood.

We are continually looking at what funding we can attract to help sustain the space and the activities currently on offer, provide more services to residents that increase aspiration and opportunity to succeed. These range from smaller pots of funding for bespoke projects such as the City Challenge funding, and larger pots such as Urban Development and Arts Council funding.

We would also like to develop links with local employers this year to develop skills specific training courses at the Library that recruit and train local residents for local jobs.

This year we will be working in partnership with local residents and partner organisations to set up a community magazine to promote all of the positive activity that takes place in the library space and around the rest of the estate. We will also be running events aimed at showcasing the facilities and the services on offer to residents of Holme Wood as well as supporting our partners with their projects.”

Great Horton Library

Great Horton Library closed on 1st April and reopened on 13th May 2017. The library continues to be sited in Great Horton Village Hall from which other initiatives which support the community are offered. The Village Hall is subject to a Community Asset Transfer with the Red Letter Project, the Accountable body for the Library.

Key statistics from 13th May to date:

Book issues	1707
Visitors	N/A
PC use (sessions)	782
New members (adult)	39
New members (children)	40

Report from the Red Letter Project: Craig Garbutt, June Hill and Adam Dickson

“Great Horton Library and Village Hall is currently being coordinated under the auspices of the Red Letter Project, a registered charity of St. John's Church in Great Horton. Up to the present, responsibility for the Library and Village Hall – as well as its use for community groups and activities – is shared between June Hill and Craig Garbutt, both employees of the Red Letter Project, together with Rev'd John Bavington, the Vicar of St. John's Great Horton. As of January 2018, however, John is handing over his particular responsibilities of oversight and support for the Village Hall and Library to Rev'd Adam Dickson, the newly-

appointed Associate Vicar of St. John's. We continue to received particular support from local Ward Officer Mohammed Taj and Councillor Joanne Dodds.

Since April 2017, the Library is open for five days of the week from 10am till 4pm Monday to Friday, and is linked with the 28 libraries across the Bradford district. The library is well used, equipped for the services of ordering and borrowing books, computer use, and printing. We are also pleased to offer some books and resources in large print and different languages, to reflect the needs and diversity of our local area. Intensive training and support on the new library computer system has been made available through Bradford Libraries.

The library also offers a free wi-fi service which is proving invaluable as customers often bring their own devices, laptops, phones and tablets for work and leisure. There is more scope for developing this during the summer months in the community centre garden.

At present we have four volunteers, to be increased with new recruits via library services.

We have had some minor difficulties with language barriers – special needs, other languages; which have mostly been overcome with patience and understanding. Library Services offer various activities throughout the year, and for us this has proven both an opportunity and a challenge, in terms of how to effectively relate these provisions to the diverse community of Great Horton, and within the relatively small space at the library. This has largely been overcome by opening the library on community event days. Ongoing challenges include volunteer recruitment, covering holidays/absenteeism, and publicity surrounding both the library and its activities.

While mindful of present challenges, staff and volunteers feel that the Library is providing an invaluable service to the community. Current successes include

- Community summer reading challenge*
- Christmas Community Event with cafe, stalls, consultation with Street Wardens, Hope for Justice, Neighbourhood Police, Mohammed Taj, and Joanne Dodds.*
- A new mural painted in the entrance hall*

Current plans and possibilities for development of the centre involve:

- A launch Event in June with storytelling for children and adults, with activities and cafe space*

- *The Village Hall and Library as a space for the “Welcome to Great Horton” Project, focusing on building a local culture of welcome for migrants, asylum seekers, and refugees*
- *Springtime launch for landscaping of the community garden*
- *Building a volunteer base*
- *Applying for ILM placement to support the Library*
- *Working to enhance Village Hall and build other activities, promoting footfall to Library*
- *Clean Up day with NCS and Street Clean Team co-ordinated by Ward Officer*
- *Introduction of Friday Drop -In Cafe in partnership with CHAS (Catholic Housing Aid Society)*
- *Possible development of a Stay and Play Group, and a regular drop-in for elderly residents”*

Lessons Learned

The period of transition to community managed libraries has been a steep learning curve for Bradford Libraries and local communities. The scope of the project was district wide to transfer 12 libraries over to community management or face closure. This presented a range of challenges for many communities, particularly for the three community managed libraries in Bradford South where the absence of a Parish or Town Council meant developing infrastructure and partnerships from ground zero.

There have been some ‘glitches’ which in an ideal world Bradford Libraries would have got right from the start of the project. Most are linked to external IT systems and data protection issues we are working hard to resolve and we are continuing to support the CMLs when issues occur.

Similarly the stock needs to be right both in quantity and content and we are working with the three libraries to address this as a matter of priority.

4. FINANCIAL & RESOURCE APPRAISAL

Currently it is agreed that the Council will continue to resource all 17 CMLs in line with SLAs that are currently in place to March 31st 2020.

5. RISK MANAGEMENT AND GOVERNANCE ISSUES

The libraries budget savings of £100k for 2018/2019 are on target to be achieved with minimum impact on existing service provision. However the significant budget saving of £950k in 2019/20 will impact greatly on service provision. Work has started to identify a service that can be delivered with proposed budgets, and includes embedding CMLs beyond 2020 and further investigation into the potential for alternative delivery models.

6. LEGAL APPRAISAL

Local Authorities have a statutory requirement to provide a comprehensive and efficient service through the provision of the Public Libraries and Museums Act 1964.

7. OTHER IMPLICATIONS

N/A

7.1 EQUALITY & DIVERSITY

An initial Equalities Impact Assessment was produced prior to the budget setting process which led to the decisions.

7.2 SUSTAINABILITY IMPLICATIONS

The establishment of 3 of the 5 libraries in Bradford South as CMLs, continues to provide a library service to customers as well as other beneficial community services.

7.3 GREENHOUSE GAS EMISSIONS IMPACTS

No issues anticipated

7.4 COMMUNITY SAFETY IMPLICATIONS

No issues anticipated.

7.5 HUMAN RIGHTS ACT

No issues anticipated.

7.6 TRADE UNION

N/A

7.7 WARD IMPLICATIONS

Great Horton, Tong, Queensbury, Wibsey and Wyke

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

Great Horton, Holme Wood and Queensbury ward plans have met their priority to engage with residents to explore options to maintain library provision in those wards.

8. NOT FOR PUBLICATION DOCUMENTS

None

9. OPTIONS

That the library service continues to work alongside Neighbourhood teams and Ward Members to facilitate the continued development and sustainability of the Bradford South Library provision of three community managed libraries and the two Council managed.

10. RECOMMENDATIONS

That Bradford South Area Committee note, and consider the content of this report.

11. APPENDICES

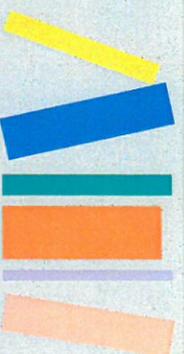
Appendix 1: Bradford Libraries core events programme

12. BACKGROUND DOCUMENTS

None

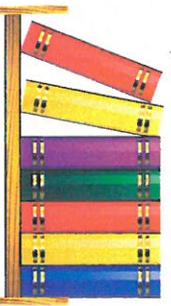
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Bradford Libraries CORE events



January
Rhyme Challenge
Holocaust Memorial Day

July
Summer Reading Challenge
Teddy Bears Picnics



February
Rhyme Challenge
Story Sacks for Half Term
National Storytelling Week

August
Summer Reading Challenge
Teddy Bears Picnics

March
World Book Day
Rhyme Challenge
International Women's Day

September
Summer Reading Challenge
National Poetry Day
Heritage Weekend
Thought Bubble Festival

April
Easter/Spring
Read Regional
World Book Night

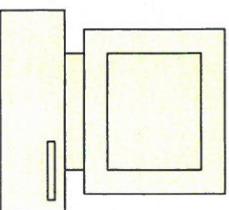
October
Family Learning Festival/Autumn half-term
Halloween
National Libraries Week

May
Spring Bank Half Term
Read Regional
Mental Health Awareness Week

November
Bonfire Night
Children's Book Week
Remembrance Day
Short Story week

June
National Crime Reading Month
National Bookstart Week
Adult Learners week

December
Christmas/Winter



City of Bradford MDC
www.bradford.gov.uk

Blue Text
Compulsory

Green Text
Optional

For more information and available resources go to the Core Events folder in the Shared Area.

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Report of the Strategic Director Children's Services to the meeting of Bradford South Area Committee to be held on 15 February 2018

S

Subject:

Proposal for the restructure of Special Educational Needs and disabilities (SEND) Specialist Teaching Support Services for children and young people with SEND

Summary statement:

The report presents the revised proposed model for the restructuring of SEND Specialist Teaching Support Services for children and young people with SEND to improve their educational outcomes.

Michael Jameson Strategic Director	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

1.0 SUMMARY

- 1.1 The report presented to Executive on the 9 January 2018 followed the previous report presented to Executive on 20 June 2017.
- 1.2 Children's Overview and Scrutiny Committee will be presented with the contents of the report to Executive of the 9 January 2018 for their comment on the 14 February 2018.
- 1.3 Each of the five Area Committee's will also be presented with the contents of the report to Executive of the 9 January 2018 for their comment. This commenced with a report to Keighley Area Committee on the 1 February and concludes with a report to Bradford West Area Committee on the 28 February 2018.
- 1.4 On 20 June 2017, Executive agreed to a period of consultation until 31 August 2017 with a range of stakeholders on the proposed remodelling of SEND services for children and young people from ages 0-25.
- 1.5 As a result of feedback and responses during this period of consultation, particularly from schools, internal staff teams and national organisations representing children and young people with sensory impairment, the proposals in the previous report to Executive have been changed.
- 1.6 The changes take account of the feedback received in order to:
 - Ensure that the proposals improve the quality of support and provision for all SEND pupils and meet the SEN Improvement Test (See Appendix 1);
 - Ensure that the funding from the Dedicated Schools Grant High Needs Block (HNB) is used effectively and efficiently to meet the full range of SEND needs across the 0-25 years age range;
 - Specifically, we need an option which **both** reduces pressure on the High Needs Block **and** increases specialist places.
- 1.7 As a result of the announcement in September 2017 about the new National Funding Formula (NFF) which the government is introducing from April 2018, which provides funding for children and young people with SEND. Bradford should have gained £15m but under these new proposals Bradford will only gain £7.5m. The impact of this is significant on the High Needs Block with the HNB spending forecasted to exceed what is available by approximately £2m per year for the next four years.

- 1.8 Our HNB spending levels are forecasted to exceed the amount that is allocated to spend by approximately £2m per year for the next four years. The proposed changes in this report sit alongside other wider proposed solutions to address the forecasted pressures on the HNB. These wider plans include: reviewing the top up funding for places for pupils without an Education, Health and Care Plan (EHCP) in our Pupil Referral Units and reviewing the timeline for the increase in specialist places across the District.
- 1.9 We need to reduce the pressures on the HNB, deliver further financial savings, continue to fund and deliver SEND teaching and support services to children and young people, whilst having to increase the number of specialist places to meet the rising demand and complexity of children and young people with SEND in Bradford.
- 1.10 The changes to the National Funding Formula have also placed significant pressure on schools' budgets and may make it more difficult for schools to buy services.
- 1.11 In light of the consultation feedback received, the proposed model made previously to Executive on the 20 June 2017 has been reviewed and a number of options have been considered and are set out in this report. We have reviewed and replaced the previous model presented because:
- Schools told us that they would struggle to pay for the 100% traded services for school aged children;
 - Our parents were concerned that school aged and post-16 children and young people were being left without a funded service as all of the funding from the HNB was being used for the 0-5+ years model;
 - Organisations told us that the funding of the model was not fair and equitable and could risk losing SEND services and specialisms in the District and could jeopardise the delivery of our statutory duties under the SEND Code of Practice;
 - Parents and young people told us that more support is needed to help young people aged 16 – 25 years into training and work.
- 1.12 The previous model put before the Council Executive in June 2017 included two Early Years SEND Centres of Excellence for children 0-5+ years which were to be fully funded by the High Needs Block; and a Specialist Teaching Support Service to support the full range of special educational needs and disabilities for children and young people from the ages 5 – 16 years which was to be 100% traded. The funding for this model was reviewed in the light of the consultation and the other funding changes under the National Funding Formula; as a result this model was no longer financially viable.

- 1.13 The Executive report of the 9 January 2018 detailed a preferred new model (Option 3) which restructures the current SEND specialist teaching support services into a 0-25 Inclusive Education Service for children and young people from 0-25 years of age as outlined in the SEND Code of Practice. This new service will have two teams who will work closely together to deliver support through a single referral system; a team to support high occurring needs such as autism, learning needs and social, emotional and mental health needs; and a team who will support low occurring needs such as hearing impairment, visual impairment, multi-sensory impairment and physical and medical needs.
- 1.14 In order to fund the increase in specialist places that are required across the District, and make savings to reduce the increasing pressure on the HNB, both these teams would have an element of High Needs Block funding but will also need to generate some income through the trading/selling of some of their services to schools. This model of support will be 70% funded from the high needs block and 30% traded and will be more sustainable; it also includes support for young people 16 – 25 years of age which was feedback by young people, parents and organisations during the previous consultation in summer 2017..
- 1.15 The proposed preferred option in the report would also align to the four localities proposed in the Prevention and Early Help model agreed for consultation by the Council's Executive on 7 November 2017.
- 1.16 Approval was sought and received from Executive on the 9 January 2018 to formally consult on the revised proposed preferred option for the transformation of SEND Teaching and Support Services for children and young people aged 0-25 years from 17 January 2018 to 28 February 2018.

2. BACKGROUND

- 2.1 Bradford is one of the youngest populations in the country. We have a growing population of children and young people in Bradford and a growing population of children and young people with SEND.
- 2.2 The complexity of special needs in Bradford is also increasing and, as a result, there is a need for more specialist places.
- 2.3 We have an increasing number of referrals for Education, Health and Care assessments (EHCA):

Year	2014-15	2015-16	2016-17
No of referrals for EHCA	520	735	843

- 2.4 The announcement by the Department for Education on 14 September 2017 on the new National Funding Formula means that there will be significant pressure on our High Needs Block. The way that the funding has been calculated for Bradford means that we do not get as much funding as we had expected according to the formula outlined in the consultation papers.
- 2.5 Alongside the challenging financial climate, we also have the opportunity to transform the way SEND teaching and support services and provision are delivered in Bradford. The preferred model is driven by our vision to support children, young people and families as early as possible, build independence and so also reduce costly intervention later in the life of a child or young person.
- 2.6 In order to do this we need to ensure that a range of specialist services are available across the District for children and young people with SEND and that we meet the needs of the SEN Improvement Test (see Appendix 1). Local authorities proposing to make changes are required to demonstrate that the proposed changes are likely to lead to improvement in the standard, quality and/or range of educational provision for children with special educational needs and disabilities.
- 2.7 The proposal is also based on the evidence and findings of the SEND Strategic Review in Bradford 2016
<https://localoffer.bradford.gov.uk/Content.aspx?mid=553>.
- 2.8 **Messages from engagement and consultation**
- 2.9 Between 2 May 2017 until 6 June 2017, Children’s Services undertook a period of engagement on proposals to remodel SEND services 0-25. This was then followed by consultation from 26 June 2017 to 31 August 2017.
- 2.10 This included consultation and feedback from:
- Parents and Carers Forum
 - Head teachers
 - SEND Strategic Partnership
 - Elected members

- Managers and teams in Children’s Services
- Health and Well-Being Board
- The Schools Forum

2.11 This was promoted through the Local Offer website, Bradford Schools Online (BSO), the Council’s consultation website, the SEND summer conference 2017 and attendance at events such as the Head teachers’ briefings, Schools Forum, partnership meetings such as the Integrated Early Years Strategy Group, the SEND Strategic Partnership, and the Bradford Primary Improvement Partnership (BPIP).

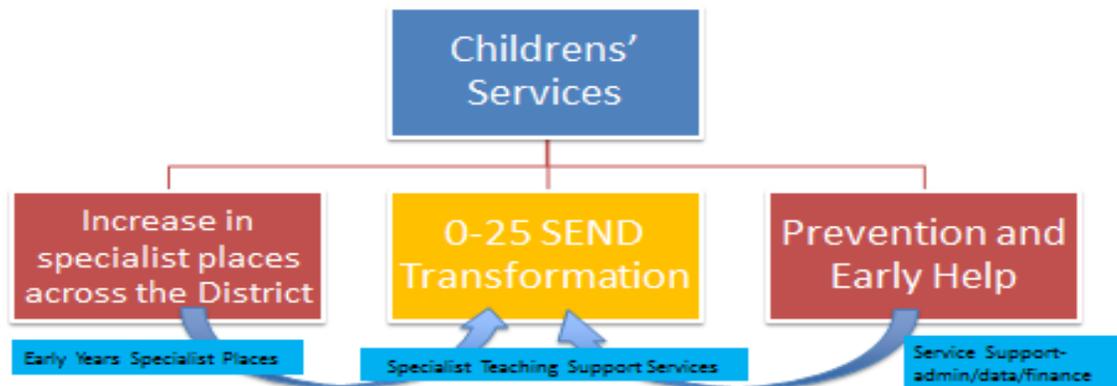
2.12 An online survey to schools was also undertaken in the 2017 summer term about the work of the specialist teaching support services. Of the 134 responses 99% had received support from the services and would like this to continue. Of the 117 schools who responded to this question – ‘Did the support have a positive outcome for the school/child?’ 96% (112) responded ‘Yes’.

2.13 **Note:** the consultation regarding the expansion of specialist places for children and young people with SEND (including those for young children under five years of age) is in the paper – ‘**Ensuring the sufficiency of specialist places across the Bradford District for children and young people with Special Needs and Disabilities (SEND).**’ Please follow this link for these consultation documents from early November.

- www.bradford.gov.uk/consultations
- <https://bso.bradford.gov.uk>
- <https://localoffer.bradford.gov.uk/> - Bradford SEND Local Offer

This paper details the second of the three consultations that are running alongside each other –

1. To increase the number of specialist places for children and young people with SEND
2. The 0-25 Transformation of Specialist Teaching Support Services
3. Prevention and Early Help



3. OPTIONS AND PREFERRED MODEL

3.1 For teams in scope of these options please see Appendix 2.

3.2 **Option 1 – Remain with the same specialist teaching support services and teams and spread the required savings across these teams. This option would mean staff reductions of between 35-40* FTE.**

*This is based on the average cost of a member of staff being £36,000

3.3 Under this option, it was proposed that the SEND teaching and support services remain in place as presently - centrally provided and funded through the High Needs Block (HNB). The services would need to be reduced in size to meet the financial savings required to reduce the pressure on the HNB.

3.4 The current spend on specialist teaching and support services is £4.725m. These services cover Cognition and Learning, Autism, Physical and Medical, Sensory Service, 0-7 Early Years SEND; the Early Years Intervention Team and Teaching Support Services administration services and resourced provisions.

3.5 Of the £4.725m, £4.321m is currently spent on centrally managed services and £0.404m on enhancing the offer and provision for young children with SEND.

3.6 HNB spending is currently forecasted to exceed our HNB allocation by approximately £2m per year for the next four years. As a result, there is a need to implement a number of significant structural solutions to reduce the growth of a significant deficit in the HNB. The options in this paper are one of a number of other solutions needed to reduce this pressure.

Option One	
Pros:	Cons:
<p>Team remain working as they currently do and systems remain relatively stable and are familiar to children, schools and families.</p>	<p>To reduce the pressure on the HNB whilst retaining the teams as they currently are would mean significant staff reductions across all of the existing teams. This would most likely result in a lack of capacity to meet need across all areas of SEND, a lack of a timely response to high rates of referrals and an inability to meet our statutory duties for both low and high incidence (occurring) special needs.</p> <p>Staff reductions would lead to some disruptions for service users.</p> <p>Would not meet the SEN Improvement Test.</p> <p>Is not efficient, as schools currently have to enter into separate service level agreements with different teams within specialist teaching and support services.</p> <p>There is duplication of service support functions e.g. administration.</p> <p>It does not provide an integrated approach for children, young people and their families.</p>
<p>This was not the preferred option because the reduction in staff would lead to a less co-ordinated and effective level of service to children, schools and families and not meet the requirements of the SEN Improvement Test.</p>	

3.7 Option 2 – there are three main elements to this proposed option:

- Two Early Years SEND Centres of Excellence to meet the needs of children up to the age of five years;
- Teaching Support Services for high incidence or occurring SEND into an Integrated Specialist Teaching Support Service for children and young people aged 5-16 years of age;
- Teaching Support Services for low occurring SEND into a Sensory and Physical Needs team for children and young people aged 5-16 years of age.

This option would mean potential staff reductions of between 10-12 FTE.

- 3.8 This option would also require that all three elements of the model would be partly funded from the High Needs Block and teams would also be required to sell some of their services to generate an income.
- 3.9 Option 2 was a revision of the preferred option presented to Council's Executive on 20 June 2017 and subject to initial consultation 26 June until 31 August 2017. The changes to the organisation and staffing of the teams and proposed level of funding allocated to the teams was **changed** in line with feedback received between 26 June 2017 and 31 August 2017.
- 3.10 Under this revised option, it was proposed that the district would be divided into two areas. In each locality there would be a **SEND Early Years Centres of Excellence** which would be co-located with one of the four Enhanced Early Years Specialist Provisions which provide early years places for young children with SEND. These are based at:
- Abbey Green Nursery School
 - Canterbury Nursery School
 - St Edmunds Nursery School
 - Strong Close Nursery School

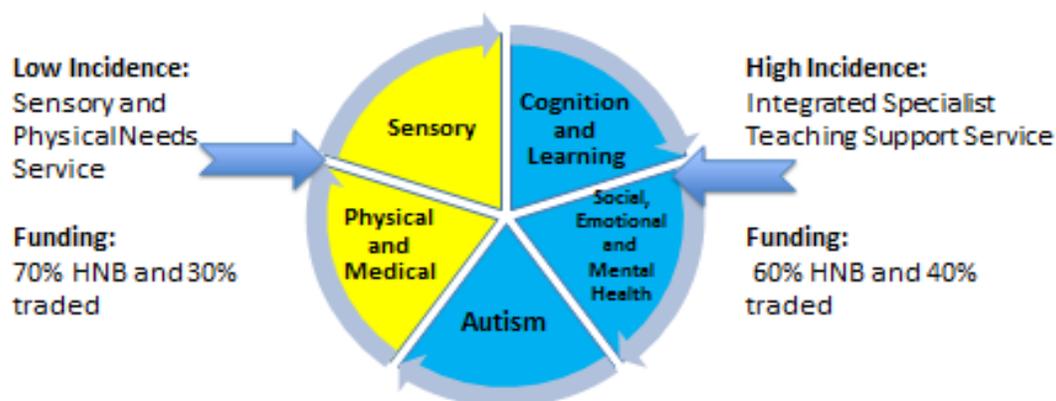
NB. Because of the need to increase the number of specialist places, the additional specialist early years places created at these four nursery schools are included in a separate consultation see above 2.13. The cost for these places is £1,006, 672; see table in 5.1.

Option 2 – Previous Exec Model – revised funding across model



- 3.11 The SEND Early Years Centres of Excellence would comprise a range of SEND specialist practitioners, for example, specialist teachers of autism, cognition and learning and behaviour, portage home visitors and Equality and Access (Inclusion) Officers. They would provide consultation; support, training and outreach work for all SEND early years children across all types of early years settings within the locality in addition to those accessing the specialist places in the four nursery schools noted above.
- 3.12 To be able to fund the required increase in early years specialist places (an additional £1,006,672 from the High Needs Block), the proposed SEND Early Years Centres of Excellence would need to have a reduced staffing model and have an element of income generation through selling some of their services to providers/settings/schools. This was revised in light of the announcement on the National Funding Formula and would require 80% funding through the HNB and 20% traded/income generation.
- 3.13 There would need to be a reduction in the number of posts contained within the original proposal put to the Executive on 20 June 2017. In total this reduction would be between 10-12 FTEs.
- 3.14 In addition to the SEND Early Years Centres of Excellence for young children, Option 2 would also include:
- A SEND Teaching Support Service for 5-16 year-olds for high occurring SEND needs
 - Creation of a new low occurring SEND Teaching Support Service – Sensory and Physical Needs

Option 2 – Changes to model and funding



<p>A SEND Teaching Support Service for 5-16 year-olds for High Occurring SEND</p> <p>Under this Option 2, the service would be partly funded from the HNB (60%) and would need to generate 40% of their total costs by selling services.</p>	<ul style="list-style-type: none"> • Autism • Cognition and Learning • Social, Emotional and Mental Health 	<p>Team would comprise:</p> <ul style="list-style-type: none"> • Head of Service and Deputy Head of Service/Specialist Teacher • Specialist Teachers: <ul style="list-style-type: none"> • Cognition and Learning • SEMH • Autism • Peripatetic Specialist practitioners • Business/Finance/data/admin
<p>Sensory and Physical Needs Team: Low Occurring SEND</p> <p>Revised financial modelling was based on a 70% funded model from the HNB and 30% on an income generated model through selling some of their services to schools.</p>	<ul style="list-style-type: none"> • Hearing Impaired, Visually Impaired and Multi-Sensory Impairment • Physical and Medical 	<p>Team would comprise:</p> <ul style="list-style-type: none"> • Head of Service • Team Leader Support Team for Deaf children • Business Support • Visual Impairment (VI) Team • Support Team for Deaf Children • Physical and Medical Specialist Teachers

Option Two	
Pros:	Cons:
<p>This option would:</p> <p>Provide dedicated support to children 0-5 years;</p> <p>Enable teams to work more closely with the children, families and staff in the newly created specialist</p>	<p>Overall, this option would only generate a small saving from the HNB of approximately £3,500 per annum as we would have to:</p> <ul style="list-style-type: none"> - provide HNB funding for the increased number of specialist places that we require at a cost of £1,006,672; - fund the low incidence team (70% from the

<p>early years SEND places in the four nursery schools;</p> <p>Would provide some HNB funding for the integrated teaching team to work with children 5 -16 years of age.</p> <p>Would reduce the amount of income that the sensory team would need to generate based on the original proposals in the Executive paper of 20 June which was for the service to be 50% funded through the HNB and 50% income generating.</p>	<p>HNB rather than the original proposal of 50%) and the low incidence team would have to generate an income of 30%;</p> <ul style="list-style-type: none"> - fund the high incidence team (funded 60% from the HNB instead of 0% funding from the HNB under the previous proposals) and the team would have to generate an income of 40%. <p>This would increase pressure overall on the HNB and lead to a growing and significant deficit.</p> <p>The reductions in staffing in the two Centres of Excellence would only provide minimal savings and, in order to provide a viable service staffing could not realistically fall below this level.</p> <p>The Centres of Excellence would have to generate 20% of their funding through selling some of their services.</p>
<p>This was not the preferred option because it would not allow the Council to make the savings required to provide extra specialist places for young children for which there is an increasing demand. This would increase the pressure on the HNB and lead to a growing and significant deficit.</p>	

3.15 Option 3 – preferred proposed option – 0-25 SEND Inclusive Education Service there are two elements to this option:

- The creation of an integrated 0-25 years high incidence/high occurring SEND teaching support service to support children and young people who have autism, additional learning needs and difficulties and social and emotional and mental health needs;
- AND**
- The creation of a new low incidence/low occurring 0-25 years SEND Teaching Support Service to support children and young people with hearing impairment, visual impairment, multi-sensory impairment and physical and medical needs.

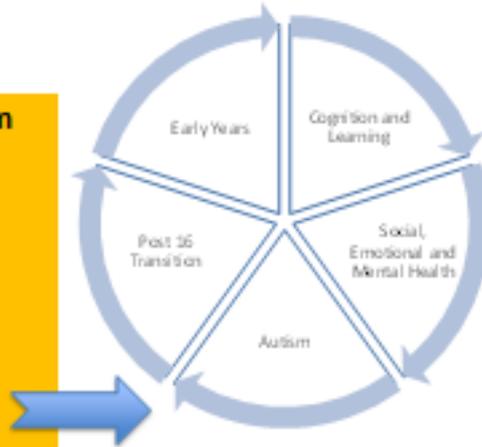
This option would mean potential staff reductions of between 25-30 FTE.

High Incidence Integrated Teaching Support Service

High Incidence Team
for high occurring
needs.

Funding:
70% HNB and 30%
Traded

Locality working

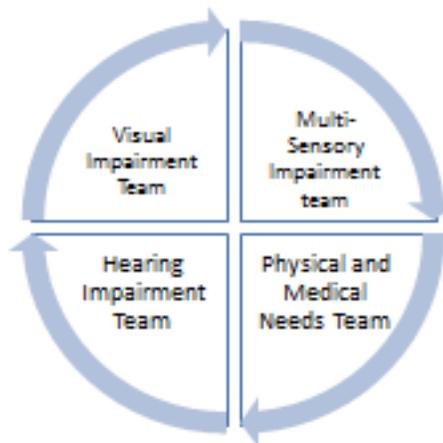


Low Incidence Sensory and Physical Needs Team

Low Incidence Team
for low occurring
needs.

Funding:
70% HNB and 30%
Traded

Centrally located

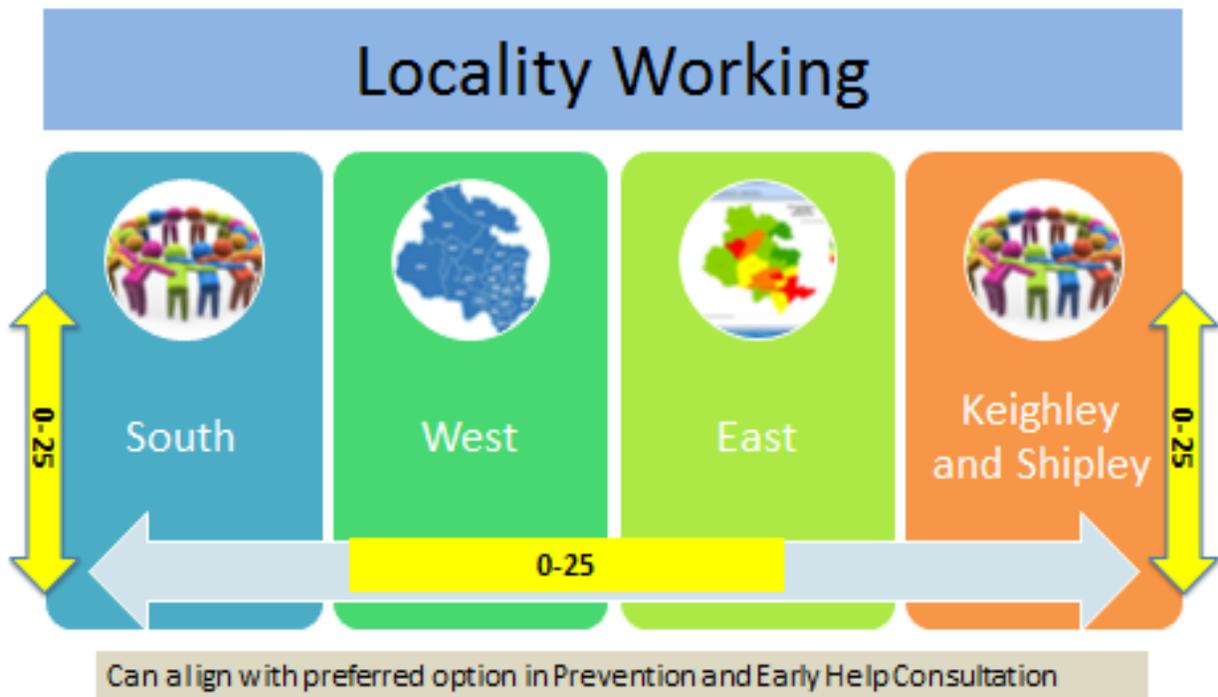


<p>0-25 SEND Inclusive Education Service made up of 2 teams:</p> <p>High incidence/occurring special needs)</p> <p>This team would align to work across the areas proposed in the Prevention and Early Help consultation:</p> <ul style="list-style-type: none"> • Keighley/ShIPLEY • East • West • South 	<ul style="list-style-type: none"> • Autism • Cognition and Learning • Social, Emotional and Mental Health 	<p>Team would comprise of:</p> <ul style="list-style-type: none"> • Service Manager • Four Locality Leads (0.5 management role with 0.5 Specialist teaching role) • Specialist Teachers • Peripatetic Specialist Practitioners • Portage Home Visitors including one Senior Portage Home Visitor • Early Years Specialist Practitioners • Post-16 Transition Officers • Equality and Access (Inclusion) Officers • Business/Finance/ad min
<p>Sensory and Physical Needs Team: for low Incidence/occurring SEND.</p> <p>Revised financial modelling has been based on a 70% funded model from the HNB and 30% on an income generated model through selling some of their services to schools.</p>	<ul style="list-style-type: none"> • Hearing Impaired, Visually Impaired and Multi-Sensory Impairment • Physical and medical 	<p>Team would comprise:</p> <ul style="list-style-type: none"> • Head of Service • Team Leader • Business Support • Visual Impairment Team <ul style="list-style-type: none"> - Specialist teachers - Specialist Practitioner - Technical Support - Habilitation Officers • Support Team for Deaf Children <ul style="list-style-type: none"> - Specialist Teachers of the deaf

		<ul style="list-style-type: none"> - Multi-Sensory Impairment teacher - Audiologist - Audiology officer - Specialist practitioners - Deaf Instructor • Physical and Medical Specialist Teachers
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3.16 The two teams within the new model will work closely together and will have a single point of referral into the support to simplify the process for families and schools and external agencies.

3.17 There is the potential that the work of these teams can align to the four locality model in the Prevention and Early Help preferred option currently under consultation.



Option Three	
Pros:	Cons:
<p>Create one integrated team of specialists supporting children and young people from 0-25 years of age.</p> <p>Better support transitions for example from home or early years settings into schools, both primary, secondary and Special and then into post -16 education, provision and apprenticeships and into employment</p> <p>Reduce the number of staff/professionals that families with children with SEND and schools have to interact with and help to simplify and streamline the referral process through one single point of contact.</p> <p>Allow schools to enter into one service level agreement to meet the needs of children and young people with the whole service rather than separate teams, right through to 25 years of age.</p> <p>Reduce duplication of service support functions, for example of administration and financial support and help to build a more responsive, timely and cost efficient service.</p>	<p>There would be a reduction in the number of specialist teachers and specialist practitioners employed by the LA to offer support to children, schools and families.</p> <p>The team will need to generate an income of 30% of the overall cost of the service to maintain or sustain this proposed level of staffing.</p>
<p>This is the preferred option because it integrates specialist teaching and support staff into two teams (High and Low Incidence) which are potentially more viable and will help to retain specialisms within the district which will together provide a prompt and more consistent support to children, young people aged 0-25 years and their families and schools and better support transitions between home, school and employment and training</p>	

3.18 This option would also generate greater net savings from the HNB of £0.774m and would reduce some of the pressure on the HNB. The overall spend on teaching support services would reduce from the current £4.725m to £2.945m whilst also providing the £1.006m for the additional specialist early years SEND places.

4. OTHER CONSIDERATIONS

- 4.1 This proposal sits alongside those proposals for Prevention and Early Help and the consultation on the expansion of specialist places – ‘Ensuring the sufficiency of specialist places across the Bradford District for children and young people with Special Needs and Disabilities (SEND)’.

5. FINANCIAL & RESOURCE APPRAISAL

- 5.1 Substantial savings must be made from the High Needs Block and the table below identifies the savings from each option. The options costed below show current spend on the specialist teaching support services (Column 1). In Option 2 (Column 3) and the preferred Option 3 (Column 4) £1,006,672 will be needed to fund the additional specialist early places and £170,000 will be used to continue to fund the Early Years SEN Assessment Team who will move into a 0-25 SEN Assessment Team (not part of this consultation).

	Column 1	Column 2	Column 3	Column 4
	Current 2017/18 HNB Spend	Option 2 Costs for original model	Option 2 Costs of the reworked model	Option 3 Cost of the preferred model
Costs of Specialist Teaching Support Services	4,725,725	2885,761	3,545,627	2,774,792
Early Years - Places		1,006,672	1,006,672	1,006,672
Costs of SEN Assessment Team		170,000	170,000	170,000
Total	4,725,725	4,062,432	4,722,299	3,951,464

- 5.2 As the preferred option would be a significant programme of change, additional dedicated resource and support will be required from a range of other council services and teams including Human Resources, Financial and Legal Services, Communications and Workforce Development. There has been £200k allocated from the Transformation Fund to support the Early Help and SEND Transformation programme.

- 5.3 Any redundancy costs that arise from these proposals will be covered through the DSG – High Needs Block.

6. RISK MANAGEMENT AND GOVERNANCE ISSUES

- 6.1 Unless there is a radical change in the way that SEND Teaching and Support Services are delivered and make a significant contribution to savings required from the High Needs Block the pressure on the HNB will continue. Spending is currently forecasted to exceed our allocation by approximately £2m a year for the next four years. The trajectory is that by 2021/22 the HNB will have a forecasted deficit of £9.2m.
- 6.2 To deliver this programme of change requires delivery at considerable pace and a further period of formal consultation with children, young people, families and partners, workforce and other interested parties.

7. LEGAL APPRAISAL

- 7.1 The SEND Code of Practice 2015 sets out statutory guidance that local authorities, education settings and health bodies must take into account when carrying out their respective duties in respect of children and young people aged 0-25 years.
- 7.2 The Local Authority has a duty to identify, assess and make provision to meet the special educational and wider needs of children within its area and to monitor progress against outcomes. From September 2014 all new statutory assessments and Plans must consider educational, health and care needs, outcomes and appropriate provision.
- 7.3 Local authorities are expected to take into account the views of children, young people and their parents when proposing changes to any SEN provision and should identify the specific educational benefits and improvements in provision which will flow from the proposals.
- 7.4 One of the initial factors for consideration of any changes to SEN provision for a local authority is to ensure that pupils will have access to appropriately trained staff and access to specialist support and advice.
- 7.5 The SEND Code of Practice January 2015 provides that when considering any reorganisation of special educational needs provision that the Local Authority must make it clear how they are satisfied that the proposed alternative arrangements are likely to lead to improvements in the standard, quality and/or range of educational provision for SEN (see Appendix 1 for the SEN Improvement Test).

- 7.6 The Local Authority must have regard to its public sector equality duties under section 149 of the Equality Act 2010 when exercising its functions and making any decisions. The Local Authority must carry out an Equalities Impact Assessment to enable intelligent consideration of the proposals. The Local Authority must have due regard to the information in the Equalities Impact Assessment in making the decision to commence consultation on these proposals.
- 7.7 Consultation with employees in relation to any proposed changes will follow procedures set out in 'Managing Workforce Change'.
- 7.8 In circumstances where there is no prescribed consultation period or prescribed statutory process the Local Authority should consult interested parties in developing their proposals and before publication or determination of those proposals as part of their duty to act rationally and to take account of all relevant considerations. Any responses received to the consultation should be considered and the Local Authority must have regard to its Public Sector Equality Duty before any decision is taken to implement the proposals.
- 7.9 Consultation must take place with all interested parties when proposals are still at a formative stage, sufficient reasons must be put forward for the proposal to allow for intelligent consideration and response. Adequate time must also be given for consideration and to respond to the consultation and conscientious account must be taken of responses when a decision is made. Whilst all options do not have to be consulted upon they must be sufficiently clear to enable consultees to understand the proposals.
- 7.10 Consultation must be easily understandable by those most likely to be affected by the proposed changes. The language should not be technical and what is being proposed and the impact of the proposals must be in plain English.

8. OTHER IMPLICATIONS

8.1 EQUALITY & DIVERSITY

- 8.1.1 The Local Authority must not discriminate directly or indirectly against any group or individual and is required to foster good relations.
- 8.1.2 An Equalities Impact Assessment for the preferred proposed Option 3 is attached as Appendix 3.

8.2 SUSTAINABILITY IMPLICATIONS

There are no direct sustainability implications arising from this report. Any development or changes to buildings undertaken as a result of these proposals will be undertaken in a sustainable way which minimises the future impact of the

Local Authority's carbon footprint.

8.3 GREENHOUSE GAS EMISSIONS IMPACTS

The proposals would not impact on gas emissions.

8.4 COMMUNITY SAFETY IMPLICATIONS

There are no direct community safety implications arising from this report.

8.5 HUMAN RIGHTS ACT

There are no direct Human Rights implications arising from this report.

8.6 TRADE UNION

8.6.1 This proposal was presented at Children's OJC Level 2 on 7 December 2017.

8.6.2 The trade unions will be fully consulted on the proposals and meetings are scheduled with the Trade Unions on the proposals and their feedback will be incorporated into future reports to Executive. Under these proposals there would be staffing reductions across all of the options considered.

Option	Reduction in pressure on HNB	Current FTE staffing	FTE Staff reductions
Option 1	£660k	108	- 35 to 40
Option 2	£3.5k	108	- 10 to 12
Option 3	£770k	108	- 25 to 30

8.7 WARD IMPLICATIONS

Ward Councillors will be formally consulted upon about the proposals affecting their wards.

9. NOT FOR PUBLICATION DOCUMENTS

None.

10. **OPTIONS**

10.1 That the committee considers the report and makes comments

11. **RECOMMENDATIONS**

11.1 Bradford South Area Committee to note the details of this report and comment.

12. **APPENDICES**

Appendix 1: The SEN Improvement Test for preferred Option 3

Appendix 2: Staff in scope

Appendix 3: The Equality Impact Assessment

Appendix 4: Consultation Plan

13. **BACKGROUND DOCUMENTS**

- SEND Code of Practice
- Bradford Council Plan 2016 - 2020 – A Great Start and Good Schools for all our Children
- Bradford Children, Young People and Families Plan 2016-2020
- The Education Covenant 2017-2020
- Directors of Children’s Services: Roles and Responsibilities (2013)

Appendix 1 - the SEN Improvement Test for preferred Option 3

Based on preferred Option 3: Changes to the way in which specialist teaching support services are delivered for children and young people with special educational needs and disabilities (SEND)

This document demonstrates how the preferred proposal of Option 3 will improve the way in which the Local Authority delivers support to SEND children and young people through the teaching support services to meet the requirements of the SEN Improvement Test.

The SEN Improvement Test

Any local authority proposing to make changes to schools providing places for children and young people with any kind of Special Educational Needs or Disabilities (SEND), including Social Emotional and Mental Health Needs (SEMH), is required by the Department for Education (DfE) to show that the proposed changes to provision meet the SEN Improvement Test and are able to demonstrate that the proposed arrangements are likely to lead to improvement in the standard, quality and/or range of educational provision for children with special educational needs and disabilities.

The required improvements of the test which are relevant to these proposals are as follows:

1. Improved access to education and associated services including the curriculum, wider school activities, facilities and equipment with reference to the Local Authority's Accessibility Strategy.

SEND and Behaviour Services will continue to meet the requirements of the Government's inclusion agenda. It will ensure a flexible continuum of provision for pupils with a range of special educational needs and disabilities, according to the needs of individual children.

The reorganisation of the teams around an area-based model will ensure that children and families, schools and settings will have easier access to SEND associated services within the communities that they live. The alignment with the consultation models being proposed around Prevention and Early Help will increase communication and joint working with the range of professionals that can form a 'team around the child'.

The proposals will, therefore, lead to improved access to education and associated services including the curriculum, and wider school activities, while providing improved facilities and equipment.

The overall aims of Bradford's Accessibility Strategy and the way they will be met are as follows:

- Curriculum: Increasing the extent to which disabled pupils or prospective pupils can participate in the curriculum.
Due to the teams being co-located within areas with Prevention and Early Help these proposals will deliver advantages and improvements for the children and young people with SEND across all settings as their access to the specialist support services will be easier within their local community
- Physicality: Improving the physical environment of schools through targeted specialist advice and support provided by the specialist integrated teams about the environment will increase the extent to which disabled pupils can make progress with their learning and improve their outcomes.
- Information: Improving the provision of information in a wide range of formats for disabled pupils.
Local area support and information in a wide variety of formats on associated services, activities and help can be tailored to the communities that children and families live in and so provided greater knowledge and access and because of the integration of the SEND specialist teams and the alignment to Prevention and Early Help communications and information should be more streamlined, joined up, with a reduction in duplication and information overload by separate teams.

2. Improved access to specialist staff, both education and other professionals, including external support and outreach services

The creation of two 0-25 teams under one SEND service – the SEND Inclusive Education Service which would include high incidence SEND along with Early Years specialists, Portage and post -16 personal advisers; and one for low incidence SEND, rather than the current structure of a number of separate teams with their own administration, financial support and management in two different service areas will provide a more joined up, district wide approach to raising outcomes of SEND children and young people from birth to 25 years of age across the district.

The proposed SEND Inclusive Education Service will service four geographical areas and be aligned to the proposals for four teams in Prevention and Early Help. This will mean services are closer to the communities which they serve, there will be a much clearer pathway for any referrals, there will be better communications and shared systems between services so they can join their offer up for children, young people and families and make them more efficient and seamless. Families, schools and other service users should know more clearly who the teams are and who they need to contact and should get a more timely response.

The creation of 0-25 specialist teams also means that children and young people will benefit from the continued support of the full range of training and qualified specialist staff from birth, through education and careers and transition support into further education and employment.

3. Confirmation of how the proposals will be funded and the planning staffing arrangements put in place

Both the proposed SEND Inclusive Education Service and the Sensory and Physical Needs (Low Incidence) Service will be funded from the high needs block for 70% of the total cost of the teams. Each team will need to sell some of their services to generate an income of 30% of the overall cost of the team. This 30% of income will be generated through delivering consultancy, training, some equipment and resources to support schools, settings and colleges to deliver a high quality offer to all SEND children and young people.

The staffing for the teams will comprise the majority of the staff that are currently employed within the teaching support teams. These comprise:

- Autism Team
- Cognition and Learning Team
- Social, Emotional and Behavioural Difficulties (SEBD) Team
- Physical and Medical Team
- Sensory Team (which covers hearing and visual impairment and multi-sensory impairment).
- Portage
- Early Years Intervention Team
- 0-7 SEND team

Appendix 2 - staff in scope

Specialist teaching and support teams	Staff in scope FTE
Cognition and Learning	11.6
Autism	11.0
BESD	13.5
Physical and Medical	4.0
Sensory Outreach team	27.6
0-7 SEND	22.0
Early Years Intervention Team (excluding assessment team)	18.1
Numbers in scope for consultation	108*
	(9 vacancies)

- * rounded

Appendix 3 - Equality Impact Assessment Form

Department	Education, Employment and Skills	Version no	Final draft
Assessed by	Lynn Donohue and Angela Spencer-Brooke	Date created	First draft
Approved by	Judith Kirk	Date approved	24.10.17
Updated by	Lynn Donohue	Date updated	04.12.17
Final approval	Judith Kirk	Date signed off	05.12.17

The Equality Act 2010 requires the Council to have due regard to the need to

- eliminate unlawful discrimination, harassment and victimisation;
- advance equality of opportunity between different groups; and
- foster good relations between different groups

Section 1: What is being assessed?

1.1 Name of proposal to be assessed.

Transformation of the 0-25 SEND specialist teaching and support services specifically under consideration is:

Preferred Option 3, which proposes to create two interdependent combined specialist teams; one Integrated SEND Inclusive Education Service which includes specialists for High Incidence SEND as well as those for Early Years and Post-16 for children and young people aged 0-25 years of age and one for Low Incidence SEND for children and young people aged 0-25 years of age. These two teams will work closely together to deliver advice, training and support to children and young people from birth to 25 (where required).

The proposals have been reviewed and revised in the light of feedback received during a consultation period which ran until 31 August 2017. It has been agreed that these revised proposals will be presented to the Council Executive to ask them to agree to a further period of consultation to ensure that meaningful engagement with all stakeholders can now be undertaken on the preferred option 3.

1.2 Describe the proposal under assessment and what change it would result in if implemented.

The Local Authority offers a range of specialist teaching support services to advise, support and train mainstream schools and specialist settings to meet the needs of children and young people with special educational needs and disabilities (SEND).

Currently, these services are mostly based in the city centre and are funded through the High Needs Block (HNB) (funding which the Council receives from the Government) and employ teachers, specialist practitioners and specialist support roles and Post 16 Personal Advisors.

The staff teams which are part of the preferred Option 3 in the proposals to the Council Executive are:

- Autism Team
- Cognition and Learning Team
- Social, Emotional and Behavioural Difficulties (SEBD) Team
- Physical and Medical Team
- Sensory Team (which covers hearing and visual impairment and multi-sensory impairment)
- Portage
- Early Years Intervention Team
- 0-7 SEND team

These teams currently have their own management arrangements and some sit within different services within Children's Services Department of the Council.

These teaching support services currently offer statutory and non-statutory support in mainly mainstream schools to support the inclusion and the removal of barriers to learning for children across all the prime SEND needs i.e. learning disabilities, autism, physical and medical needs, social, emotional and mental health needs and sensory needs (hearing, visual and multi-sensory impairment).

The proposal is to create two integrated teams of staff for children and young people from birth up to 25 years of age, rather than the current arrangements which are separate teams within the SEND and Early Years' services of the Council.

One team will be the SEND Inclusive Education Service 0-25 team which will integrate specialist teachers and practitioners from the Portage, Early Years Intervention team, 0-7 SEND team, and High Incidence SEND - Autism, Cognition and Learning and SEBD Teams into one team.

This proposed team will offer early intervention in the home through Portage home teaching for young children; offer support throughout a child and young person's educational journey in school and offer transition support post-16 into training and further education and post-19 into training and employment.

In addition it is proposed that a second low incidence 0-25 SEND team of staff will be created by joining together the current Sensory Team and the Physical and Medical Teams. This team will offer support to children with hearing impairment, visual impairment, multi-sensory impairment, physical and medical difficulties and disabilities.

It is also proposed that this team will offer early intervention in the home; offer support throughout a child and young person's educational journey in school and offer transition support post-16 into training and further education and post-19 into training and employment.

Both of the new teams will work closely together.

The proposals intend to create two teams within the same overarching service (SEND) covering children and young people 0-25 years of age.

This will offer better transitions for children and young people and their families when they move between settings, schools, further and higher education and into employment. The intended result is fewer contacts between different teams and different services in the Council and therefore better and more timely communications with settings, schools, families and their children; a more efficient service, more timely responses to service requests and referrals and overall a more joined up, coherent approach to the children and young people with SEND.

Children and young people with SEND and their families, schools and settings should benefit from the creation of having only two specialist teaching and support teams; with more straightforward access to services,, fewer contacts with the different sections of the Council and people and not being passed between separate teams within the SEND services.

In addition, by creating these two teams it means the Council should keep expertise and SEND specialisms within the district. Because we are proposing that the teams will be part funded from the HNB (Council funding) and partly required to generate an income through selling services to schools, we can afford to retain a larger team of specialist staff. If the services continued to be wholly funded from the HNB, which is under significant budgetary pressure, there would need to be substantial reductions in staffing and some expertise and specialisms would inevitably be lost to the district.

Section 2: What the impact of the proposal is likely to be

2.1 Will this proposal advance equality of opportunity for people who share a protected characteristic and/or foster good relations between people who share a protected characteristic and those that do not? If yes, please explain further.

Yes - This proposed preferred option is intended to advance the equality of opportunity and improve a range of outcomes for children with SEND 0-25 years-old by providing an integrated specialist teaching and support service for children and young people aged from birth to 25 years in early year's settings, schools and colleges.

The creation of two 0-25 teams under one SEND service – the SEND Inclusive Education Service which would include high incidence SEND along with Early Years specialists, Portage and post -16 personal advisers; and one for low incidence SEND, rather than the current structure of a number of separate teams with their own administration, financial support and management in two different service areas will provide a more joined up, district wide approach to raising outcomes of SEND children and young people from birth to 25 years of age across the district.

It is intended that the proposed SEND Inclusive Education Service will service four areas and be aligned to the proposals for four area-based teams in Prevention and Early Help. This will mean that Council services are closer to the communities which they serve, there will be a much clearer pathway for any referrals, there will be better communications and shared systems between services so they can join up their offer for children, young people and families and make them more efficient and seamless. Families, schools and other service users should be able to identify more clearly who the teams are and who they need to contact and should get a more timely response.

The creation of 0-25 specialist teams also means that children and young people will benefit from the continued support of the full range of training and qualified specialist staff from birth, through education and careers and transition support into further education and employment.

2.2 Will this proposal have a positive impact and help to eliminate discrimination and harassment against, or the victimisation of people who share a protected characteristic? If yes, please explain further.

Yes –. The proposals will ensure that all SEND children and young people with a range of special educational needs and disabilities will continue to have access to high quality support from the full range of trained specialist staff. Their access to fully qualified and experienced teachers, practitioners, teaching assistants and other professionals will be improved through the creation of two integrated teams under one SEND service. The opportunities will be further enhanced as the specialist staff will work more closely together, supporting each other and having access to targeted services and through the positioning of these teams together with Prevention and Early Help services who will be area based ,communications and joint working with other services will be improved.

2.3 Will this proposal potentially have a negative or disproportionate impact on people who share a protected characteristic? If yes, please explain further.

This is a wide ranging programme of change and involves many people. This has been taken into consideration and for staff their terms and conditions of employment will not

change; there may be a change in their work/office base and the geographical location they cover. In these cases we will involve any staff with disabilities and mobility issues in discussions about work locations and bases, for example in relation to where they live and transport arrangements.

For children and young people with SEND and their families there will should be no negative impacts as they will have professionals who are working more closely within their communities and with their family, setting or school; they should be telling their story once and fewer professionals are involved; communications should be more simple and straightforward.

With integrated teams under one service, the services they provide to children, young people and their families will be more joined up, more timely and responsive. The services to settings and schools will be maintained and improved in the same way that is described for families.

The selling of some services to schools will allow them, if they choose to do so, to buy additional support tailored to their requirements, to meet the needs of the children and young people they educate.

The equality assessment indicates that this proposal is likely; overall, to have no impact or a low impact and that there is no disproportionate impact on any group who share protected characteristics. .

2.4 Please indicate the level of negative impact on each of the protected characteristics?

(Please indicate high (H), medium (M), low (L), no effect (N) for each)

Protected Characteristics:	Impact (H, M, L, N)
Age	N
Disability	L
Gender reassignment	N
Race	N
Religion/Belief	N
Pregnancy and maternity	N
Sexual Orientation	N
Sex	N
Marriage and civil partnership	N
Additional Consideration:	N

Low income/low wage	N
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2.5 How could the disproportionate negative impacts be mitigated or eliminated?

(Note: Legislation and best practice require mitigations to be considered, but need only be put in place if it is possible.)

The Local Authority and strategic partners have made significant efforts to mitigate against any negative impacts whilst continuing to use High Needs Block funding to intervene early and promote equality of opportunity and access to specialist support services so that it is used effectively to improve outcomes for Children and Young People with SEND. The provision of integrated high quality teams (for both High Incidence and Low Incidence SEND) of SEND specialists will mean that specialisms and expertise are retained within the district for the benefit of children and young people with SEND.

It is important to note that schools have a responsibility to ensure that the needs of their pupils with SEND are met and this has not changed. The Local Authority is committed to working with all our children and young people in Bradford, irrespective of whether they are in academies or free schools, Independent or Private providers and Businesses who provide apprenticeships.

The Local Authority will continue to undertake all of its statutory duties identified in the SEND Code of Practice and this assessment will be updated as and when further consultation is undertaken to analyse any impact on children and families who may use the services and staff providing the services.

Section 3: Dependencies from other proposals

3.1 Please consider which other services would need to know about your proposal and the impacts you have identified. Identify below which services you have consulted, and any consequent additional equality impacts that have been identified.

We have conducted initial engagement and a period of consultation with nursery schools, mainstream schools, special schools, colleges and post 16 providers, partners in the NHS, the Private and Voluntary sector, community partners, social care both Adults and Children, the SEND Parents/Carer Forum and Trade Union Organisations. A further paper is to be tabled to the Council Executive in January 2018 with the revised proposals which will discuss the preferred option and ask the Executive to recommend a period of further formal consultation including all previous consultees and interested parties.

Section 4: What evidence you have used?

4.1 What evidence do you hold to back up this assessment?

The first Council Executive Report and accompanying evidence was discussed on 20 June 2017. As part of this an extensive evidence and data was used including the incidence of SEND across the district and by type, the number of referrals and by age and type of Special needs, the number and geographical spread of Education and Health Care Plan assessments and by ward some of this is included or referenced in the executive report. In addition, the findings from a survey to schools in July 2017 about SEND Specialist services have also been taken into account in framing these proposals.

An SEN Improvement Test at Appendix 1

4.2 Do you need further evidence?

An initial engagement on the proposals ran from 2 May 2017 to 6 June 2017. A wide range of stakeholders were consulted and we received a significant number of comments and questions. All of these have been reviewed, and as a result of this changes and amendments were made to the initial proposals. An executive Report was discussed at the Council Executive on 20 June 2017.

Following this meeting a period of consultation started on 26 June 2017 due to run until 31 August 2017. As a result of feedback and responses during this consultation period revisions were made to the initial proposed model. A number of options were considered which resulted in the Council's preferred option 3 being developed. These revised proposals are contained within a further Council Executive report due to be tabled in January 2018. Executive will therefore be asked to agree a further period of formal consultation on the proposed preferred option early in the New Year 2018 which will engage all interested parties.

Section 5: Consultation Feedback

5.1 Results from any previous consultations prior to the proposal development.

A summary of the responses from the initial consultation 2 May until 6 June has been attached to this document – '*Responses to initial consultation*'. Note also paragraph 4.2 above regarding the formal consultation period.

During the initial consultation period a total of 79 responses were received containing a total of 16 comments and 144 questions:

Respondent	Number of responses	Comments	Questions
Internal staff Teams	72	7	121
Schools	3	2	2
VCS	2	5	19
Parent	2	2	2
Overall	79	16	144

5.2 The departmental feedback you provided on the previous consultation (as at 5.1).

As a result of this initial engagement period 2 May until 6 June some changes were made to the staffing of the then proposed Centres of Excellence.

As a result of feedback and responses during the consultation period 26 June to 31 August 2017 further revisions to the proposed model have been made and these will be presented to the Council Executive in January 2018.

5.3 Feedback from current consultation following the proposal development (e.g. following approval by Executive for budget consultation).

As a result of feedback and responses during the consultation period 26 June to 31 August 2017 further revisions to the proposed model have been made. It was also noted that this consultation took place during the school summer break.

5.4 Your departmental response to the feedback on the current consultation (as at 5.3) – include any changes made to the proposal as a result of the feedback.

Council Executive will meet on 9 January 2018 to consider further options and in particular to discuss the preferred Option 3 explained in this paper. It is intended that following that meeting a further formal consultation period will commence between 17 January and 28 February 2018. When the further formal consultation closes a further report will be presented to the Council Executive in April 2018.

Appendix 4 - Consultation Plan

SEND Transformation 0-25 – Stakeholder Consultation Plan			
	Purpose	Type / Method	When / Frequency
Parents and Carers across the District, including Parent and Carer Forums Communities of Interest	To ensure wider reach during engagement / consultation / feedback Engage in scoping and design where directly affected	<ul style="list-style-type: none"> - Focus Groups at Special Schools - On-line survey - Engagement and Consultation Council website - Local Offer website - Social media (Twitter / Facebook) / Stay Connected / Bradford App - Families Information Service - Citizen's e-panel 	<ul style="list-style-type: none"> - Initial engagement 02/05/2017 to 06/06/2017. - Initial formal consultation from 26/06/17. - Parents Forum (dates TBC). - Strategic Disability Group (TBC)
Children and Young People (including those with SEND)	<p>To ensure wider reach during engagement / consultation / feedback</p> <p>To gather current experience accessing services</p> <p>To engage and consult in scoping and design where directly / indirectly affected</p>	<ul style="list-style-type: none"> - Youth Service - Focus Groups - On-line survey - Social media (Twitter / Facebook) / Stay Connected / Bradford App - Colleges / University - Engagement and Consultation Council website - Local Offer website 	<ul style="list-style-type: none"> - Engagement completed and analysis reviewed. - Initial formal consultation began on 26/06/2017. - Model revised and to be confirmed in April 2018 once analysis of further consultation feedback has been undertaken.

<p>Elected Members, Executive, CMT, DMT Meetings</p> <p>MP's</p> <p>Parish Councils</p>	<p>To support initiation and on-going implementation across services and teams</p> <p>To keep informed of key information / changes and input into recommendations.</p> <p>Endorse and agree proposals.</p>	<ul style="list-style-type: none"> - Presentations, member briefings and updates - Engagement and Consultation Council website - Local Offer website - Parish and Town Councils 	<ul style="list-style-type: none"> - CMT - CMT/Pre-Exec - Council Executive - Keighley Area Committee – TBC - Shipley Area Committee – TBC - East Area Committee – TBC - South Area Committee – TBC - West Area Committee – TBC
<p>Key Partnership Groups</p> <ul style="list-style-type: none"> - SEND & Behaviour Strategic Board - Children's Trust Board - Safeguarding Board - Accountable Care Board - Area Committee Meetings - Overview & Scrutiny - Early Help Board 	<p>To support initiation and on-going implementation across services and teams</p> <p>To keep informed of key information / changes and input into recommendations.</p> <p>Endorse and agree proposals.</p>	<ul style="list-style-type: none"> - Presentations, briefings and updates - Engagement and Consultation Council website - Local Offer website 	<ul style="list-style-type: none"> - SEND Strategic Partnership – (date to be confirmed) - Overview & Scrutiny – (date to be confirmed) - Accountable Care Board – (date to be confirmed) - Safeguarding Board – (date to be confirmed) - Children's Trust Board – (date to be confirmed) -

<p>Private, voluntary and independent sector</p> <p>Diocese Boards of Education –Church of England Catholic Diocese Muslim Association /Council for Mosque</p> <p>Neighbouring Local Authorities</p>	<p>To support initiation and on-going implementation across key services and teams</p> <p>To keep informed of key information / changes and input into recommendations</p>	<ul style="list-style-type: none"> - Briefings and updates 	<ul style="list-style-type: none"> - Dates to be confirmed with Peter Horner
<p>National Organisations</p> <ul style="list-style-type: none"> - DfE - National Charities 	<p>To keep informed of key information / changes and input into recommendations</p>	<ul style="list-style-type: none"> - On-line survey - Social media (Twitter / Facebook) / Stay Connected / Bradford App - Engagement and Consultation Council website - Local Offer website 	
<p>Key teams and services:</p> <ul style="list-style-type: none"> • LA • Police • Health Visiting and School Nursing • VCS • Children’s Centres 	<p>To engage in scoping and design when directly affected.</p> <p>To keep informed of key information / changes and input into recommendations</p> <p>To deliver changes in practice on the ground</p>	<ul style="list-style-type: none"> - Web-based and newsletter updates - Updates through Management and staff meetings. - Drop-in sessions and briefings with those teams directly affected. - CMT Messages - BradNet 	<ul style="list-style-type: none"> - Initial briefings to affected staff and colleagues on 02/05/2017 (informal engagement), 26/06/2017 (formal consultation). - Drop-in sessions to be scheduled during consultation (dates to be confirmed)

		<ul style="list-style-type: none"> - Online survey - Social media (Twitter / Facebook) / Stay Connected / Bradford App - Departmental Consultation Leads - Engagement and Consultation Council website - Local Offer website 	
Trade Unions	<p>To keep informed of key information / changes and input into recommendations</p> <p>To consult under Managing Workforce Change as and when required</p>	<ul style="list-style-type: none"> - Briefing through OJC Level 3 in the first instance - Regular monthly meetings with Unions to update on developments throughout programme. - Consultation under Workforce Changes as and when required - Engagement and Consultation Council website - Local Offer website 	<ul style="list-style-type: none"> - OJC Level 3 on 22/06/2017 - Fortnightly meetings to be scheduled (dates to be confirmed)
All staff from Nurseries, Primary and Secondary Schools, Academies, MATs, Governors	<p>To keep informed of key information / changes and input into recommendations through an engagement and consultation period.</p> <p>To engage and consult in scoping and design where</p>	<ul style="list-style-type: none"> - Updates provided through the Head teacher briefings - Bradford Schools Online - On-line survey - Social media (Twitter / Facebook) / Stay Connected / Bradford App - Engagement and 	<ul style="list-style-type: none"> - Initial engagement 02/05/2017 – 06/06/2017 - Initial formal consultation began from 26/06/2017 - Head teacher, Governors & other key briefings

	directly / indirectly affected	Consultation Council website - Local Offer website	
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Report of the Strategic Director of Place to the meeting of Bradford South Area Committee to be held on 15th February 2018.

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Subject:

Changing Places (Stronger Bradford)

Summary statement:

The following report outlines the development of the Controlling Migration initiatives in Bradford South.

Strategic Director of Place
Steve Hartley

Portfolio:
Cllr Abdul Jabbar

Report Contact: Amria Khatun
Stronger Communities Co-ordinator
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Overview & Scrutiny Area:
Corporate

1. SUMMARY

- 1.1. This report outlines the development of the Changing Places projects across Bradford District and in particular Bradford South.

2. BACKGROUND

- 2.1 The Controlling Migration Fund was launched by the Ministry of Housing, Communities and Local Government (MHCLG) and the Home Office on 9th November 2016. The CMF will be available over the four years from 2016-17 to 2019-20. This is an open application process. Local authorities can apply at any point in the four year period and on more than one occasion.
- 2.2. The CMF focuses on responding to the challenges caused by high migration on localities and will deliver benefits to the established resident population. The prospectus is specific in determining this area of benefit, but also wider community cohesion and integration work.
- 2.3 In consultation with partners and existing evidence of issues and need, Bradford Council submitted a bid in January 2017. This was done in discussion with HCLG and reflects their input and advice in respect of structure and priorities etc.
- 2.4 Bradford has significant experience of past and more recent migration. We know we have various challenges relating to this including pressure on schools (and school places), health issues (poor oral health, substance misuse teenage pregnancy), community cohesion and community tensions, unemployment, houses in multiple occupancy, educational attainment and poverty etc.
- 2.5 The fund is specifically to support established communities and services, not on the actual migrant population. However, where activities like learning English language will aid integration and cohesion, then initiatives that directly support migrants are eligible expenditure.
- 2.6 Documents and previous prioritising strategies and policies referred to
 - The District Plan
 - The Safer and Stronger Communities Partnership Plan
 - The Casey Review into social mobility and integration
 - The Eastern European Health Needs assessment
 - The Communities of Interest plans and ward plans

2.7 The Bradford CMF projects

Bradford Council successfully bid for £1.388 million from the Government's Controlling Migration Fund in 2017. The Bradford projects are focused on three key areas:

Cohesion and integration

To build strong and cohesive communities we need to address deep rooted inequalities, as well as creating opportunities for people to interact with, develop

relationship and understand each other. One of the best ways to build strength in communities and relationships is for communities to work together on things that matter to them. Therefore working within localities is essential.

Activities are focused in areas with high ethnically diverse populations or areas with non ethnically diverse communities, out lying social housing estates.

Services and service pressures

Projects are designed to address pressures created through migration on existing services such as Accident and emergency department and Children's services.

English language development

A particular focus is to increase the ability of migrants to speak English so that they will have the tools

- 2.8 The funds are all now committed in line with the original principles and some minor adjustments in delivery methods.

Appendix 1 outlines briefly the projects being delivered across the District and those in Bradford South.

- 2.9 Youth Activities: Bradford Youth Service with its partners is delivering a comprehensive Youth Cohesion Programme enabling young people to become positive active citizens & role models for their communities. The target group is young people from hard to reach & isolated communities with a focus on new migrant groups i.e. from EU countries especially focusing on Slovakian Roma community, Polish and Romanian young people. There will also be a focus on the refugee community from Syria and other African countries.

As part of the Changing Places Project, 12 young people from the Great Horton Ward participated in a 3 day residential at YMCA Lakeside, Ulverston, Cumbria, the young people from the Great Horton Ward were from Slovakian/Roma backgrounds, the residential was attended by 40 young people overall from across the Bradford District.

Many young people from the area participated in the project and for most participants this was the first time they had taken part in a range of activities in the outdoors, these activities included the King Swing, team building exercises, hiking, canoeing, climbing and abseiling and raft building. All young people worked hard as a team throughout the residential and potential barriers had been broken down with parents and carers of siblings due to intensive reassurance work undertaken with families.

- 2.10 Outer lying estates: Arise is running two projects; one focuses on Orientation/integration for migrant communities and the other on isolation, identity and perceptions around migration with communities on some of our outer lying estates. They Arise partnership have developed a co-design model where groups have come together in eight localities to co-design programmes which bring in existing services, match funding and local opportunities, along with an average £10.5k per annum from the CMF fund. Each area has a lead partner and an agreed range of activities and projects.

Buttershaw

Activities will include sports, food, drama, clean-ups, discussion groups, welcome shops, community information points, newsletters and festivals. All projects are about working directly with the affected communities and helping them to explore in a variety of ways the issues surrounding migration and integration. The key objectives are to help people to feel better about living with people of different backgrounds and cultures and to reduce the fear of crime and anti-social behaviour perceived to relate to migration.

Tools will be developed to help groups of people have conversations about issues relating to migration, including how people feel and will facilitate conversation and reflection. Also drama/role playing workshops is enabling young people to explore how it feels to be a migrant or refugee and may be used as a forum theatre piece for other groups. Further potential cross cultural work with BYO and Leeds Beckett University may be developed.

Royds Community Association is the lead partner and other partners include: Footprints, St John's RC Church, Buttershaw Youth Centre, St Aidan's Church, potentially also, Bangladeshi Youth Organisation, and Leeds Beckett University.

Holme Wood

Activity will centre around promoting opportunities and activities available on Holme Wood, a regular magazine, community events leading to opportunities for local people to discuss perceptions and misperceptions about people from different communities.

All Star Entertainment are the lead partner and other partners include: Friends of Holme Wood, Positive Futures, Salvation Army, Good Neighbours, Step2, St Christopher's Church, Incommunities, Healthy Lifestyle, Knowleswood, Ryecroft & Carr Wood primary schools.

- 2.11 Community engagement and conversations: Each Area Office team has received £5000, to extend engagement with local communities on impacts and perceptions of migration. The conversations and engagement will vary in each Area depending on the particular situation and need.
- 2.12 Teenage pregnancy: A Survey has been undertaken with young eastern European women from across the District. Findings will inform the types and locations of activities.
- 2.13 Great Horton

Please see Appendix 2

3. OTHER CONSIDERATIONS

- 3.1 In response to the Casey Review the government is due to publish an Integrated Communities Strategy. A key theme in this will be managing the impacts of

migration on Integration. The CMF projects will provide a good base from which to develop.

4. FINANCIAL & RESOURCE APPRAISAL

4.1 The CMF is only a two year funded project

5. RISK MANAGEMENT AND GOVERNANCE ISSUES

5.1 The fund is administered and project managed through the Stronger Communities team in Neighbourhoods service, in line with the Councils rules and regulations. The Strategic Safer and Stronger Partnership has oversight and will receive regular updates on the progress of the Fund.

6. LEGAL APPRAISAL

None

7. OTHER IMPLICATIONS

7.1 EQUALITY & DIVERSITY

The CMF projects work in different areas of the district with different communities.

7.2 SUSTAINABILITY IMPLICATIONS

None

7.3 GREENHOUSE GAS EMISSIONS IMPACTS

➤ None

7.4 COMMUNITY SAFETY IMPLICATIONS

The CMF projects may have a positive impact on community safety through the reduction in community tensions and possibly anti-social behaviour and hate crime.

7.5 HUMAN RIGHTS ACT

None

7.6 TRADE UNION

None

7.7 WARD IMPLICATIONS

Some projects will deliver activity in specific wards. See Appendix 1 and 2.

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

Relevant actions will be included in the ward plans.

8. NOT FOR PUBLICATION DOCUMENTS

None

9. OPTIONS

None

10. RECOMMENDATIONS

That members note the report

11. APPENDICES

Appendix 1: Changing Places Project Summaries

Appendix 2: Great Horton Welcome project CMF activity

12. BACKGROUND DOCUMENTS

None

Project	Delivery Partner & Contact Details	Project Summary	Wards	Start Date
COHESION				
Orientation	Arise Sam Keighley sam@carlislebusinesscentre.co.uk	A workshop with potential delivery partners was facilitated by representatives from Arise, to explain about the Fund and to co-design a programme consisting of projects that will help new arrivals to access services. Representatives discussed neighbourhood-based issues in terms of orientation and developed initial ideas for projects in those neighbourhoods. Individuals from each of the neighbourhoods were tasked with talking to other people working in their areas to come up with a project proposal to be submitted to Arise by 27 th October.	West Bowling BD3 Bradford Great Horton Manningham & Girdlington	01/12/17
Estates/ marginalised communities	Arise Sam Keighley sam@carlislebusinesscentre.co.uk	A workshop with potential delivery partners was facilitated by representatives from Arise, to explain about the Fund and to co-design a programme consisting of projects that will help to bring about a change in attitudes to people who are different and build stronger relationships between people. Representatives discussed neighbourhood-based issues and developed initial ideas for projects in those neighbourhoods. Individuals from each of the neighbourhoods were tasked with talking to other people working in their areas to come up with a project proposal to be submitted to Arise by 27 th October.	Holmewood, Ravenscliffe, Thorpe Edge, Eccleshill, Braithwaite and Guard house, Bracken Bank Buttershaw	01/12/17
New Communities	Bradford Council Danielle Wilson Danielle.wilson@bradford.gov.uk	72 Weekly Parental drop in sessions will be supported at City Hall. This will help children access school places within the city by helping them to fill in the correct forms. 12 Parental sessions within 6 schools will be set up on a monthly basis in areas with the highest numbers of EU/Roma children. These will be general support sessions where parents can discuss issues their children have in school or the wider issues of living in Bradford, to include signposting to other services. To reduce the number of EU/Roma children on our records saying, "Not on Bradford Roll" by 20% over the 2 year period. Home visits	West Bowling Bowling Barkerend Bradford Moor Girdlington Cantebury	04/09/17

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		will be undertaken to ascertain if children are still living at the address as well as supporting the Educational Social Work team to track down missing children.		
Youth Work	Bradford Council Naz Ali Nazaket.ali@bradford.gov.uk	<p>A core Youth Service Changing Places group has been set up with a Youth Worker Lead from each Area. The Leads are based in Wards with significant numbers of new communities and where there is already some engagement with new communities.</p> <p>A workforce development session with over 50 members of staff present was delivered on Wednesday 4th October where Changing Places was introduced and staff were encouraged to think how we are doing in terms of cohesion and, within the context of the project, what further can be done.</p> <p>The Youth Worker Leads are engaging with potential young people leaders from new communities and will be taking them away on a residential in half term week. The purpose of the residential is to plan out an approach to engaging with new communities. A social action project will be developed in each Area from the residential. Young people will be encouraged to develop a social action project of their choosing in each Ward. There will be an expectation that each social action project will build peer support between new communities and also connect to established people within their communities.</p> <p>Alongside the youth work in Bradford South the project is linking in with Council Wardens working in both Great Horton Ward and Bankfoot where two information points have been set up as part of Changing Places. This is enabling better communication and engagement between the community.</p>	Across Bradford West, South and East	01/06/17
ENGLISH				
English Language	Shipleigh College Esther Derbyshire ederbyshire@shipleigh	Short ESOL courses delivered to groups of migrants unable to access provision elsewhere in order to increase language ability, confidence and self-esteem. Courses to be delivered through community	City Bradford Moor Barkend	01/10/17

	ac.uk	<p>partners.</p> <p>20 courses to be delivered per year. Each course is as follows;</p> <ul style="list-style-type: none"> • 15 weeks x 2 hours = 30 hours in total • Delivered by qualified ESOL tutors with trained volunteers alongside to support <p>Additional activities will be delivered including 'Travelling around Bradford', 'Healthy Eating' and 'Local Cultural Awareness'.</p>	<p>Bowling Holmewood Little Horton Manningham Girlington Heaton Keighley Central</p>	
Schools and College	<p>School Linking Meg Henry meg.henry@thelinkingnetwork.org.uk</p>	<p>This funding will support The Linking Network to develop new and expand existing work across the Bradford district. It will reach out to schools that are not currently on the Schools Linking Programme. The new secondary adviser will lead the development of new linking programmes in 8 secondary schools so that students will meet and work alongside others they would otherwise not meet. A number of primary, secondary and independent schools with mainly white British pupils will be engaged to deliver a curriculum- and assembly-response to explore identity, diversity, equality and to understand community. Work to connect parents of children in schools and communities where the children are already part of our Schools Linking Programme will be piloted. We will also work with schools to scope out what a cross-district response could look like for particular groups of pupils to support their sense of belonging to the district. Findings about what has worked best will be shared and learning through teacher training sessions will be disseminated so that the assembly and lesson resources developed are shared.</p>	<p>Support Schools in Bradford and aim to involve remaining school from across Districts to engage with School Linking.</p>	04/09/17
	<p>Bradford College Miguel Montescano m.montescano@bradfordcollege.ac.uk</p>	<p>The aim of the project will be to support groups of people and community who have little or no English language skills. It intends to equip people with English language skills that will help them integrate in society and their communities. Very often, ESOL classes focus on language but cultural events are not considered. This proposal will offer such events. Bradford has many different and diverse communities - this project will help bring these communities together, help them to learn from each other, thus breaking barriers, prejudice and discrimination. It will also allow people to get more</p>	<p>Bowling and Barekrend Bradford Moor West Bowling Little Horotn Manningham City Great Horton</p>	04/09/17

		confident using English language and support their community in turn.		
Page 6 SERVICES	Schools of Sanctuary Mary Blacka schools@bradford.cityofsanctuary.org	Schools of Sanctuary (SoS) is a project that will involve working with schools to counter negative perceptions of recent migrant communities by initially working with pupils, students and staff. The schools will then be supported to extend their new knowledge and understanding to their wider community through governors, staff who live locally, and especially, to parents and carers. The work includes talking to schools' assemblies, and facilitating input from other specialist groups. Schools will also be encouraged to aim for the national SoS award and will be required to learn about the reasons for migration, embed this knowledge in their curriculum and share this knowledge with the school's wider community. The work the schools complete for this award usually includes displays honouring the pupils' cultural heritage, using age-appropriate fiction to deepen understanding and inviting parents from a particular cultural heritage into school to demonstrate their culture using food, music etc.	Little Horton West Bowling Great Horton	04/09/17
	Health Services	Public Health / CCG Sarah Possingham sarah.possingham@bradford.gov.uk or Hale Natasha Thomas Chief Officer natasha@haleproject.org.uk	It is planned to run a programme which will bring together a range of NHS professionals and voluntary and community sector organisations to explore what will support new arrivals, particularly those from Central and Eastern European communities (CEE), to register and use GP services more frequently. The programme hopes to increase GP registrations in areas where there are known large CEE communities. Activities planned include using the Community Connectors project to support more effective use of NHS services. It will help explain what different parts of the health service provide and how and when to access them as well as supporting practical steps such as GP registration.	To be agreed

	<u>Or Bradford and Airedale CAB and Lawcentre</u> <u>Andy Taylor</u> andyt@bradfordcab.com	The welfare advice access programme will involve facilitating better access to advice services for newer communities by increasing the number of skilled staff from CEE communities working in advice, supporting CEE nationals to obtain formal translation/interpretation qualifications and ensuring that all welfare advice providers are trained and registered to deliver immigration advice to level 3.			
Page 6	Teenage Pregnancy	Public Health Sarah Possingham sarah.possingham@bradford.gov.uk	This project seeks to understand why there is an over representation of young women from Central and Eastern European (CEE) origin in the numbers of teenage pregnancies recorded in the district. The initial phase of the project will be to conduct research; 'planned versus unplanned' pregnancies, access to and use of contraception, cultural norms etc. Once the initial research is completed the results will be disseminated through key agencies and in feedback to participants with a view to co-designing appropriate service options. It is expected that this will include work to support young people focused on: access to medical and ante-natal care, access to primary care services and access to contraception.	To be agreed	On-going
Page 6	Early Intervention	Bradford Council Chris Rollings chris.rollings@bradford.gov.uk	The Children's Centre Clusters will work with the LA New Communities team - Early Years, to identify the cluster areas where new migrant families with young are located. Those key clusters will work with their key health and community partners to promote the work and reach families. The clusters will work together to recruit 3 – 4 part time Children's Centre Community Engagement Trainee workers with relevant community language and communication skills to reach the new migrating families living or moving into the Cluster reach areas. The clusters will extend the skills and knowledge of Cluster staff and volunteers through tailored training, to increase awareness to enable families to more easily access key services. The clusters will extend the working capacity of staff with language and community outreach skills to reach and support families to	District Wide via the 7 Children Centres	1/10/17

		<p>access core health services – GPs, Health Visitors and dental services and to access early learning provision 2 and 3 year Early learning places.</p> <p>The clusters will extend the pool of interpreting resources connected to the cluster through an expanded budget and a focus on maintaining the continuity of worker and an internally skilled up workforce.</p> <p>The clusters will enhance and expand the library of promotional informational materials to use in one to one or group communications.</p> <p>The clusters will manage an Emergence Fund pot to meet immediate essential clothing and equipment needs and support families to access food banks.</p> <p>The clusters will organise appropriate local community activity to build social links and to support children’s social and emotional development.</p>		
INTEGRATION				
<p>Sports Engagement</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">P19604</p>	<p>BEAP Humayun Islam beapcommunity@gmail.com</p>	<p>The projects will enable new migrants to overcome deprivation and barriers to participation, delivering outcomes that improve physical and mental health through increased physical activity and social interaction, and develop skills and employability through training and volunteering. These projects include:</p> <ul style="list-style-type: none"> · Multi-sport and employability sessions for males and females a 32-week programme to get new migrants more active and engaged, and build their skills in CV-writing and job interview training. · Youth Social Action for males and female; a programme in which they develop skills in leadership, coaching and marketing before delivering community events. · Intergenerational multi-sport and skills training: a year-long programme of tennis and football for young people and older adults (who will play ‘walking’ versions of the sport), with participants from each group supporting sessions for the other group, and drop-in workshops of digital / I.T. skills for older adults. <p>Life skills</p>	<p>Deliver will be mainly in Mannigham however encouraging people from different areas to participate in activities and will promote in Girington, Bradford Moor</p>	<p>TBC</p>

		<p>Using the BEAP learning room, participant will be provided with 1 hour life skills session that aims to increase individual's confidence and builds capacity to achieve their potential. These include:</p> <ul style="list-style-type: none"> - Health & wellbeing sessions - Active citizens courses - Drugs awareness - Anti- social behaviour - Other life skills e.g. budgeting / money management - Employability sessions – applying for jobs, CV writing, interview skills <p>Volunteering opportunities with BEAP or partner agency will also be offered.</p>		
<p>Community conversations and engagement</p>	<p>Bradford Council, All 5 Area Co-ordinator's Offices</p> <p>East: Louise Williams louise.williams@bradford.gov.uk</p> <p>South: Mick Charlton mick.charlton@bradford.gov.uk</p> <p>West: Bhulla Singh bhulla.singh@bradford.gov.uk</p> <p>Keighley: Jonathan Hayes Jonathan.Hayes@bradford.gov.uk</p> <p>Shipley: Damian Fisher damian.fisher@bradford.gov.uk</p>	<p>The focus of this project will be to engage with local communities on impacts and perceptions of migration, especially with those who have feelings of isolation and lost identity. The conversations and engagement will vary in each Area depending on the particular situation and need. Some examples could include:</p> <ul style="list-style-type: none"> - A new mosque opening in Allerton may provide an opportunity to have open days for the non-Muslim communities to discuss perceptions and concerns and also celebrate cohesion. - Twinning community groups and centres from inner city and outer city areas, supporting events/activities. - Some engagement/activities will be developed based on local concerns that will bring communities together i.e. concerns about keeping a local library open; improving the local environment and community safety concerns. <p>The idea is that local people are brought together so that community dialogue on issues regarding controlling migration can be developed. This will be on an evolving basis as the issues and concerns are raised.</p>	<p>Across All Area office</p>	<p>10/10/17</p>

Youth Leadership	NEESIE / Bradford Council Noreen Khan / Charles Dacres info.neesie@gmail.com /charles.dacres@bradford.gov.uk	We will be developing and piggy-backing onto engagement opportunities that bring together people in neighbourhoods and between areas, supporting events and activities that create social connections between individuals and groups. We will create a stronger two way relationship between the council and communities, fostering a more open relationship with residents and businesses.	Participants will be recruited from across Bradford	TBC
Bradford Refugee Forum	Bradford Refugee Forum – RETAS Duncan Wahuho info@bradfordrefugees.org.uk	<p>The project links the newly dispersed asylum seekers with trained volunteers and Bradford Refugee Forum staff who currently live and / or work in Bradford and are familiar with the city and the available services. These volunteers will arrange to meet with the individual within 2 weeks of arriving in Bradford. They will be a friendly face and assist with orientation around the city and introduce them to appropriate refugee-related and other services.</p> <p>Local orientation may include accessing local transport services, libraries and supermarkets, places of worship and statutory services. Volunteers will also be familiar with appropriate refugee specific services which can support the individual and tackle isolation. Such services could include, BIASAN, various English classes, the Red Cross, RETAS, Refugee Action, and various refugee community organizations</p> <p>The project is designed so that the relationship between volunteer and asylum seeker is short term. Volunteers will meet individuals up to 4 times, with a monthly welcome gathering for all new arrivals and volunteers to come together. Through engaging with specialist refugee services early on in their time in Bradford, new asylum seekers will establish longer term friendships and if any difficulties occur relating to their asylum claim (e.g. Home Office refusal) they have experienced and knowledgeable people, who know them, available to advise, support and advocate on their behalf.</p>	Supporting people from across Bradford District	01/11/17
ADMINISTRATION				
Evaluation		Procurement exercise underway - tbc		

Appendix 2: The Welcome Project in Great Horton

The “Welcome to Great Horton” project will open the local community centre based in the Great Horton Village Hall to empower the community and equip them in tools enabling its members to become more independent. There are already activities taking place in the Village Hall, however the additional funding will help to create a hub for community engagement activities. The “Welcome to Great Horton” project will welcome new & existing migrant communities in BD7 area to join the community activities based in Great Horton Village Hall and inform the development of new ones that address gaps in current provision. The activities will include thematic classes and community cohesion events. Also, Three thematic sessions a week will be offered, including the already successful interpreting & advice will target the needs already presented to us by the community, for example ESOL classes, Health & GP classes, sport activities, youth clubs, IT classes, Job Club to empower the local community to lead them to independence by increasing their jobs skills and employability and to move people off benefits.

Key Stakeholders:

Lead partner: Red Letter Project at St John’s Church (key fund holder, managing finances, monitoring progress)

The project will be coordinated by the Village Hall Coordinator and the steering group will consist of the partners as listed below.

Partners:

Bradford Council (Bradford South Area Coordination Officer) supplies 2 wardens on regular basis who can speak community languages to support this project.

Hope for Justice (West Yorkshire Hub) provide 1 community outreach worker on regular basis who can speak community languages to support this project.

CHAS @ St. Vincent’s provide one worker once a week for welfare benefits & immigration advice and also provide an on-going support through their already existing service such as fuel top ups, access to affordable furniture and white goods as well as volunteering opportunities.

Bradford Refugee Forum provide volunteers to support asylum seekers & refugees from the BD7 area and refer people to activities at the Great Horton Village Hall.

Bradford College provides student interpreters undertaking community interpreting courses as part of their placement.

Outputs/outcomes to date

The sessions started on the 15th September, therefore 17 sessions to date. 167 people have been seen, across these sessions, 90% of attendees were of Roma Slovak ethnicity, 5 Polish, 3% British and 2% of other. 74% of attendees were female.

Examples of issues addressed

- helped woman with disabled child to apply for housing benefit and disability element to her working tax credits
- helped maintain work and tenancy for a man who was too ill too work but his agency wouldn’t pay. This was resolved successfully.
- provided with food parcels and food vouchers
- helped with fuel top ups, ordered electricity keys
- set up bank accounts
- arranged interpreters for court hearings and medical assessments
- applied for PIP, ESA, JSA...

- helped with applying for over 10 National Insurance Numbers
- signed up children for school

These activities help people feel stable and safe and more like they belong. This will mean that they are better neighbours and understand their rights and responsibilities better.