



Agenda for a meeting of the Children's Services Overview and Scrutiny Committee to be held on Wednesday, 14 February 2018 at 4.30 pm in Committee Room 1 - City Hall, Bradford

Members of the Committee – Councillors

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

Alternates:

CONSERVATIVE	LABOUR	LIBERAL DEMOCRAT AND INDEPENDENT
Rickard Riaz	Akhtar Bacon Abid Hussain Thirkill Sharp	J Sunderland

Notes:

- This agenda can be made available in Braille, large print or tape format on request by contacting the Agenda contact shown below.
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- 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:

To:

Michael Bowness

Interim City Solicitor

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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.

(Fatima Butt - 01274 432227)

4. REFERRALS TO THE OVERVIEW AND SCRUTINY COMMITTEE

To receive referrals that have been made to this Committee up to and including the date of publication of this agenda.

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

B. OVERVIEW AND SCRUTINY ACTIVITIES

5. PROGRESS REPORT ON CHILDREN'S CENTRE CLUSTERS

The Strategic Director Children's Services will submit **Document "AA"** which details progress made by children's centre clusters in respect of new key performance indicators which were introduced in 2017. The report also describes progress made in respect of the integration of children's centres and Health.

Recommended-

- (1) That the information in the report be noted.**
- (2) That it be noted that future overview and scrutiny of arrangements for securing improved outcomes including through children's centre services, would be determined by the outcomes of the Prevention and Early Help consultation and final proposals would be submitted to the Executive in April 2018.**

(Lynn Donohue/Susan Moreau – 01274 439606/431390)



6. EDUCATIONAL STANDARDS 2017 - EARLY YEARS TO KEY STAGE 5 - FINAL REPORT

The Strategic Director, Children's Services will submit **Document "AB"** which outlines some of the key outcomes for Bradford from the 2017 national tests and teacher assessments; much of the report is based upon the Statistical First Release (SFR) data; the 2017 national average, where available, have been included; the KS4 and KS5 data presented in the report is based on revised data published on 25th January 2018.

Recommended-

- (1) That the report (Document "AB") on the performance of Bradford's Children and Young People in Key Stage tests for 2017 be received.**
- (2) That Members are asked to continue to encourage families in their wards to become more actively engaged with their children's learning and attendance in order to further improve their children's learning capacity and resilience.**

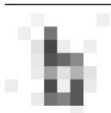
(Judith Kirk – 01274 431078)

7. PROPOSALS FOR THE RESTRUCTURE OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) SPECIALIST TEACHING SUPPORT SERVICES FOR CHILDREN AND YOUNG PEOPLE WITH SEND

The Strategic Director, Children's Services will submit **Document "AC"** which 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.

Members are asked to consider the report and comment as appropriate.

(Judith Kirk – 01274 439255)



**8. CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE
WORK PROGRAMME 2017-18**

The report of the Chair of the Children's Services Overview & Scrutiny Committee (**Document "AD"**) presents the Committee's Work Programme 2017-18.

Recommended -

That the Work Programme continues to be regularly reviewed during the year.

(Licia Woodhead – 01274 432119)



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Report of the Strategic Director to the meeting of Children's Services Overview & Scrutiny Committee to be held on 14 February 2018.

AA

Subject: Progress report on children's centre clusters

Summary statement:

This report details progress made by children's centre clusters in respect of new key performance indicators which were introduced in 2017. The report also describes progress made in respect of the integration of children's centres and Health.

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**Portfolio: Education Employment & Skills
Overview & Scrutiny Area: Children's
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1. SUMMARY

This report details progress made by children's centre clusters in respect of new key performance indicators which were introduced in 2017. The report also describes progress made in respect of the integration of children's centres and Health.

2. BACKGROUND

The role of children's centres

2.1 The core purpose of children's centres is to improve outcomes for young children and their families and reduce inequalities between families in greatest need and their peers in:

- child development and school readiness
- parenting aspirations and parenting skills, and
- child and family health and life chances.

Ofsted advises that local authorities should consider how they can use their network of children's centres to greatest effect through links with other services, including:

- midwifery, GPs and, health visitors. As a minimum it is expected that every children's centre should have access to a named health visitor. The health visitor should work with the children's centre leader and management team to ensure information is shared appropriately. Both should consider the role children's centres can play, particularly in delivering the 0-5 Healthy Child Programme.
- Jobcentre Plus to provide parents with access to employment support and advice;
- early education and childcare providers, including childminders and schools, to support families to access early education and childcare, including early education for disadvantaged two year olds; and
- social workers and troubled families co-ordinators to form part of a seamless package of support.

2.2 The last inspection of a children's centre in Bradford was Woodroyd in 2015. In September 2015 the then Under-Secretary of State for Childcare and Education, Sam Gyimah MP, suspended inspections of children's centres and announced there would be a consultation in autumn 2015 on the future of children's centres

and their accountability arrangements. There has to date been no consultation and no further news about Ofsted inspection arrangements.

Structural arrangements for children's centres in Bradford

- 2.3 In summer 2013, a review of children's centres across the Bradford district was carried out followed by statutory consultation. As a result of this work, delivery of children's centre services in Bradford changed from 41 standalone centres to seven clusters of centres, delivering total annual cost savings of £3.338m in 2017-8. Both models of delivery have sought to maximise the benefits of partnership work. In the 41 standalone centre model, 20 centres were managed by the Local Authority, 6 by nursery schools, 7 by primary schools and 8 by voluntary sector organisations. Under the cluster arrangements, two clusters are managed by the Local Authority (Keighley and South Bradford), three clusters are managed by nursery schools (Airedale & Wharfedale managed by Strong Close Nursery School, West Bradford managed by St Edmund's Nursery School and Lister Park managed by Midland Road Nursery School), and two clusters are managed by national charities (Action for Children – East Bradford, Barnardo's – BD5).
- 2.4 Implementation of the new model occurred in two stages: In July/September 2015, the Keighley, Airedale & Wharfedale, West Bradford and Lister Park clusters were established. In August 2016, following open procurement, the East, South and BD5 clusters were formed.
- 2.5 The Local Authority is currently consulting on further changes to children's centres as part of the wider Prevention and Early Help consultation (due to close 12 February 2018). The preferred proposed model involves delivering children's centre services through four 0-19 Prevention and Early Help area teams – East, West, South Bradford and Keighley/Shipley combined. In order to deliver the required savings of £13.3m, the timeline for implementation of the new model is October 2018. At this stage there are no proposals to close any individual children's centre buildings, although there are proposals to change the following centres to deliver a minimum of 8 hours of services per week –
- Bierley
 - Farcliffe/Lilycroft
 - Highfield
 - Hirst Wood
 - Parkland
 - Princeville
 - Tyersal

- Wyke

Key performance indicators

- 2.6 Ofsted's previous inspection framework refers to over 70 performance indicators for children's centres. Following review and advice from an ex Senior Ofsted HMI who was responsible for drawing up the children's centre inspection framework, the decision was taken, after consultation and discussions with clusters, and the Integrated Early Years Strategy group, to reduce the number of key performance indicators (KPIs) to seven from April 2017. The seven new KPIs reflect the key outcomes for improvement over the next 2-3 years, across the integrated agenda of early education, safeguarding/early intervention, and health.

Integrated Early Years Strategy Outcomes	Objectives	KPI measure and comments 2017-8
Co-ordinated Family-centred delivery	Coherent and system-wide approach to co-ordinated delivery (Early Help)	1) 3year olds not accessing early education: contact with 100% families, 95% of children not accessing early education are seen and supported. 2) All family support cases are underpinned by a robust Signs of Safety Action Plan (see 3.1.2)
Improve the health and well-being of all children in the district and reduce inequalities	Reduce childhood obesity and increase physical activity and health eating Improve oral health in the under 5's Reduce Smoking in pregnancy and beyond & promote smoke free homes	3) Reduce obesity in Reception: Target -10% 4) Reduce missing/decayed and filled teeth in Reception: Target - 10% (Appendix I) 5) Increase (%) mums-to-be setting a Quit Date following referral by midwives to children's centres: Target 25%
Children ready for school and schools ready for children	Increase take-up of eligible 2 year old places	6) Detailed local measures are in place for individual children's centre reach areas with an overall aim of 80% take-up

	Increase attainment in Reception and narrow gap between Free School Meals and non-Free School Meals children	7) Children in Bradford to match or exceed the national average Good Level of Development (which was 69% in 2016) by 2020, with a specific focus on children meeting the eligibility criteria for free school meals.
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2.7 The importance of integrated services in improving outcomes for young children

Close partnership working is critical for the transformation of outcomes for children in respect of health, early learning and family support. Each cluster has an Advisory Board of key partners who are tasked with developing and implementing local action plans to secure improved outcomes.

Health visitors are the lead practitioners for children aged 0-4; they see almost 100% of children through five mandated contacts from pre-birth to the two and a half year development review. Graduated additional support is also provided to families who need additional help in the early years. Because of this role, health visitors are uniquely well-placed to refer families for children's centre services. A large majority of referrals for children's centre services are from health visitors and significant investment has been made to build relationships and co-ordinate service delivery.

All families have access to a range of universal services through the close integration of children's centre, midwifery and health visitor work. A single joint pathway has been developed and refined over the past few years, which defines the universal services available through both health visiting and children's centre teams. Known as the **"Integrated Care Pathway"**, services for children and families from pre-birth to five include:

- Ante-natal support for pregnant women and their partners to prepare for the birth and parenthood
- Birth visit including breast feeding support
- 6-8 week contact to assess baby's growth and maternal well-being
- 3-4 month contact to assess development, assess maternal mood, promote attachment and consider home safety

- Weaning advice
- Developmental movement and play session (6 months of age)
- Nursery nurse home visit (9-12 months)
- Early Language Development session (18 months)
- Two and a half year development review
- Access to a free early education place in the term after their child's third birthday
- Free Book Start packs
- Access to information through the Families Information Service

These universal services help identify families where children would benefit from additional support and underpin delivery of targeted family support, health and early learning interventions (Appendix I is the Children's Centre Registration & Referral form which lists the additional services available to families).

Significant savings have to be made by Public Health by 2020/21 of £5.2m a total reduction of 36%. Public Health will be re-commissioning their Health Visiting, School Nursing and Oral Health services in 2018 with the intention to award by November 2018 for a newly commissioned service to begin operations in March 2019. This new service will be integrated with the proposed new Prevention and Early Help service on a four locality model, currently under consultation. This should further embed integration of services for babies, children and young people across the District.

3. OTHER CONSIDERATIONS

PROGRESS – Key Performance Indicators and Partnership arrangements

3.1.1 Three Year Olds Missing Early Learning

Health Visiting Services see almost all children up to the age of 30 months. The majority of three year olds are then seen by early education providers once they start to access their early learning entitlement. Although there are often good reasons why children do not access the early learning entitlement at age three, there is concern that a very small minority of these children may be amongst the most vulnerable in the District. This KPI serves three purposes:

- To encourage uptake of the entitlement
- To help families to support their children's early learning at home

- To identify possible safeguarding concerns

The KPI has been set at seeing 95% of children not taking up the entitlement in recognition of the fact that Social Care or other agencies may have significant involvement with some of these families and children's centre contact may not be appropriate.

93% of three year old children benefited from a funded place in January 2017; this was an increase from 91% in 2016. This was equal to the national average but less than the Yorkshire and Humber figure of 96%. Autumn 2017 take up was 94%, however, summer term take up remains an issue usually around 88%. Lower uptake in the summer term is often due to a lack of vacant places at preferred providers or because children are due to start a school nursery place in September, and some parents do not want to access different provision for just one term. Summer term take up was less than 88% in Bradford East, South and West clusters.

It is not yet known whether children's centres are seeing 95% of three year olds not accessing their early learning entitlement as data is not yet available. Anecdotal information from children's centres is that work has highlighted high levels of mobility across the district.

3.1.2 Robust Signs of Safety action plans underpin family support casework

The Signs of Safety approach to child protection casework was developed in Australia in the 1990's and is increasingly widely used in North America and Western Europe. Its purpose is to enable practitioners across different disciplines to work collaboratively and in partnership with families and children. The tools are designed to help conduct risk assessments and produce action plans for increasing child safety, and to reduce risk and danger by identifying areas that need change while focusing on strengths, resources and networks that the family have.

The Signs of Safety approach has been rolled out across a range of multi-disciplinary staff working with children and families over the past two years. Children's centres have been an integral part of this rollout, particularly with the establishment of advanced practice leads in each cluster during 2017 and the realignment of all case work documentation to comply with the Signs of Safety framework. An audit of practice was undertaken in October/November 2017. This showed that whilst use of the approach is now widespread, further work is required around encouraging parental change through praise and unlocking the strength and resilience of family networks to be part of the solution for vulnerable children. It is anticipated that as a district, it may take at least

three years to fully embed the Signs of Safety framework, therefore, while more work is needed, the progress made so far by children's centres should be seen as positive.

3.1.3 Reduce Obesity in Reception

The target of a 10% decrease in the proportion of obese children at the end of the Reception year in 2015/8 compared to 2013/16 represents a step change. Healthy weight data is based on a three year rolling average of School Nursing measurements. 2014-7 data shows progress in all clusters, particularly in South and West Bradford and Lister Park.

Children's centre clusters have been focussing on delivering the HENRY (Health, Exercise and Nutrition for the Really Young) programme. This is a nine week course for parents which includes weaning and healthy eating. All clusters have invested in staff training and ensuring centres provide warm and inviting environments which encourage breast feeding by following Unicef's Baby Friendly Initiative guidance.

	(%) Children Obese in Reception Class				Target
	2011/14	2012/15	2013/16	2014/17	2015/18
Airedale & Wharfedale	20.5%	18.8%	18.6%	17.9%	16.7%
BD5	21.6%	20.5%	20.9%	20.8%	18.8%
East Bradford	21.3%	20.2%	20.2%	19.7%	18.1%
Keighley	22.5%	21.3%	21.7%	21.0%	19.6%
Lister Park	21.0%	19.6%	18.1%	17.2%	16.3%
South Bradford	25.9%	25.5%	24.7%	23.1%	22.2%
West Bradford	21.4%	21.0%	21.4%	19.9%	19.2%
District	22.0%	21.0%	20.8%	19.9%	18.7%

	Average number of missing/decayed and filled teeth in Reception		Target
	2014-15	2016-7	2018-19
Airedale & Wharfedale	0.51		0.46
BD5	2.17		1.95
East Bradford	1.99		1.79

Keighley	1.20		1.08
Lister Park	1.66		1.49
South Bradford	1.52		1.37
West Bradford	2.21		1.99
District	1.46		1.31

3.1.4 Reduce Missing/Decayed and Filled Teeth in Reception

A 10% decrease in the proportion of children with missing/decayed and filled teeth in the Reception year 2018-9 vs 2014-5 is also an ambitious step change target. Dental sampling is undertaken every two years and 2016-17 data will be available in the summer term 2018 and this will demonstrate the extent to which the clusters are on track. Bradford has levels of decay that are higher than the average for England. The higher levels of decay are spread across the wards of Bowling and Barkerend, Tong, Wibsey, Little Horton, Heaton, Toller, Manningham and Keighley Central. More targeted work to improve oral health and reduce inequalities needs to be provided in these areas.

Children's centres promote improved dental health through a variety of approaches:

- The HENRY Programme, which promotes good tooth cleaning and discourages long-term bottle use and sugary drinks and sweets consumption
- Fluoride varnish application sessions are co-ordinated via the children's centres. Public Health's Oral Health Team carry out the application for children aged two and offer support when children's centres are delivering various oral health events including National Smile Month.
- The majority of staff have been trained in oral health. Families who are receiving one-to-one support are routinely asked if they and their children are registered with a dentist and, if not, encouraged and supported to register

3.1.5 Increase Smoking Quit Rates

Smoking during pregnancy is associated with a range of poor outcomes for children, including low birth weight, still birth and sudden death in infancy. All clusters now have staff trained to support parents to stop smoking. Midwives routinely check the CO2 levels of expectant mums, and with their agreement, refer to support to stop smoking at the children's centres. The target for 2017-8 is for 25% of referrals to set a quit date. From limited data available, the previous level was 17%.

As this is a new process for most clusters, we only have data for South and West Bradford at present. In South Bradford between April to September 2017, 26 out of 120 referrals set a quit date (22%) and six went on to quit smoking. In the

same time period, 8 out of 32 referrals in West Bradford set a quit date (25%) and three went on to quit smoking. Despite considerable effort by children's centres to support smoking cessation, it seems that a significant number of expectant mums change their minds about accessing support and decline support or fail to attend appointments. One-to-one support from children's centres includes prescription of nicotine replacement patches and advice about smoke-free homes, which includes consideration of other possible smokers in the household.

3.1.6 Increase Take-up of Two Year Old Places

There is evidence that take-up of the two year old entitlement is having a positive impact on educational outcomes. The gap in GLD (Good Level of Development) between those taking up a 2 year place and the non-eligible children has closed from 17% in 2015 to 8% in 2017.

The percentage of children taking up a place has increased from 71% in Summer 2017 to 76% in Autumn 2017. The number of children NOT taking up a place has reduced from 1,268 in Summer 2017 to 1,051 in Autumn 2017. However there are still significant variations in take-up rates between children's centre reach areas (Appendix II). All children's centre clusters have active outreach programmes to promote take-up of the entitlement in target areas.

41% of eligible families are non-working whereas only 31% of children taking up a place are from non-working families. These are the most disadvantaged children, so targeted work is being undertaken by Families Information Service (FIS) and the children's centres to encourage these families to take up a place.

Almost 90% of the Central and Eastern European families who have received intensive brokerage to help them find and take-up a place have successfully done so since the spring term. This work is now being expanded to encompass Arabic-speaking families as this community is increasing in Bradford.

3.1.7 Improve Children Achieving "Good Level of Development" (GLD) in Reception

Children's centres contribute towards ambitious targets for improving children's early learning. This is measured by teacher assessments of children's early learning at the end of the Reception year. Children are teacher assessed in each aspect of the Early Years curriculum and are judged against national standards as to whether they are 'emerging' (working below the standard), 'expected' (working at the standard) or 'exceeding' (working above the standard). Teacher assessments are moderated annually to ensure accuracy.

The proportion of children achieving a Good Level of Development in Bradford was 68% in 2017, a 2% point improvement on 2016 and a 19% improvement since 2013. This is 3 percentage points behind the national average of 71%; which also increased by 3% in 2017. The table below shows that children in five of the seven clusters are close to or above the Bradford average of 68% GLD; improvements are needed, most notably in West and BD5 to help meet the national average by 2020. The gap between children in receipt of Free School Meals (FSM) and those not receiving FSM has opened by 1% from 11% in 2016 to 12% in 2017. However, this gap is narrower than the national picture of 18%.

(%) Children Achieving a Good Level of Development in Reception Year

Cluster	2016 GLD all	2016 GLD FSM	2017 GLD all	2017 GLD FSM
Airedale & Wharfedale	77%	54.1%	76.5%	59.3%
BD5	57.8%	56%	61.9%	50.8%
East Bradford	65.6%	61.6%	66.8%	60.8%
Keighley	68%	59.7%	69.3%	58.7%
Lister	66%	67.1%	67%	60.9%
South	64.9%	51.1%	67.3%	55.8%
West	59.1%	52.4%	60.3%	49.2%

Girls continue to outperform boys in Bradford with 75% of girls achieving a GLD compared to 60% of boys in 2017. The gap between girls and boys of 15% remains the same in 2017 as it was in 2016. Nationally the gender gap between girls and boys reduced to 13.7%.

The number of children in Reception classes who have received funded two year old early education has been increasing. In 2017 40% of the total number of children assessed at the end of Reception had received this offer and of these children 63% achieved a GLD. This is an increase of 16% since 2015 and has closed the gap with children who did not receive the offer from 17% in 2015 to 8% in 2017. It is, therefore, a priority to continue to increase the take-up of eligible 2 year-olds into high quality provision to improve their educational outcomes; childrens centres are vital partners in doing this. It is the intention of the Local Authority to continue the pilot work on tracking our eligible 2 year-olds including throughout their statutory education to evaluate the impact of the 2 year-old offer on improving educational outcomes.

In addition to promoting take-up of funded early education places, children's centres also play a key role in promoting early language development. Early language acquisition impacts on all aspects of young children's non-physical

development. It contributes to their ability to manage emotions and communicate feelings, to establish and maintain relationships, to think symbolically, and to learn to read and write. While the majority of young children acquire language effortlessly, a significant minority do not.

The UK prevalence rate for early language difficulties is between 5% and 8% of all children, and over 20% for those growing up in low-income households. The high prevalence among disadvantaged children is thought to contribute to the achievement gap that exists by the time children enter school and continues until they leave.

It is well known that language difficulties predict problems in literacy and reading comprehension, but less well known that they may be indicative of problems in children's behaviour and mental health as well. The evidence shows that children with poor vocabulary skills at age 5 are more likely to have reading difficulties as an adult, more likely to have mental health problems, and more likely to be unemployed (Early Intervention Foundation: "Language as a Child Wellbeing Indicator" September 2017). Children's centres play a key role in the early identification of potential language delay. The clusters offer the WellComm, speech and language programme to children at age 18 months. This programme identifies children's speech and language needs early and supports practitioners in identifying the right support to put into place in partnership with parents and carers.

Bradford South children's centres are currently piloting even earlier intervention in Holme Wood. Health Visitors see all children aged 9-12 months as one of their five mandated contacts. If they have concerns regarding potential speech and language delays, they refer to the children's centre cluster for early language assessment and support. If the pilot is successful, it is hoped to roll out across the District as part of the Integrated Care Pathway.

3.2 Integrated Working with Health

Significant progress has been made in terms of integrating health visiting and children's centres in 2017. Bradford District Care NHS Foundation Trust have restructured their commissioned Health Visiting Services to align with the children's centre clusters. Each cluster now has a lead Health Visitor, and there are regular joint team meetings to develop working relationships and support referrals by health visitors for children's centre services.

Development of the Integrated Care Pathway (ICP) is overseen by a steering group which is co-chaired by a senior member of the leadership and management team from Health Visiting Services and a children's centre cluster manager and supported by a number of active working groups, with representation from children's centres, Health Visiting, Midwifery and Better Start Bradford. The working groups are currently focussing on workforce

development, data sharing and communications issues. Following the recent launch of the Local Authority Children's Services Prevention & Early Help Consultation a review on how the work streams can best support newly established working groups is being undertaken to ensure the ICP Steering Group can offer its expertise and a coordinated approach.

All seven clusters have developed integrated action plans which address joint delivery of the Healthy Child Programme and achievement of the KPIs. The Local Authority undertakes annual reviews of children's centre performance ("Annual Conversations"). The 2018 Annual Conversations will be informed by a detailed review of the seven Integrated Action Plans by both Early Years and Public Health services in March 2018.

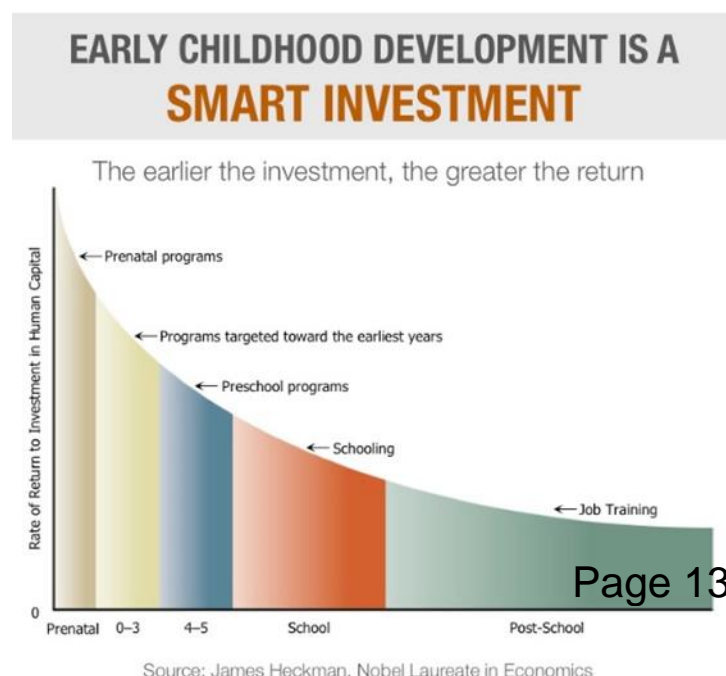
3.2 Family Support Partnerships

Last year Children's Centres family support teams received 2041 requests for service. 83% of requests were identified by the centres and their Health partners; there were also a small number of self-referrals (4%). The majority of other referrals were made through the Gateway and the Early Help hubs. Close partnership work with Social Care, Early Help, early education and childcare settings and schools are vital for ensuring support needs are identified and referrals are made at an early stage, when intervention can be most effective.

Of the 2041 service requests, 859 families were supported through a Family Support plan. 173 families went on to receive more intensive support via an extended plan, averaging 13 weeks. Children's centre family support workers work with families both in their homes and at centres and community venues.

3.3 Better Start Bradford

Children's centres are the major delivery vehicle for the Better Start Bradford programme; an opportunity to test out, and add to, the evidence base of 'what works' in improving child health and development outcomes. The intention is to scale up what works in improving outcomes across Bradford for all our young children and the learning is being integrated into the Prevention and Early Help proposals.



resources to improve children's outcomes is in pre-conception, pregnancy and the first three years of life, as it is this time when the improvement in outcomes is greatest. Children's Centres have been an essential partner in reaching families with children under 4 years.

This collaboration has been particularly strong in delivering Better Start projects which are improving nutrition and communication and language development. The Better Start Bradford programme of activities is designed to sit alongside and enhance those activities delivered by children's centres.

4. FINANCIAL & RESOURCE APPRAISAL

- 4.1 The Council's Executive published a four year financial plan aligning resources with priorities from the Council Plan on the 6 December 2016 and ratified by full Council on the 23 February 2017. The plans included detailed proposals for consultation about spending in 2017-18 and 2018-19 and indicative spending totals for 2019-2020 and 2020-21 by Council Plan Outcomes.
- 4.2 The Council is facing unprecedented pressure on its budgets whilst the demand and costs for services are rising. Changes in government funding means that from 2010 to 2020, the overall funding the Council has available will have halved whilst demand and costs are increasing; this means that we are required to deliver further significant financial savings by 2020/21. We cannot continue to deliver services in the way we do now with this level of Government cuts and with costs and demands rising.
- 4.3 The current consultation on Prevention and Early Help outlines a proposed new model to support families and communities for the future, including proposed changes to how we provide the children's centre core offer across the District.

5. RISK MANAGEMENT AND GOVERNANCE ISSUES

None arising from this report

6. LEGAL APPRAISAL

None arising from this report

7. OTHER IMPLICATIONS

None

7.1 EQUALITY & DIVERSITY

No implications arising

7.2 SUSTAINABILITY IMPLICATIONS

No implications arising

7.3 GREENHOUSE GAS EMISSIONS IMPACTS

No implications arising

7.4 COMMUNITY SAFETY IMPLICATIONS

No implications arising

7.5 HUMAN RIGHTS ACT

No implications arising

7.6 TRADE UNION

No implications arising

7.7 WARD IMPLICATIONS

This report contains information which highlight differences in outcomes for children in different parts of the District. This information forms the basis for local action planning for children's centres

7.8 AREA COMMITTEE ACTION PLAN IMPLICATIONS

Not applicable

8. NOT FOR PUBLICATION DOCUMENTS

Not applicable

9. OPTIONS

Not applicable

10. RECOMMENDATIONS

10.1 That the information in this report be noted

- 10.2 That future overview and scrutiny of arrangements for securing improved outcomes including through children's centre services will be determined by the outcomes of the Prevention and Early Help consultation and final proposals put to the Council Executive in April 2018.

11. APPENDICES

APPENDIX 1: Children's centre registration form which lists additional services available to families over and above the Integrated Care Pathway

APPENDIX 2: Take-up of two year old early education places

12. BACKGROUND DOCUMENTS

Early Intervention Foundation: "Language as a Child Wellbeing Indicator"
September 2017

<http://www.eif.org.uk/publication/language-as-a-child-wellbeing-indicator/>

Children's Centre Registration & Referral Form - November 2017

Family details			
Children's centre cluster:		GP/Medical centre:	
Family address:		Health Visitor:	
Postcode			

Main carer:			
Title		Email address	
First name		Date of birth	
Middle name		Ethnicity	
Surname		Additional needs	
Country of birth		Home phone	
Relationship to child		Mobile phone	
Languages	Spoken		<input type="checkbox"/> Basic <input type="checkbox"/> Conversational <input type="checkbox"/> Fluent <input type="checkbox"/> Interpreter required
	Read		
	Written		
<input type="checkbox"/> Pregnant - due date: <input type="checkbox"/> Asylum seeker <input type="checkbox"/> EU migrant <input type="checkbox"/> Refugee <input type="checkbox"/> Traveller			
Non-smoker: <input type="checkbox"/> Smoke free home <input type="checkbox"/> Exposure to cigarette smoke <input type="checkbox"/>			
Smoker: <input type="checkbox"/> Smoke free home <input type="checkbox"/> Exposure to cigarette smoke <input type="checkbox"/>			

Child 1 (please use legal names):					
First name		Country of birth		Current school	
Middle name		Ethnicity		Additional needs	
Surname		Date of birth			
NHS number		Home language			

Child 2 (please use legal names):					
First name		Country of birth		Current school	
Middle name		Ethnicity		Additional needs	
Surname		Date of birth			
NHS number		Home language			

Child 3 (please use legal names):					
First name		Country of birth		Current school	
Middle name		Ethnicity		Additional needs	
Surname		Date of birth			
NHS number		Home language			

Second carer:			
Title		Email address	
First name		Date of birth	
Middle name		Ethnicity	
Surname		Additional needs	
Country of birth		Home phone	
Relationship to child			

Languages	Spoken	English	<input type="checkbox"/> Basic <input type="checkbox"/> Conversational <input type="checkbox"/> Fluent <input type="checkbox"/> Interpreter required
	Read		
	Written		
<input type="checkbox"/> Pregnant - due date: <input type="checkbox"/> Asylum seeker <input type="checkbox"/> EU migrant <input type="checkbox"/> Refugee <input type="checkbox"/> Traveller			
Non-smoker: <input type="checkbox"/> Smoke free home <input type="checkbox"/> Exposure to cigarette smoke <input type="checkbox"/> Smoker: <input type="checkbox"/> Smoke free home <input type="checkbox"/> Exposure to cigarette smoke <input type="checkbox"/>			

Data Sharing Consent (please tick as appropriate):

I agree for the information I have provided above to be entered onto Bradford Council's children's centre database in order to keep me informed about services for families which may be of interest

Please tick as appropriate
☐

I agree for Bradford children's centres to record any work or contact with myself and my family on Bradford Council's children's centre database. This information will be used by children's centres and the Council to for improving health, care and services through research and planning.

☐

I agree for information from my record and my families records to be shared with Bradford Teaching Hospitals NHS Foundation Trust for improving health, care and Services through research and planning.

☐

Children's Centres in Better Start Bradford Reach only

I agree that my contact details and the name and date of birth of my child can be shared with BHT Early Education and Training so that they can contact me to offer an early language development check when my child is two years old

☐

I understand that at any time I can withdraw consent for my information to be held on the Council's database, or shared with partners by talking to the children's centre where my child is registered. I have the right of access to personal information held about me and my children by the children's centre and can request this by making an application in writing.

Signed by main carer:		Date:	
Signed by second carer:		Date:	
Worker name (please print):		Agency:	
Worker contact details:			

Referral for Children's Centre Services (excluding Family Support)

Service(s) requested- if a family needs family support please complete the Common Referral form Please tick as appropriate	
<input type="checkbox"/> General information about children's centre activities and support to engage with services	
Information about activities <input type="checkbox"/> Baby Massage: a 5 week course for babies from 6 weeks to 6 months & carers. <input type="checkbox"/> Baby Group: a weekly session for 1's & under, their parents & carers. <input type="checkbox"/> Stay & Play: sessions for parents, carers & children under 5. <input type="checkbox"/> Holiday Activities: days out & centre based activities for families with under 5's & young siblings.	
Early Learning <input type="checkbox"/> Support with bonding & attachment: Help to develop an emotional relationship with your baby. <input type="checkbox"/> Bookstart Corner: A 4 week programme delivered in the home to help your child develop a love of stories. <input type="checkbox"/> Development Movement & Play: A programme focussing on physical play (six months) <input type="checkbox"/> Early Language Development & Play: A programme focussing on language & communication (18 months) <input type="checkbox"/> Play in the Home: A programme focusing on play and learning	
Support to access early education <input type="checkbox"/> 2 year old place: Find out whether your child is eligible for a place & what the options are. <input type="checkbox"/> 3 or 4 year old place: Help choosing the right early learning place for your child.	
<input type="checkbox"/> Support for a child with additional needs	
Courses for parents <input type="checkbox"/> Family Links Nurturing: A 10 week course to help parents understand & manage feelings & behaviour & become more positive & nurturing in their relationship with children & each other. <input type="checkbox"/> Welcome to the World Antenatal Nurturing: Antenatal course for expectant parents. <input type="checkbox"/> HENRY: Health, Exercise & Nutrition for the Really Young, a 9 week course including weaning & healthy eating.	
Support for parents <input type="checkbox"/> Advice Appointment: Benefits advice sessions run by a partner agency are available at some centres. <input type="checkbox"/> Adult Education: A variety of courses run each term. Free crèches places are available. <input type="checkbox"/> Breastfeeding Support: Help with breastfeeding & weaning. <input type="checkbox"/> Home safety support: Children's centres can help identify potential risks in the home & arrange for a fire safety check. <input type="checkbox"/> Oral Health: Support to register with a dentist. <input type="checkbox"/> Information about Fluoride Varnish sessions. <input type="checkbox"/> Smoking Cessation: Help & advice to stop smoking.	
<input type="checkbox"/> Dad's & male carer's support	
<input type="checkbox"/> Volunteering: Develop skills & add to your CV by helping out at the children's centre.	

Consent to referral for children's centre services	
<i>I have obtained verbal consent from the parent(s) of this child to share the contents of this form with the children's centre and for centre staff to make contact with the parent(s)</i>	
Name of referrer	Date consent obtained

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Take-up of 2 Year Old Places across the District

Take-Up By Children's Centre Reach (Autumn 2017 versus Summer 2017)

Autumn Take-Up 2017					Summer Take-Up 2017			
Reach	S2S Aug. '17	Take Up	% Take Up	No. NOT Taking	S2S Mar. '17	Take Up	% Take Up	No. NOT Taking
Barkerend	254	153	60%	101	237	140	59%	97
Abbey Green	152	84	55%	68	148	103	70%	45
Gateway	187	128	68%	59	200	135	68%	65
Tyersal	158	103	65%	55	159	113	71%	46
Communityworks	175	122	70%	53	188	109	58%	79
Burnett Fields	138	89	65%	49	144	83	58%	61
Mortimer House	153	105	69%	48	156	114	73%	42
Midland Road	138	93	67%	45	121	80	66%	41
Canterbury	178	139	78%	39	197	137	70%	60
Woodroyd	126	87	69%	39	124	86	69%	38
Reevy Hill	147	111	76%	36	159	118	74%	41
Highfield	131	96	73%	35	136	103	76%	33
Holme Wood	125	91	73%	34	134	89	66%	45
Heaton	153	120	78%	33	135	88	65%	47
Princeville	105	72	69%	33	109	76	70%	33
Farcliffe/Lilycroft	117	85	73%	32	114	81	71%	33
St Edmund's	130	98	75%	32	149	99	66%	50
Strong Close	104	72	69%	32	98	64	65%	34
Wyke	109	77	71%	32	108	79	73%	29
Frizinghall	79	51	65%	28	100	62	62%	38
Rainbow	136	108	79%	28	114	95	83%	19
Parkland	105	78	74%	27	97	79	81%	18
Allerton	107	82	77%	25	105	83	79%	22
Woodside	138	113	82%	25	153	106	69%	47
Lidget Green	118	97	82%	21	122	101	83%	21
Owlet	99	78	79%	21	85	69	81%	16
Bierley	75	57	76%	18	74	47	64%	27
Victoria Hall	45	27	60%	18	45	27	60%	18
Crossley Hall	103	87	85%	16	114	85	75%	29
Farnham/Grange	92	80	80%	12	95	79	83%	16
Low Fold	132	121	92%	11	141	104	74%	37
Baildon	49	39	80%	10	48	26	54%	22
Hirst Wood	34	24	71%	10	45	28	62%	17
Bingley Town	49	41	84%	8	53	33	62%	20
Thornton	55	50	91%	5	63	47	75%	16
Fagley	85	81	95%	4	84	74	88%	10
Ilkley	17	13	76%	4	18	14	78%	4
Bingley Rural	36	35	97%	1	43	38	88%	5
Menston & Burley	11	15	136%	-4	15	12	80%	3
#N/A		45				34		
Rising 3s		47				22		
Total	4345	3294	76%	1051	4430	3162	71%	1268

Take-Up By Target Wards (Autumn 2017)

Ward	No. of 2Y <u>NOT</u> Taking Up a Place	% Uptake Autumn 2017 (Provisional)	<u>Significant No.</u> Children <u>NOT</u> taking up a place by Children's Centre Reach within the ward
Manningham	128	57%	Abbey Green 67 Midland Road 45
Bradford Moor	121	63%	Barkerend 63 Mortimer House 52
Bowling & Barkerend	113	66%	Barkerend 38 Communityworks 36 Tyersal 38
Little Horton	93	70%	Burnett Fields 32 Woodroyd 35 Canterbury 24
Tong	64	73%	Holme Wood 34 Bierley 18
Toller	62	76%	Farcliffe / Lilycroft 26 St Edmund's 24
Heaton	56	74%	Heaton 31 Frizinghall 24
Keighey Central	56	74%	Highfield 35 Rainbow 14
Bolton & Undercliffe	54	67%	Gateway 28 Community Works 21
City	45	79%	Princeville 31



Report of the Strategic Director of Children's Services to the meeting of the Children's Services Overview & Scrutiny Committee to be held on 14 February 2018

AB

Subject: Educational Standards 2017 – Early Years to Key Stage 5 – Final Report

Summary statement:

- This report outlines some of the key outcomes for Bradford from the 2017 national tests and teacher assessments. Much of this report is based upon the Statistical First Release (SFR) data. The 2017 national average, where available, have been included. The KS4 and KS5 data presented in this report is based on revised data published on 25th January 2018.
- Results for 2017 generally indicate that the proportion of pupils who achieve the expected standard across the range of subjects and age groups within the Primary Phase continues to rise. The rate of improvement in some measures are slightly better than the national. However, these improvements are often not sufficient enough to substantially reduce the gaps that exist with national averages.
- Bradford secondary schools have made rapid and significant improvement in outcomes in 2017, with 23 out of 31 secondary schools improving their Progress 8 score, one holding station and seven showing a decline in performance. This has enabled the authority to record an overall Progress 8 score of +0.02, just above the national average of -0.03 and classified by the DfE as 'Average'. By contrast, Bradford recorded a Progress 8 score of -0.15 in 2016, which was classified as 'Below Average' by the DfE.

Michael Jameson
Strategic Director

Portfolio:
Education, Employment and Skills

Report Contact:
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Education, Employment & Skills
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E-mail: judith.kirk@bradford.gov.uk

Overview & Scrutiny Area:
Children's Services

1. Summary

- 1.1 The proportion of pupils achieving a Good Level of Development by the end of the reception year continues to rise. The gap with the national figure is similar to that reported in 2016 (-3%).
- 1.2 Eight out of every ten Year 1 pupils met the expected standard in Phonics in 2017. This was a +1% increase on 2016 resulting in the gap with the national being reduced to -1%.
- 1.3 Bradford's Key Stage 1 results have improved in 2017 in the new expected standard performance measures in reading, writing and maths. The provisional national results improved faster in writing so that the gap in this subject has increased slightly.
- 1.4 At the end of Key Stage 2 the proportion of pupils achieving the expected standard in all of reading, writing and mathematics has improved from 47% in 2016 to 57% in 2017. The improved rate of improvement has resulted in the narrowing of the gap with the national average.
- 1.5 The performance of the Local Authority compared to all other Authorities has improved across all subjects at the end of Key Stage 2 with the exception of writing.
- 1.6 At the end of Key Stage 2, Bradford's ranking against its statistical neighbours has improved in all subject areas except in writing.
- 1.7 The outcomes at Key Stage 4 are complicated by the changing nature of the examination system and the provisional data indicate improving outcomes particularly in Progress 8 ranking. Bradford is ranked 54th out of 151 Local Authorities and is the 4th most improved authority.
- 1.8 Key Stage 5 outcomes for the new A level, Applied General and Tech Level measures indicate an improvement in the Academic and A level.

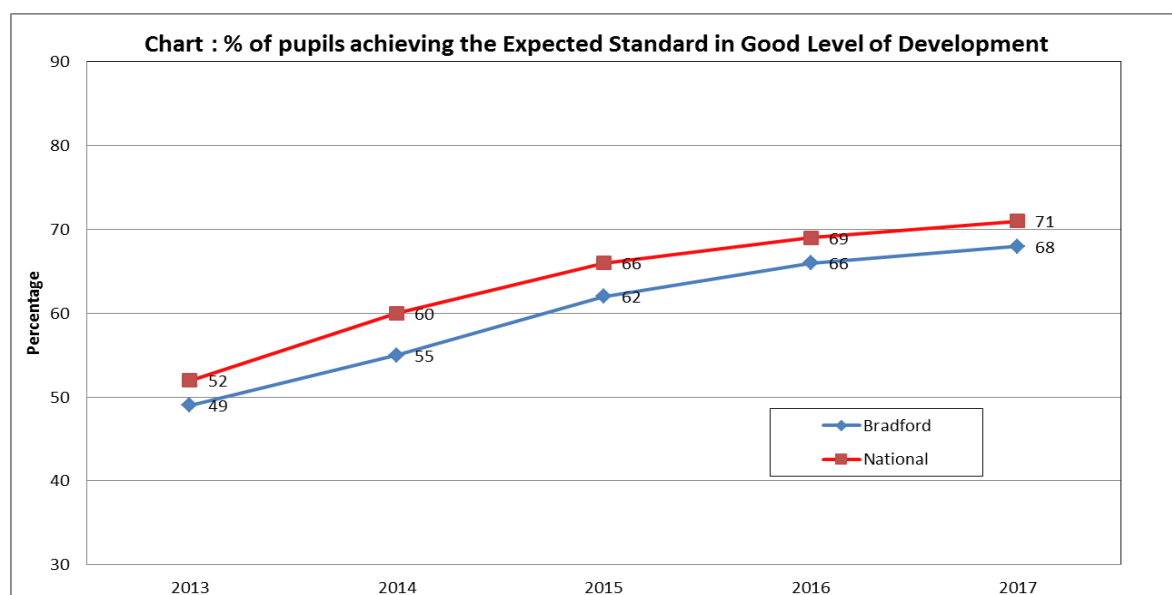
2. BACKGROUND

- 2.1 This report provides a summary of performance for children and young people attending Bradford schools at the following key stages:
 - Early Years Foundation Stage – 5 year olds
 - Key Stage 1 – 7 year olds
 - Key Stage 2 – 11 year olds
 - Key Stage 4 – 16 year olds
 - Key Stage 5 – 18 Year olds
- 2.2 In 2016 the DfE made considerable changes to the performance and accountability frameworks for Primary (Key Stage 1 and Key Stage 2), Secondary (Key Stage 4) and Post 16 (Key Stage 5). Consequently this report contains the results for the first two years of these new arrangements. These results are not comparable with the measures which existed before 2016. There have been further changes to the Key Stage 4 examination system this summer. A summary of the new GCSE arrangements has been included in Appendix 1 and the provisional outcomes for both Key Stages 4 and 5 have been included in this report.
- 2.3 The results for Early Years and Key Stages 1 and 2 involve 105 LA maintained primary schools and 56 primary academies/free schools and for Key Stage 4 involve 7 LA maintained secondary schools and 26 academies/free schools.

3. OTHER CONSIDERATIONS: REPORT ISSUES

Early Years Foundation Stage (EYFS) Outcomes 2017

- The rising trend in the percentage of Bradford pupils achieving a Good Level of Development (GLD) has been maintained since the introduction of the new assessment framework for the EYFS in 2013. There has been a +2% increase since 2016, +6% over the last three year period. The gap to the national figure is -3%, the same as it was in 2016.
- Early Years literacy was an area for improvement in 2016-17 and the trend in the proportion of pupils in meeting the expected standard in both reading and in writing is rising, as are the national results.
- Girls continue to outperform the boys but the rate of improvement for the boys is better than that for the girls indicating the positive impact of the Early Years initiatives targeting boys' achievement.
- There continues to be a significant gap between the performance of the FSM and non FSM children and is an area being closely monitored and challenged by the Early Years Learning Team.
- The 2017 SEN performance data show the closing of the gap with national and Bradford's SEN children's rate of improvement in Good Level of Development to be better than similar children nationally.



% of pupils achieving the Expected Standard in Good Level of Development

% Good Level of Development	2015	2016	2017	Improvement 2015-2017
Bradford	62	66	68	+6
National	66	69	71	+5
Gap:	-4	-3	-3	

% Bradford Pupils achieving the expected standard in Reading and Writing

% at the expected standard	Reading 2015	Reading 2016	Reading 2017	Writing 2015	Writing 2016	Writing 2017
Bradford	68	71	72	65	68	69
National	76	77	77	71	73	73
Gap:	-8	-6	-5	-6	-5	-4

EYFSP Good Level of Development Gender Gap

% Good Level of Development	2015	2016	2017	Improvement 2015-2017
Girls Bradford	71	74	75	+4
Girls National	74	77	78	+4
Gap	-3	-3	-3	

% Good Level of Development	2015	2016	2017	Improvement 2015-2017
Boys Bradford	53	59	60	+7
Boys National	59	62	64	+5
Gap	-6	-3	-4	

% of FSM and Non FSM Children Achieving A Good Level of Development

% Good Level of Development	2015	2016	2017	Improvement 2015-2017
FSM	51	54	56	+5
Non FSM	69	72	73	+4
Gap	18	18	17	

% of Children with SEND Achieving A Good Level of Development

% Good Level of Development	2015	2016	2017	Improvement 2015-2017
Bradford SEN Support	22	25	29	+7
National SEN Support	24	26	27	+3
Gap	-2	-1	+2	
Bradford EHCP	1	2	3	+2
National EHCP	4	4	4	0
Gap	-3	-2	-1	

- The number of children who have received the 'two year old offer' has been increasing year on year. In 2017 40% of children assessed had received this offer and of these 63% achieved a GLD. This is a 16% increase from 2015 and the gap between the eligible and non-eligible have been narrowed from 17% in 2015 to 8% in 2017.

% of 2 Year Offer Pupils Achieving A Good Level of Development

% Good Level of Development	2015	2016	2017	Improvement 2015-2017
Eligible 2 Year Offer Pupils	47	60	63	+16
Non Eligible 2 Year Offer Pupils	64	69	71	+7
Gap	17	9	8	

Deprivation - this includes the number and percentage of children who are in the 30% most economically deprived wards in the country who live in Bradford. There were 5285 children in the 30% most deprived wards in Bradford being assessed in 2017 which accounts for 68% of the total number of children assessed at the end of the Foundation Stage. There has been little change over the last 3 years in the percentage of these children achieving a GLD.

30% Most Deprived Children Achieving A Good Level of Development

% Good Level of Development	2015	2016	2017	Improvement 2015-2017
Deprived Children	56	61	57	+1

Mean average points score

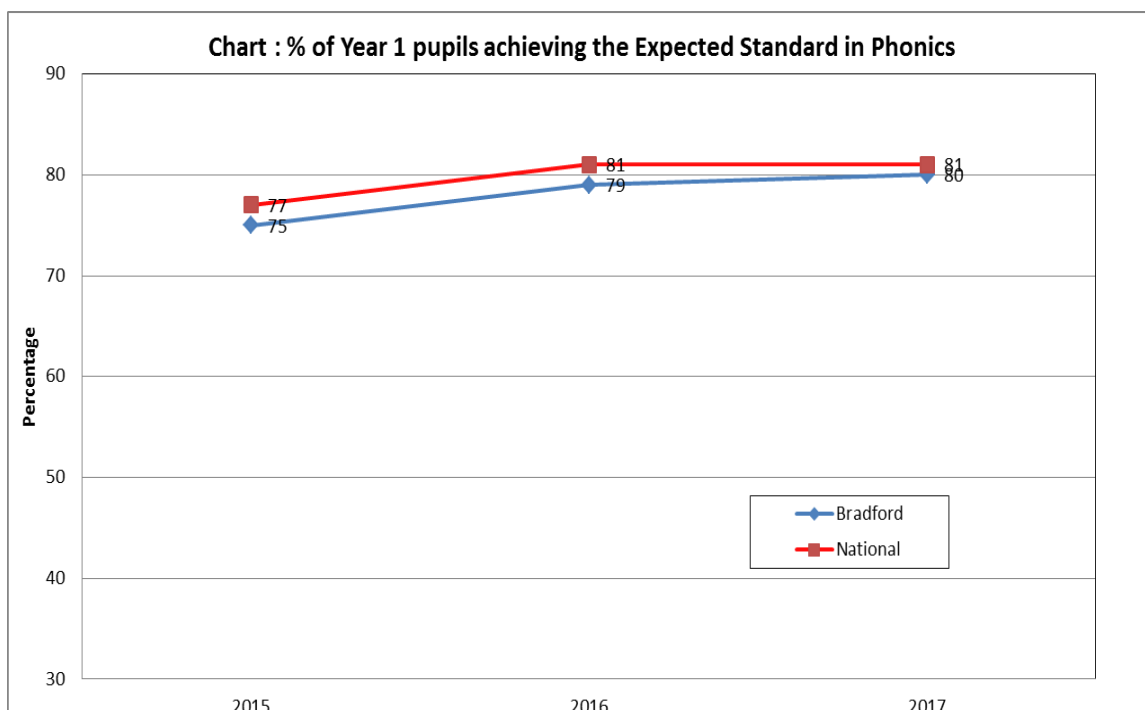
The DfE report a supporting measure which is the mean average point score; this is calculated across all 17 Early Learning Goals (ELGs) and takes account of all children's results, not just those who have achieved the GLD. The Bradford result improved very slightly in 2017 to 33.8 points from 33.7 points in 2016. The 2017 national average is 34.5 points.

Summary

The overall outcomes in the Early Years show an improving picture but there is still more to be done to reach the national average. Children's Services continue working with its partners including the Literacy Hub in Bradford to tackle boys' underperformance in reading and writing; Better Start Bradford to look at early intervention with children from 0-2 years-of-age to tackle early language development; two Teaching School Alliances to target primary schools with wide gender gaps between boys and girls and those who have large gaps for the most disadvantaged children. There has been a +16% improvement in the GLD for eligible 2 year-olds and it remains a priority to improve the take-up of early education for all eligible 2 year-olds across the district in order to improve their educational outcomes.

Phonics outcomes 2017

- A slightly higher proportion of Year 1 pupils achieved the required standard in Phonics in 2017, with a +1% increase in Bradford figures between 2016 and 2017. The gap with the provisional national average of 81% has now fallen to -1%.
- Girls continue to perform better than boys although the boys' rate of improvement is better than that of the girls and boys nationally.



% Year 1 and Year 2 pupils meeting the expected standard in Phonics

Phonics		2015	2016	2017	Improvement 2015-2017
Achieving Phonics Standard by the end of Year 1	Bradford	75	79	80	+5
	National	77	81	81	+4
	Gap	-2	-2	-1	
Achieving Phonics Standard by the end of Year 2	Bradford	87	90	91	+4
	National	90	91	92	+2
	Gap	-3	-1	-1	
Phonics Standard Score (set by DfE)		32	32	32	

Phonics Gender Gap

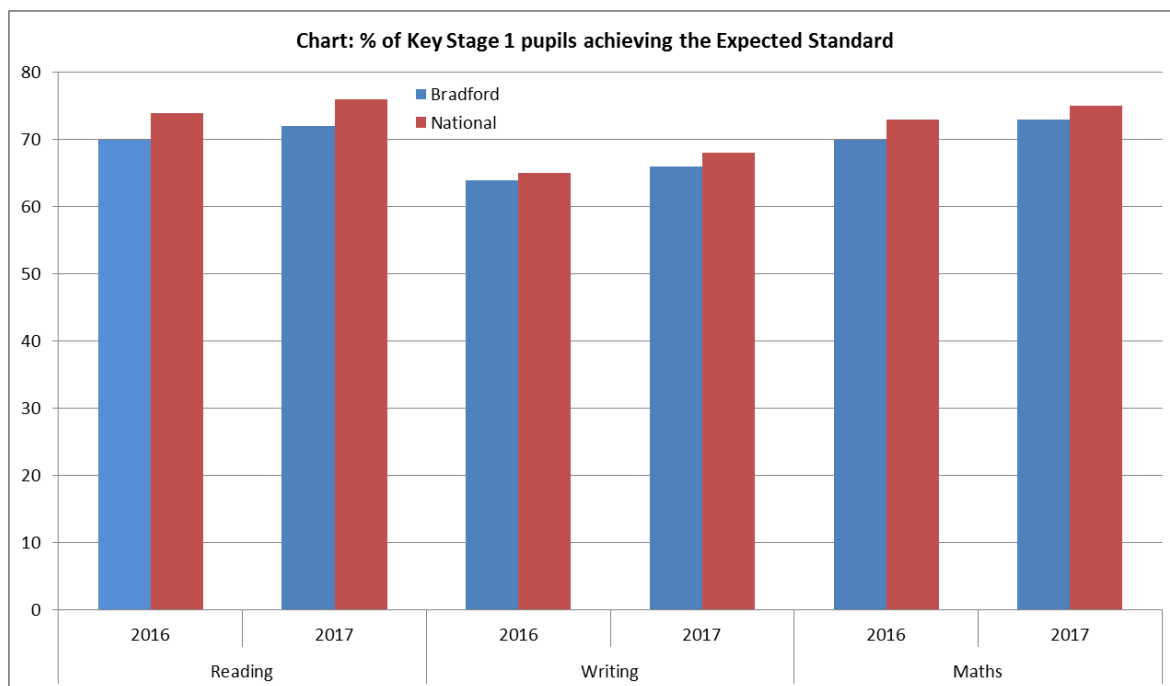
% Passing the screening check	2015	2016	2017	Improvement 2015-2017
Girls Bradford	80	84	84	+4
Girls National	81	84	85	+4
Gap	-1	0	-1	

% Passing the screening check	2015	2016	2017	Improvement 2015-2017
Boys Bradford	70	74	76	+6
Boys National	73	77	78	+5
Gap	-3	-3	-2	

To increase the proportion of children passing the phonics screening checks, the Primary Achievement Team identified schools with scores of 10% or more below the national average, monitored and challenged the practices observed. The identified schools were also encouraged to learn from best practice in other better performing schools. The impact of this monitoring exercise is improved phonics outcomes in most of the targeted schools.

Key Stage 1 outcomes 2017

- The proportion of pupils achieving the expected standard in each of reading and writing has risen by +2% and in mathematics by 3%. In reading the gap to the national average remains the same as in 2016. In writing the gap has widened slightly to -2% and in mathematics it has reduced by one percentage point to -2%



% of pupils achieving the Expected Standard reading, writing and maths

% Expected Standard	Reading			Writing			Maths		
	2016	2017	Imp	2016	2017	Imp	2016	2017	Imp
Bradford	70	72	+2	64	66	+2	70	73	+3
National	74	76	+2	65	68	+3	73	75	+2
Gap	-4	-4		-1	-2		-3	-2	

Performance of different groups of children at the end of KS1 in 2017:

- Girls continue to outperform boys in all three subject areas. The largest difference in attainment by gender continues to be in writing with a gap of 13 percentage points.
- The disadvantaged pupils have done better than similar pupils nationally but there remains a gap between the performance of the disadvantaged and non-disadvantaged and the aim is to further reduce this gap.
- The FSM pupils' performances reflect that of the disadvantaged pupils.
- The groups of children who have performed in line with or better than similar pupils nationally in all three subject areas are those of Bangladeshi, Pakistani, White and Black African, White and Black Caribbean and Irish Traveller heritage.

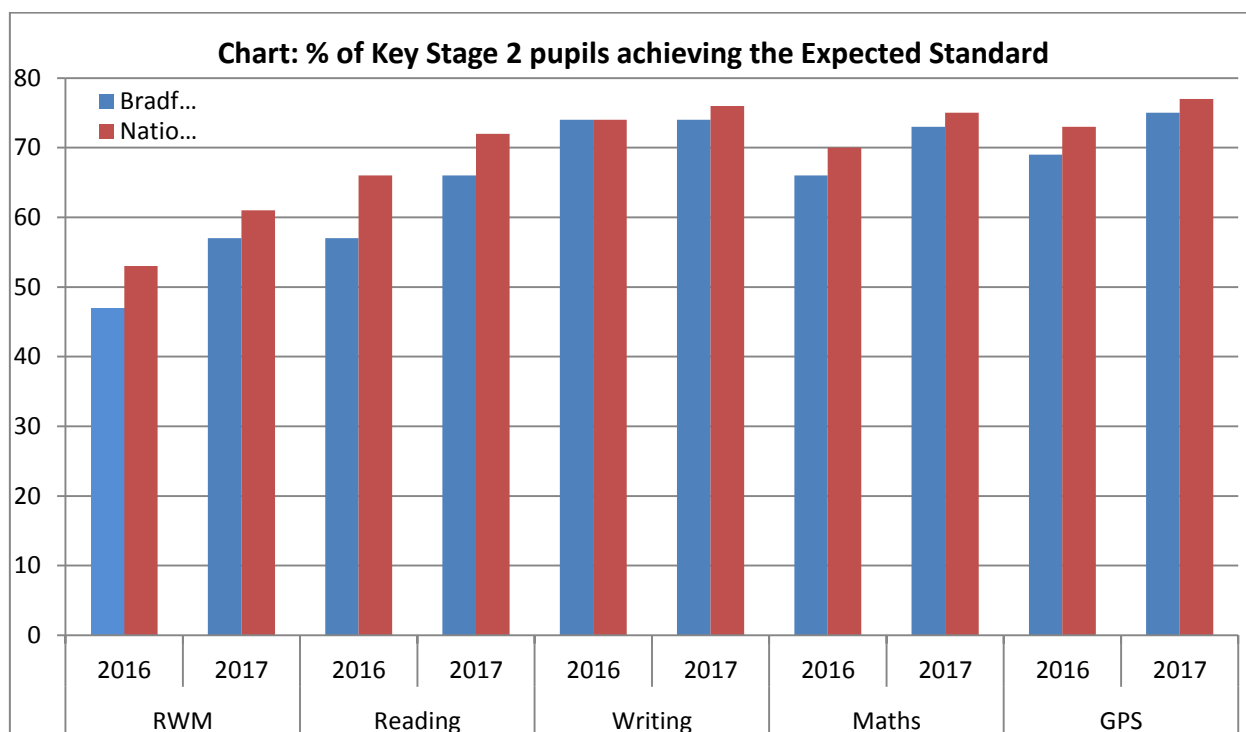
	2017 KS1 – % Pupils Achieving Expected Standard								
	Reading (%)			Writing (%)			Maths (%)		
	Bradford	National	Gap	Bradford	National	Gap	Bradford	National	Gap
All	72	76	-4	66	68	-2	73	75	-2
Girls	77	80	-3	74	75	-1	75	77	-2
Boys	67	72	-5	59	62	-3	70	74	-4
Disadvantaged									
Disadvantaged	62	62	0	56	53	3	63	60	3
Non Disadvantaged	75	78	-3	69	70	-1	75	77	-2
Free School Meals									
FSM	62	61	1	55	52	3	62	60	2
Non FSM	74	78	-4	69	71	-2	75	78	-3
Special Education Needs									
SEN Support	31	34	-3	23	23	0	33	35	-2
EHC Plan	8	14	-6	5	9	-4	9	14	-5
Non SEN	81	84	-3	75	77	-2	81	83	-2
English as Additional Language									
EAL	68	72	-4	64	67	-3	70	74	-4
Non EAL	75	77	-2	67	69	-2	74	76	-2
Ethnicity									
Bangladeshi	79	75	4	72	70		81	76	5
Indian	79	84	-5	76	80	-4	80	85	-5
Pakistani	73	72	1	70	66	4	75	72	3
Any other Asian background	76	78	-2	71	74	-3	71	80	-9
Black African	73	78	-5	66	72	-6	71	75	-4
Black Caribbean	71	74	-3	65	66	-1	71	68	3
Any other Black background	60	74	-14	50	68	-18	70	70	0
Chinese	75	84	-9	100	82	18	88	91	-4
Any other Mixed Background	70	78	-8	63	71	-8	72	77	-5
White & Asian	67	81	-14	64	75	-11	68	80	-12
White & Black African	85	77	8	77	71	6	69	75	-6
White & Black Caribbean	74	73	1	58	64	-6	67	70	-3
Info not obtained	71	73	-2	76	66	10	71	73	-2
Any other Ethnic Group	64	68	-4	61	64	-3	69	72	-3
Refused	76			76			88		
White British	75	76	-1	67	68	-1	74	76	-2
Irish	70	77	-7	50	68	-18	90	75	15
Traveller - Irish	50	34	16	75	26	49	75	35	40

Heritage									
Any other White background	50	70	-20	46	64	-18	59	75	-16
Roma/Roma Gypsy	9	28	-19	8	22	-14	14	30	-16

Key Stage 2 outcomes 2017

Expected standard

- In the main performance measure, the percentage of pupils meeting the expected standard in all of reading, writing and mathematics (RWM), increased by +10% in 2017. The gap with the unvalidated national average is now -4%. (-6% in 2016). Further improvements in reading results are needed to help to reduce this gap further.
- The proportion of pupils achieving the expected standard in reading rose by +9% this year. This rise means that the difference with the unvalidated national average has fallen from -9% in 2016 to -6% in 2017.
- The proportion of pupils achieving the expected standard in mathematics rose by +7% this year. This rise means that the difference with the unvalidated national average has fallen from -4% in 2016 to -2% in 2017. A similar picture is reflected in Grammar, Punctuation and Spelling.
- 74% of pupils achieved the expected standard in writing, the same as 2016. The gap to the unvalidated national average is now -2%.
- With the exception of writing, the rate of improvement from 2016 to 2017 in all subject areas is better than that seen nationally.



% Expected Standard	RWM		Reading		Writing		Maths		GPS	
	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017
Bradford	47	57	57	66	74	74	66	73	69	75
National	53	61	66	72	74	76	70	75	73	77
Gap	-6	-4	-9	-6	0	-2	-4	-2	-4	-2

% Expected Standard improvement 2016 to 2017	RWM	Reading	Writing	Maths	GPS
Bradford	+10	+9	0	+7	+6
National	+8	+6	+2	+5	+4

Performance of different groups of children at the end of KS2 in 2017:

- Girls continue to outperform boys in all three subject areas. The largest difference in attainment by gender continues to be in writing with a gap of 12 percentage points.
- The disadvantaged pupils have performed broadly in line with similar pupils nationally in maths and writing. However, there remains a gap between the performance of the disadvantaged and non-disadvantaged in all three subject areas and the aim is to further reduce this gap.
- The FSM pupils' performances reflect that of the disadvantaged pupils.
- The groups of children who have performed in line with or better than similar pupils nationally in all three subject areas are those of Pakistani, Black Caribbean, White and Black Caribbean, any other ethnic group and Irish heritage.

2017 KS2 – % Pupils Achieving Expected Standard									
	Reading (%)			Writing (%)			Maths (%)		
	Bradford	National	Gap	Bradford	National	Gap	Bradford	National	Gap
All	66	72	-6	74	76	-2	73	75	-2
Girls	69	75	-6	80	82	-2	73	75	-2
Boys	63	68	-5	68	70	-2	72	75	-3
Disadvantaged									
Disadvantaged	55	60	-5	65	66	-1	63	63	0
Not Disadvantaged	73	77	-4	80	81	-1	79	80	-1
Free School Meals									
FSM	52	55	-3	61	61	0	59	59	0
Not FSM	69	74	-5	78	78	0	76	78	-2
Special Education Needs									
SEN Support	33	37	-4	34	34	0	40	41	-1
EHC Plan	10	15	-5	9	13	-4	12	15	-3
Not SEN	75	80	-5	86	86	0	82	83	-1
English as Additional Language									
EAL	62	65	-3	74	74	0	72	76	-4
Not EAL	69	73	-4	75	77	-2	73	75	-2
Ethnicity									
Bangladeshi	64	71	-7	82	81	1	78	80	-2

Indian	77	76	1	85	85	0	84	86	-2
Pakistani	65	63	2	77	75	2	75	74	1
Any other Asian background	60	73	-13	74	81	-7	68	84	-16
Black African	54	71	-17	65	79	-14	60	77	-17
Black Caribbean	75	66	9	82	72	10	68	67	1
Any other Black background	70	67	3	60	75	-15	70	71	-1
Chinese	78	80	-2	67	85	-18	89	92	-3
Any other Mixed Background	63	74	-12	71	79	-8	68	77	-9
White & Asian	66	78	-12	66	82	-16	64	81	-17
White & Black African	74	73	1	70	77	-7	65	75	-10
White & Black Caribbean	72	69	3	78	73	5	74	68	6
Info not obtained	57	60	-3	57	62	-5	57	63	-6
Any other Ethnic Group	68	63	5	72	72	0	81	76	5
Refused	92			85			85		
White British	69	73	-4	74	77	-3	72	75	-3
Irish	82	79	3	82	80	2	82	80	2
Traveller - Irish Heritage	33	35	-2	33	36	-3	33	34	-1
Any other White background	50	63	-13	59	70	-11	60	74	-14
Roma/Roma Gypsy	12	26	-14	18	31	-13	29	31	-2

Expected Standard Ranking

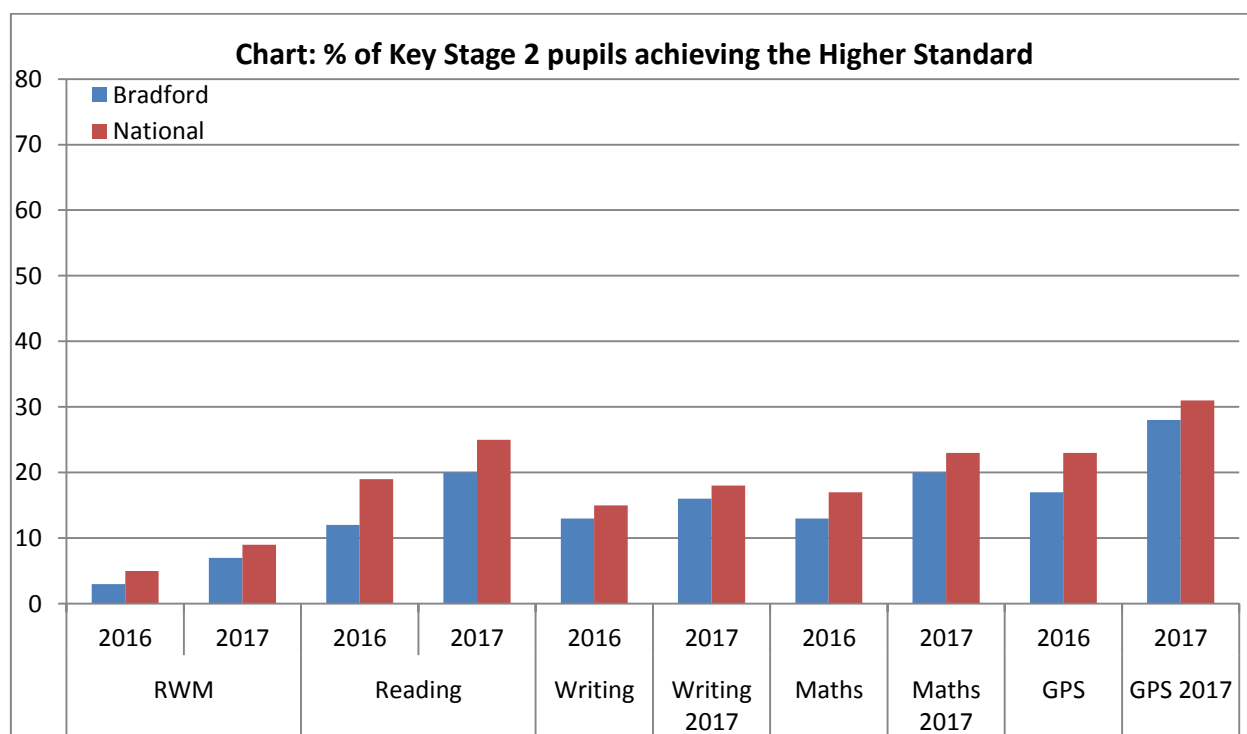
A comparison is made between the performance of Bradford and of all other Local Authorities. The Statistical First Release (SFR) for Key Stage 2 2017 results indicate:

- RWM results ranks Bradford in 124th position out of the 152 Local Authorities nationally which is 15 places higher than 2016.
- Reading results ranks Bradford in 139th position out of the 152 Local Authorities nationally which is 9 places higher than 2016.
- Mathematics results ranks Bradford in 103rd position out of the 152 Local Authorities nationally which is 22 places higher than 2016.
- Writing results ranks Bradford in 119th position out of the 152 Local Authorities nationally which is 38 places lower than 2016.
- GPS results ranks Bradford in 115th position out of the 152 Local Authorities nationally which is 12 places higher than 2016.
- Bradford's ranking against its statistical neighbours has improved in all subject areas except in writing as illustrated below.

Statistical Neighbours ranking	RWM		Reading		Writing		Maths		GPS	
Local Authority	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017
Bradford	9	5	10	7	3	6	9	5	8	7
Blackburn with Darwen	4	3	3	4	3	4	2	1	3	1
Bolton	1	1	2	2	1	1	1	1	2	1
Derby	8	9	7	9	8	10	10	8	8	8
Kirklees	7	5	3	5	10	6	7	5	8	6
Oldham	9	5	9	5	11	6	6	3	5	3
Peterborough	11	11	11	11	8	11	11	10	11	11
Rochdale	4	8	3	7	7	4	4	8	3	3
Sheffield	3	3	3	2	3	1	5	3	6	8
Telford and Wrekin	1	1	1	1	3	1	3	5	1	3
Walsall	6	10	7	9	1	6	7	10	6	8

Higher standard

- The proportion of pupils achieving the higher standard increased in all subjects this year. The increase was modest in writing but more substantial in the other subjects, particularly GPS where the proportion rose by +11%.



% Higher attaining	RWM 2016	RWM 2017	Reading 2016	Reading 2017	Writing 2016	Writing 2017	Maths 2016	Maths 2017	GPS 2016	GPS 2017
Bradford	3	7	12	20	13	16	13	20	17	28
National	5	9	19	25	15	18	17	23	23	31
Gap	-2	-2	-7	-5	-2	-2	-4	-3	-6	-3

Progress Measures

- Value Added progress between Key Stage 1 and Key Stage 2 is above average in reading (+0.1) which is an increase on the 2016 figure of -0.7, writing (+1.0) which is the same as in 2016 and maths (+0.8) which is an increase on the 2016 figure of +0.3.

KS2 Progress Measures for 2016 and 2017

	2016	2017
Reading	-0.7	0.1
Writing	1.0	1.0
Mathematics	0.3	0.8

Primary Issues and actions

- The key issues for primary schools in the district remain the need to continue to raise attainment and accelerate progress in all subject areas across both key stages.
- The Information Management Team (IMT) has revised and improved the school data packs. These are enabling school leaders and governors to analyse the performance of the different groups of children against the national figures at the start of the academic year rather than at the end of the autumn term.
- School leaders and governors are encouraged to use the assessment information to challenge low expectations and low aspirations and model high expectations of pupils in their care.
- Schools are encouraged to provide appropriate and effective interventions and use a more rigorous monitoring and evaluation system in order to accelerate pupil progress.
- The services, schools and partners focus in 2017 has been the teaching of reading and writing at all key stages in the primary phase. A number of projects including Our Stories, KS2 reading programmes and the raising of boys' achievement were delivered and their impact evidenced in the improving literacy outcomes.
- The LA is keen for the sector led system to become well established and effective and therefore outcomes for the different groups of pupils are shared on a regular basis with the primary partnerships and the Teaching School Alliances. This is enabling them to commission or deliver appropriate professional development opportunities and effective school to school support.

Key Stage 4 Outcomes 2017

- A new secondary school accountability system at Key Stage 4 (KS4) was introduced in 2016. Further changes came into force this summer. A summary of the new arrangements can be found in Appendix 1.
- The data below was revised on 25th January 2018. Bradford's overall Progress 8 score rose significantly from 2016 to 2017, moving from being 'Below Average' at -0.15 in 2016 to being 'Average' at +0.02 according to DFE classifications. This score ranked Bradford 54th out of 151 local authorities nationally.

	Attainment 8 (%)		Progress 8		Basics 9-4 (%)		Basics 9-5 (%)	
	2016	2017	2016	2017	2016	2017	2016	2017
Bradford	45.7	42.4	-0.15	+0.02	52.1	56.1		35.1
National	48.5	44.6	-0.03	-0.03	59.3	59.1		39.6
Gap	-2.8	-2.2	-0.12	+0.05	-7.2	-3.0		-4.5

	KS4 2017			
	Attainment 8	Progress 8	Basics 9-4 (%)	Basics 9-5 (%)
All	42.4	+0.02	56.1	35.1
Girls	44.9	+0.22	59.2	36.9
Boys	39.8	-0.19	53.1	33.4
Disadvantaged				
Disadvantaged	35.6	-0.23	41.1	23.6
Not Disadvantaged	46.2	+0.16	64.6	41.6
Free School Meals				
FSM	34.7	-0.30	39.5	23.0
Not FSM	44.2	+0.09	60.1	38.0
Special Education Needs				
SEN Support	27.9	-0.42	22.1	9.6
EHC Plan	10.7	-0.96	10.3	4.1
Not SEN	45.9	+0.12	63.5	40.5
English as Additional Language				
EAL	40.4	+0.27	53.9	33.0
Not EAL	43.4	-0.11	57.4	36.3
Ethnicity				
Bangladeshi	45.5	+0.60	65.6	41.1
Indian	50.4	+0.62	66.9	50.4
Mirpuri Pakistani	39.9	+0.11	51.8	30.7
Other Pakistani	43.5	+0.28	59.2	38.4
Any other Asian background	45.4	+0.29	62.9	41.2
African	44.4	+0.45	52.8	35.8
Black Caribbean	41.2	+0.20	47.6	19.0
Any other Black background	47.0	+0.07	60.0	40.0
Chinese	57.2	1.01	70.0	70.0
Any other Mixed Background	41.9	+0.02	55.4	27.7
White/Asian	37.3	-0.33	41.0	24.1
White/Black African	51.6	+0.31	69.2	46.2
White/Black Caribbean	40.4	-0.57	49.2	35.4
Info not obtained	31.1	-0.34	30.0	6.7
Any other Ethnic Group	32.3	-0.37	35.7	17.9
Refused	48.5	+0.43	86.4	50.0
White British	43.0	-0.23	56.8	35.3
Irish	43.1	-0.31	40.0	40.0
Traveller - Irish Heritage	23.3	-0.60	50.0	0.0
Any other White background	39.7	+0.50	49.7	29.5
Roma/Roma Gypsy	14.1	-0.57	7.0	2.8

In Progress 8 Bradford also fared well compared to our statistical neighbours, as shown below:

Rank	Local Authority	Progress 8 Score
1	Blackburn with Darwen	+0.11
2	Bradford	+0.02
3	Sheffield	+0.01
4	Kirklees	-0.02
5	Peterborough	-0.07
6	Telford and Wrekin	-0.12
7	Rochdale	-0.17
8	Derby	-0.18
9	Oldham	-0.2
10=	Bolton	-0.25
10=	Walsall	-0.25

Bradford also was one of the most improved local authorities, being the joint 4th most improved authority nationally. This can be seen in the table below, comparing improvement against statistical neighbours.

Rank	Local Authority	Progress 8 Improvement
1	Bradford	+0.17
2	Oldham	+0.14
3	Kirklees	+0.09
4	Telford and Wrekin	+0.03
5=	Blackburn with Darwen	0
5=	Sheffield	0
7	Derby	-0.01
8	Walsall	-0.01
9	Peterborough	-0.04
10	Bolton	-0.05
11	Rochdale	-0.09

Key Stage 5 Outcomes 2017

- In 2016 the existing Key Stage 5 (KS5) performance table measures were replaced. Results are now published relating to four cohorts of students in each school or provider (where applicable): A level, academic, applied general and tech level.
- As a result of the changes to performance table measures and methodology, 2016 and 2017 results are not directly comparable with previous years.

	Academic 2016	Academic 2017	A Level 2016	A Level 2017	Technical Level 2016	Technical Level 2017	Applied General Qualifications 2016	Applied General Qualifications 2017
Bradford	26.9	27.7	26.9	27.6	32.8	33.1	38.4	38.6
National	31.8	32.7	31.5	32.4	30.8	32.3	34.7	35.7
Gap	-4.9	-5.0	-4.6	-4.8	+2.0	+0.8	+3.7	+2.9

4. FINANCIAL & RESOURCE APPRAISAL

- 4.1 The development of a school led system and the increased number of academies has resulted in a reduction in the local authority teams associated with school improvement.

5. RISK MANAGEMENT AND GOVERNANCE ISSUES

- 5.1 The increased emphasis of the Ofsted inspection framework on safeguarding has added additional pressures to the existing primary school improvement team.

6. LEGAL APPRAISAL

- 6.1 The Local Authority has statutory duties to ensure that efficient education is available to meet the needs of the population of the area; ensure that its education functions are exercised with a view to promoting high standards ensuring fair access to opportunity for education and learning, and promote the fulfilment of learning potential; and secure that the provision of sufficient schools for providing primary and secondary education are available for its area.
- 6.2 Where a school is failing to provide adequate education it can be eligible for intervention by the Local Authority or the Secretary of State under the Education and Inspections Act 2006. A school placed in an Ofsted category will receive the notification for conversion to a sponsored academy. Local Authorities must have regard to the Schools Causing Concern statutory guidance. The guidance details the role of Local Authorities in delivering school improvement for maintained schools and academies. It also includes guidance on "coasting schools". If a school satisfies the definition of being a coasting school, the Regional Schools Commissioners will consider what interventions or actions are necessary to bring about sufficient improvement in those schools.

7. OTHER IMPLICATIONS

7.1 EQUALITY & DIVERSITY

Not applicable.

7.2 SUSTAINABILITY IMPLICATIONS

Not applicable.

7.3 GREENHOUSE GAS EMISSIONS IMPACTS

Not applicable.

7.4 COMMUNITY SAFETY IMPLICATIONS

Not applicable.

7.5 HUMAN RIGHTS ACT

Not applicable.

7.6 TRADE UNION

Not applicable.

7.7 WARD IMPLICATIONS

Not applicable.

8. NOT FOR PUBLICATION DOCUMENTS

8.1 None

9. OPTIONS

Not applicable.

10. RECOMMENDATIONS

10.1 That Overview and Scrutiny Committee receives this report on the performance of Bradford's Children and Young People in Key Stage tests for 2017.

10.2 Members are asked to continue to encourage families in their wards to become more actively engaged with their children's learning and attendance in order to further improve their children's learning capacity and resilience.

11. APPENDICES

11.1 Changes to the Key Stage 4 Examination system explained.

12. BACKGROUND DOCUMENTS

12.1 None

Appendix 1 : Changes to the Key Stage 4 Examination system explained.

GCSEs in England are being reformed and will be graded with a new scale from 9 to 1, with 9 being the highest grade. Results in England this summer will receive a mixture of number and letter grades - English language, English literature and maths are the first subjects to use the new number system, with most other subjects adopting numbers by 2019. Eventually all GCSEs taken in England will receive numerical grades.

The Department for Education recognises grade 4 and above as a 'standard pass' which is the equivalent of an old grade C. A grade 5 and above is recognised as a 'strong pass' which is the equivalent of an old grade C+.

The old and new grading scales do not directly compare. A grade 5 and above ('strong pass') is not comparable to the old grade C, and therefore no comparisons can be made to previous years for this measure.

The headline accountability measures that were introduced in 2016 remain the same (although some grades are expressed numerically rather than letters):

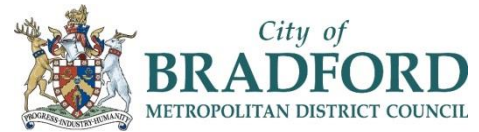
Progress 8; Attainment 8; percentage of pupils achieving at least a grade 5 (C or above) in English and maths; percentage of pupils entering the English Baccalaureate; and percentage of pupils achieving the English Baccalaureate.

Attainment 8 measures a student's average grade across eight subjects – the same subjects that count towards Progress 8. This measure is designed to encourage schools to offer a broad, well-balanced curriculum.

The eight subjects fit into three groups:

- English and maths. These are double-weighted, which means they count twice.
- English Baccalaureate (Ebacc). These are the highest scores from the sciences, computer science, geography, history and languages.
- Open group. Any remaining GCSEs and other approved academic, arts or vocational qualifications.

Source : Information Management Team
Contact Officer : Jonny Trayer.



Report of the Strategic Director Children's Services to the meeting of Children's Overview & Scrutiny Committee to be held on 14 February 2018.

AC

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

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.

2.0 BACKGROUND

At its meeting of the 20 June 2017 Executive received a report of the Strategic Director of Children's Services (**Executive Document "D"**) which sought Executive's approval to consult on proposals for SEND Transformation 0-25 and to authorise the Strategic Director Children's Services, in consultation with the Portfolio Holder to implement the proposals, following the consultation period.

Executive resolved as follows:

- (1) That a period of formal consultation be approved with partners, stakeholders, staff, children, and their families on the proposals set out in Document "D" to develop a new model for SEND provision which will divide the district into two localities each providing 50 early years' specialist places alongside mainstream places for young children. These places will be in addition to early years places provided at special schools in the district.**
- (2) That the Strategic Director Children's Services in consultation with the Portfolio Holder be given delegated authority to implement the proposals subject to the consultation response and to report back as appropriate. This delegated authority shall include authority to execute all necessary contractual and supporting documents needed to effect the final proposals.**

At its meeting of the 9 January 2018 the Executive received a report of the Strategic Director of Children's Services (**Executive Doc "AQ"**) which provided an update on the consultation and, as a result of feedback from the initial consultation, changed proposed options for restructuring the current SEND specialist teaching support services into a 0-25 Inclusive Education Service as outlined in the SEND Code of Practice.

Executive resolved as follows:

- (1) That Option 3 as set out in Document "AQ" be accepted as the preferred option for consultation.**

(2) That a period of consultation be approved from 17 January 2018 to 28 February 2018 with children, young people, families, partners, stakeholders, staff and all interested parties, see Appendix 4 to Document “AQ”.

(3) That be a further report be received by the Executive in April 2018 following the period of formal consultation.

3. OTHER CONSIDERATIONS

See attached appendices

4. FINANCIAL & RESOURCE APPRAISAL

See attached appendices

5. RISK MANAGEMENT AND GOVERNANCE ISSUES

See attached appendices

6. LEGAL APPRAISAL

See attached appendices

7. OTHER IMPLICATIONS

7.1 EQUALITY & DIVERSITY

See attached appendices

7.2 SUSTAINABILITY IMPLICATIONS

See attached appendices

7.3 GREENHOUSE GAS EMISSIONS IMPACTS

See attached appendices

7.4 COMMUNITY SAFETY IMPLICATIONS

See attached appendices

7.5 HUMAN RIGHTS ACT

See attached appendices

7.6 TRADE UNION

See attached appendices

7.7 WARD IMPLICATIONS

See attached appendices

8. NOT FOR PUBLICATION DOCUMENTS

None

9. RECOMMENDATIONS

That the Committee consider the report and comment as appropriate.

10. APPENDICES

Appendix 1: Document D report to Executive 20 June 2017 – Proposals for the SEND (Special Educational Needs and Disabilities) Transformation 0-25

Appendix 2: Document AQ report to Executive 9 January 2018 – Revised proposals for the restructure of SEND Specialist Teaching Support Services

11. 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)

Report of the Strategic Director Children's Services to the meeting of Executive to be held on 20 June 2017.

D

Subject:

Proposals for SEND Transformation 0-25

Summary statement:

This report asks the Executive to:

- Approve consultation on the proposals for SEND Transformation 0-25
- Authorise the Strategic Director Children's Services in consultation with the Portfolio Holder to implement the proposals following the consultation period.

Our Ambition - Improve outcomes and life chances for all SEND (Special Educational Needs and Disabilities) children and young people in Bradford.

To do this we need to:

- Ensure there is early identification, early assessment and early intervention of children with SEND
- Increase high quality places to meet a growing need for SEND
- To make the most effective use of the outstanding practice and provision across the Bradford District
- Ensure continued use of our specialist knowledge, skills and expertise in meeting the need of children and young people with SEND

We are proposing a locality model be adopted each providing 50 early years specialist places for children aged 2 – 5 years but with capacity for some children aged up to 7 where appropriate; alongside provision for mainstream places for young children.

Each locality will contain two Early Years Enhanced Specialist Provisions (EYESP) which will provide integrated early education for mainstream and SEND young children on the same site. The model will also include two SEND Specialist Centres of Excellence. The SEND Specialist Centres of Excellence will comprise a range of SEND specialist practitioners who will provide consultation, support, training and outreach work for all SEND early years children across all types of early year's settings within the locality in addition to those accessing the EYESP.

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. SUMMARY

This report asks the Executive to:

- 1.1 Approve consultation on the proposals for SEND Transformation 0-25
- 1.2 Authorise the Strategic Director Children's Services in consultation with the Portfolio Holder to implement the proposals following the consultation period.

Our Ambition - Improve outcomes and life chances for all SEND children and young people in Bradford.

The vision for the transformation of SEND services in Bradford District is underpinned by:

Improving outcomes for children and young people with SEND including their educational attainment, achievement, closing the gaps with their peers nationally; improving their emotional well-being, independence and resilience; making sure they are safeguarded; improving their employment and training opportunities and that they are well prepared for work.

- Ensure there is early identification, early assessment and early intervention of SEND
- Increase high quality places to meet a growing need for SEND
- To make the most effective use of the outstanding practice and provision across the Bradford District
- Ensure continued use of our specialist knowledge, skills and expertise in meeting the need of children and young people with SEND.

To do this, it is proposed that the district will be divided into two localities each providing 50 early year's specialist places alongside mainstream places for young children. These places will be **in addition** to the early years places provided at our Special Schools which are for children with more complex needs and life limiting conditions.

Each locality will contain two Early Years Enhanced Specialist Provisions (EYESP) which will provide integrated early education for mainstream and SEND young children on the same site; there will be two SEND Specialist Centres of Excellence co-located with one of the EYESP in each locality. The SEND Specialist Centres of Excellence will comprise a range of SEND specialist practitioners who will provide consultation, support, training and outreach work for all SEND early years children across all types of early year's settings within the locality in addition to those accessing the EYESP.

2. BACKGROUND

2.1 The current position

- We have a growing population of children and young people in Bradford and proportionally have a growing population of children and young people with SEND;
- The complexity of special needs in Bradford is increasing - as a result there is a need for more specialist places.
- Bradford is a highly inclusive local authority; only 1% of our school population are in Special Schools.
- Increasing the number of specialist places for SEND alongside a predicted population growth will still only result in around 1% of SEND pupils attending specialist provision.
- We are working in a challenging and changing landscape both financially and educationally.
- With this comes the opportunity to transform the way in specialist provision and support for SEND are delivered in Bradford – intervening early to reduce costly intervention later in the life of a child or young person.
- The proposed model will continue to make a range of specialist services available across the district for CYPP with SEND.

The trend over time shows that overall there has been an increased under-occupancy of the early assessment places (Children's Centre+ places) for young children with SEND. By July 2016 only 47% of the funded early assessment places for young children were occupied and some young children are also taking up places at our primary Special Schools. Irrespective of whether places are filled, staff are centrally employed to service these places and this is paid for from the High Needs Block. Schools Forum requested a review of Teaching Specialist Services to look at redesigning services for the future and this was in consultation with Stakeholders.

The way in which parents have chosen to access support and provision for their children with SEND has changed over the last 2 – 3 years, more parents have chosen an early years place in a primary special school, and due to changes in the transport policy parents are also choosing mainstream early years places at a school or a PVI setting. Our evidence shows that our SEND population is becoming increasingly more complex and some parents have chosen not to have group based provision but to have home teaching from the Portage service.

The proposal is based on the evidence and findings of the SEND Strategic Review in Bradford 2016

0-25 Years SEND Pathway



The vision for the transformation of SEND services in Bradford District is underpinned by these principles and aligned to the priorities in the Bradford Children, Young People and Families Plan 2016-20 particularly Great start in life and good schools; Better skills, good jobs and a growing economy; Better health, better lives.

- Improving outcomes for children and young people with SEND these include accelerating educational attainment and achievement and closing the gaps with their peers nationally; improving their emotional well-being, independence and resilience; making sure they are safeguarded; improving their employment and training opportunities and that they are well prepared for work; have greater access to a range of opportunities and making sure children and young people with SEND flourish and achieve their full potential.

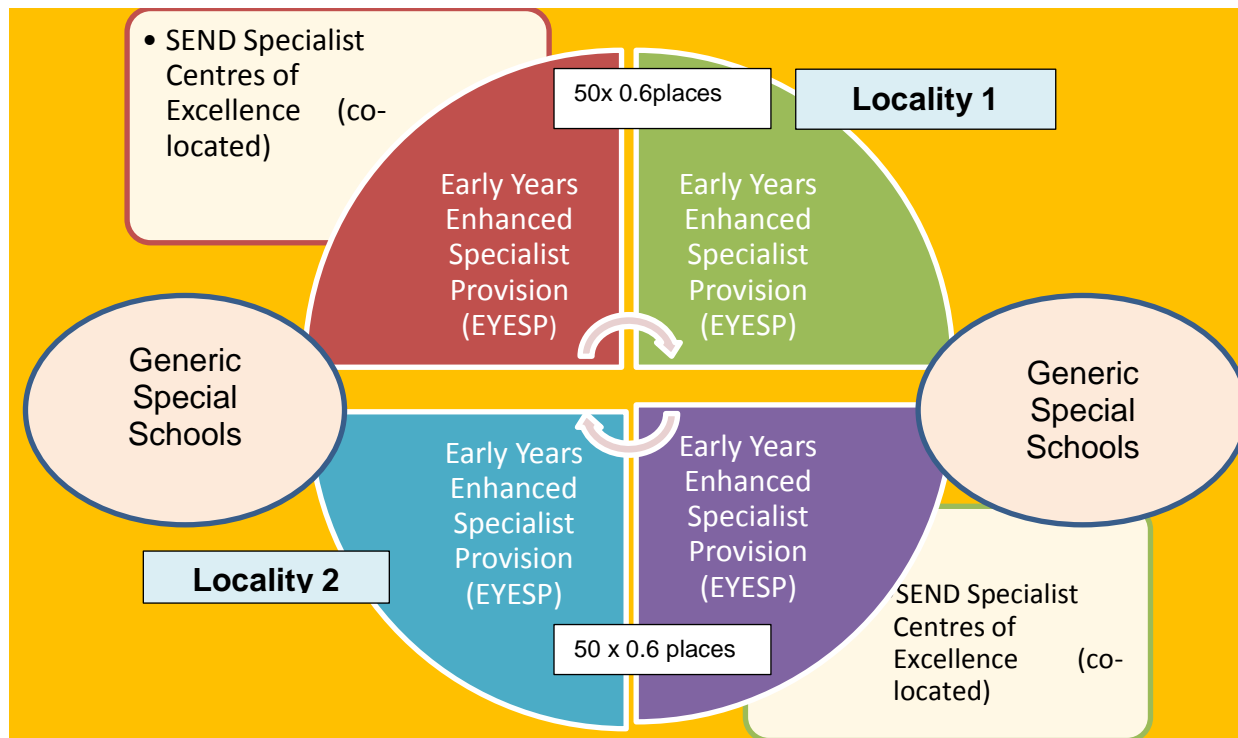
To do this we need to:

- Ensure there is early identification, early assessment and early intervention of SEND
- Build responsive services, with a more personalised offer
- Increase high quality places to meet a growing need for SEND
- To make the most effective use of the outstanding practice and provision across the Bradford District
- Ensure there are effective transitions from home into provision and into schools
- Ensure continued use of our specialist knowledge, skills and expertise in meeting the need of children and young people with SEND
- Build capacity and expertise within SEND across the District and further develop Bradford's sector led model
- Ensure accessibility of SEND support and provision and support parental choice and aspirations
- Intervene early to prevent expensive out of authority placements for children and young people with SEND and to ensure efficient use of resources and value for money. Currently Bradford spends around £4.5m per annum on out of authority placements for children and young people with SEND.

0-5+ SEND Pathway

The 0-5+ Pathway has been designed to realise the principles stated above within the 'Vision' and in response to the rising number of requests for assessment and specialist placements for early years children with identified SEND. The table below shows the percentage of the total number of referrals for children aged 0-7 years. In December 2016 referrals for this age group constituted 51.9% of referrals for the month and overall 45.5% of all referrals received since September 2015. See Appendix 1.

The District wide Model for 0-5+ years SEND pathway



It is intended that the district will be divided into two localities each providing 50 x 0.6 early year's specialist places alongside mainstream places for young children.

Each locality will contain two Early Years Enhanced Specialist Provisions (EYESP) which will provide integrated early education for mainstream and SEND young children on the same site; co-located with one of the EYESP in each locality will be a SEND Specialist Centre of Excellence.

The SEND Specialist Centres of Excellence will comprise a range of SEND specialist practitioners, for example specialist teachers of autism, cognition and learning and behaviour; family support workers, portage home visitors, who will 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 EYESP and provide support for families with children with SEND and transition from home to provision.

The location

There has been considerable analysis undertaken to assess the optimal location of the provisions. Part of this work has been considering the incidence of need, the availability of suitable accommodation and any financial implications.

There are currently three Nursery Schools across the District already providing integrated early years SEND and mainstream places (currently part of the Children's Centre plus provision) within high quality provision which has been judged by Ofsted to be good (1) and outstanding (2). These are:

- Strong Close Nursery School (BD21)
- St. Edmunds Nursery School (BD8)
- Canterbury Nursery School (BD5)

SEND Data for all year groups shows that the areas within the District with the **highest areas** of SEND needs are:

Highest areas of SEND by ward (for high incidence SEND)

Top 3 wards	Autistic Spectrum Disorder (ASD)	Severe Learning Difficulties (SLD)	Social Emotional Mental Health (SEMH) NB. See BESD below.
1	Keighley Central	Toller	Tong
2	Great Horton and Keighley East	Bowling and Barkerend	Keighley West
3	Keighley West	Manningham	Wyke

See appendix 2 for the Wards with the highest number of EHCPs across all types of SEND (see also appendix 3 for map of number of EHCPs).

The SEND data reinforces that the three current Nursery schools who are currently providing Children's Centre plus (CC+) places and hence, providing this integrated mainstream and SEND provision detailed above are located in geographically accessible areas to serve the highest areas of SEND across the Bradford District. A location for the fourth EYESP needs to be agreed.

The draft proposals for the 0-5+ pathway are:

- Alongside the places provided for young children within our generic specials schools, this model proposes to increase the number of assessment and specialist places for young children 0-5+ years with SEND across the district to 100 places in total, 50 in each locality. This expansion has already been agreed as part of the findings from the SEND review (July 2016). Additional specialist places are needed as part of the expansion of special school places and by creating additional early year's places this will release some places in our special schools currently being occupied by young children of non-statutory school age.
- 72 x 0.6 Early Assessment places are currently provided for young children with SEND in what are known as Children's Centre plus places (CC+). The proposal is to

rationalise the current CC+ places (which were based originally on seven centres) into four enhanced centres (Early Years Enhanced Specialist Provision EYESP) and increase the number of places to 100 x 0.6 places.

- The places in the EYESP would be for children primarily aged 2 to 5 years-old but also for those aged 5+ which would be by exception and provided through a formal off-setting agreement for those with EHCPs.
- Work with our partners in the special schools and the LA specialist staff to further develop the skills and capacity of the EYESPs to deliver high quality care and early education for young children with more complex SEND.
- These places, totalling 100 across the district, will be created in addition to the places for Early Years children currently available in our Special Schools for early years and primary aged children.
- In addition, we propose to establish two SEND Specialist Centres of Excellence (for children 0-5+ years with SEND) co-located within two of these four provisions. Each centre of excellence will be partnered with the other EYESP in the 'locality' area to serve young children with SEND within their 'reach' area.
- The SEND Specialist Team attached to each centre of excellence will provide outreach training, support, consultancy and home teaching across the locality to educational settings e.g. nursery classes in schools, PVI's, child-minders to build capacity in each locality.
- The SEND Specialist Team will consist of SEND Leaders and Managers, Portage, Specialist Teachers, Education Psychologists, Family Support, Access and Inclusion Practitioners, Business, finance and data support and administration. The compliment of staff will provide transitional support from Portage (Home Teaching) into schools and transition from EYESP provision into both mainstream and special schools.
- The 0-5+ Model will ensure that places for young children with SEND meet more local needs and resources are deployed efficiently. Transport will be costed into the hub model but will only be offered on a case by case basis following an individual assessment as we need to ensure that places offered within the hubs are filled so we do not fund empty places.

The timescale for the proposed formal consultation period and implementation of the SEND Transformation proposals is set out in Appendix 4.

The proposal is to phase the model in during the remainder of this financial year starting with increasing placements in the EYESP's and to be fully operational from 1 April 2018.

Phase 1

Extensive informal discussions have begun and consultation with a number of partners to look at the viability of the proposals, model of delivery, level of demand for places, financial model and sustainability, legal implications, site location and premises. Formal consultation with partners, stakeholders, children, and their families to commence end of June 2017.

Phase 2

From April 2017 there will be an increase in the number of young children with SEND accessing specialist and assessment places in the EYESP.

Phase 3

The LA to undertake a review and restructure of the centrally employed teaching support services and SEND teams; and out of this review will be the creation of two specialist SEND teams who will be co-located within two of the Early Intervention SEND Specialist Hubs. The SEND central assessment team will be largely centrally located to support the hubs with their statutory duties.

Phase 4

By 1st April 2018 the Early Intervention SEND Specialist Hubs and the four EYESPs will be offering provision, placement, specialist support and training for providers for young children with SEND within their identified localities.

3. OTHER CONSIDERATIONS

- A letter to Directors of Children's Services dated 31 January 2017 from the DfE's former Director of Early Years and childcare – Helen Stephenson, emphasised that Local Authorities need to *'make full use of their nursery schools, not only helping them to support the social mobility of disadvantaged communities but also giving them a wider role in the leadership of the Early Years system ...this makes very good use of nursery schools pedagogical expertise and experience, and if you do not already use your nursery schools in this way, I would encourage you to do so.'*

Therefore, consideration has been given to how the LA might be able to support the continued viability of Nursery schools in Bradford. The 0-5+ Model would result in the re-designation of some nursery school provision to specialist Early Years SEND provision. The LA will be working with our nursery schools and governing bodies to identify the most appropriate sites for the SEND Specialist Centres of Excellence and the enhanced provisions (EYESP).

- To ensure that places are filled this model will need to provide some support to the most vulnerable families with transportation. This will be done case by case with an individual assessment.
- A further issue is the use and allocation of the Early Years Inclusion Grant which has been extended to 3 and 4 years olds in schools and not just PVI's. This will undoubtedly increase the number of requests for this additional grant funding to include young children in schools. We propose that this funding will be allocated to each of the two Early Intervention SEND Specialist Centres of Excellence who will allocate this based on local demand and need.

- We need to ensure we have better collaboration with special schools, nursery schools, the specialist hubs and the EYESP in order to offer greater choices to parents and better transition for young children.
- This model is intended to replace the current children's centre + places and will impact on future funding of places within two of the existing children's centres – these are at Barkerend and Woodroyd Children's centres with an allocation of 16 places each; in July 2016 these were 50% occupied.

4. OPTIONS

- 4.1 The Executive can approve a period of formal consultation to enable the consideration and implementation of the proposals set out in this report for a locality model for SEND services across the District
- 4.2 The preferred option is for the Executive to approve that the Strategic Director of Children's Services in consultation with the Portfolio Holder is authorised to consider consultation findings from partners, stakeholders, staff, children, and their families and implement the proposals without the need to report back to Executive for approval to implement.
- 4.3 The transformation of SEND services is a significant programme of work that requires delivery at considerable pace to ensure that our resources are used efficiently and effectively to address the projected shortfall because of significant pressure on funding within the High Needs Block (HNB) and to enable the LA to intervene early to ensure better life chances and opportunities for all SEND children and young people and to prevent expensive placements later when needs have not been met early enough. The Executive is asked therefore to approve the recommendations in accordance with the proposed timeline.

5. FINANCIAL & RESOURCE APPRAISAL

Financial, HR, Communications issues (including value for money)

Substantial savings must be made from the High Needs Block and the implementation of the 0-5+ model within the 0- 25 SEND Pathway will generate savings of approximately £660k in 2018-19.

<u>Total Cost to DSG of EY New Model Provision</u>	
EYIP	600,000
Centrally Managed / Assessment Budget	170,000
Places (new model)	1,006,707
Hubs (new model)	2,178,148
Total Cost to the DSG	3,954,855
Increased cost vs. current DSG budget provision	1,500,315

<u>This increase financed By (on-going basis):</u>	
Reduction in Sensory Service outreach to 50%	707,613
Full trading of other LSS services	1,456,000
Total Finance	2,163,613
<i>Difference (saving on existing budget)</i>	<i>663,298</i>
Allocation of 17 FTE places funding from DSG places growth fund	293,590

Additional resource will be required from a range of other council services including:

- HR – Developing the Hubs will require a full restructure of a range of existing services
- Legal services, Estates and Asset Management, School Buildings team, IT services– to support extensive consultation, staffing changes and re-designation of existing sites and possible changes in use of premises and buildings.

6. RISK MANAGEMENT AND GOVERNANCE ISSUES

Unless there is a radical change in the way that SEND is delivered there is a significant risk of insufficient places and the needs of children and young people not being met.

7. LEGAL APPRAISAL

- 7.1 The SEND Code of Practice 2015 sets out statutory guidance that LA's , education settings and health bodies must take into account of in carrying out their respective duties in respect of children and young people aged 0-25 years.
- 7.2 The LA 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 LA's 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 The LA is also under a general duty to improve the well-being of children under 5 years and to reduce inequalities. It must also ensure that there are sufficient children centre places and that parents and any interested parties are consulted about any major changes that are proposed to be made to children centre provision.

- 7.5 The LA has a statutory duty to ensure that there are sufficient school places in the District. It must have regard for the need to secure special educational provision and to keep its arrangements under review. Where changes are proposed to schools it should consider whether statutory proposals are required.
- 7.6 one of the initial factors for consideration of any changes to SEN provision for a LA is to ensure that pupils will have access to appropriately trained staff and access to specialist support and advice
- 7.7 There is no prescribed timeframe for consultation with employees in relation to any proposed changes to contractual terms, this will depend upon the nature of the proposed changes and the employee's response.
- 7.8 In circumstances where there is no prescribed consultation period or prescribed statutory process the LA's 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 LA must have regard to its Public Sector Equality Duty before any decision is taken to implement the proposals.

8. OTHER IMPLICATIONS

8.1 EQUALITY & DIVERSITY

The Local Authority must not discriminate directly or indirectly against any group or individual.

An Initial Equalities Impact Assessment will be completed on by the end of June 2017.

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. If children are able to attend their local provision this could lead to a reduction in 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

Trade unions have been informed of the proposals. Human Resources have been informed of the proposals and there will be no changes to existing terms and conditions of existing members of staff.

8.7 WARD IMPLICATIONS

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

9. NOT FOR PUBLICATION DOCUMENTS

None.

10. RECOMMENDATIONS

- 10.1 The Executive is asked to approve a period of formal consultation with partners, stakeholders, staff, children, and their families on the proposals set out in this report to develop a new model for SEND provision which will divide the district into two localities each providing 50 early years' specialist places alongside mainstream places for young children. These places will be in addition to early years places provided at special schools in the district.
- 10.2 That the Strategic Director Children's Services in consultation with the Portfolio Holder be given delegated authority to implement the proposals subject to the consultation response and to report back as appropriate. This delegated authority shall include authority to execute all necessary contractual and supporting documents needed to effect the final proposals.

11. APPENDICES

Appendix 1 – Analysis of Early Years Referrals for assessment for an Education, Health and Care Plan (EHCP)
Appendix 2 – Ward analysis of Education and Health Care Plans (EHCPs)
Appendix 3 – Map of wards with the highest number of EHCP's across all types of SEND.
Appendix 4 – Proposed timeline.

12. BACKGROUND DOCUMENTS

- 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
- Children's Services 'imperatives' 2017 – 2018
- The Children and Families Act 2014
- The Equality Act 2010
- The Parliamentary Inquiry into Childcare for Disabled Children July 2014
- Statutory Guidance Directors of Children's Services: Roles and Responsibilities 2013
- SEN Code of Practice 2014



Report of the Strategic Director Children's Services to the meeting of Executive to be held on 9 January 2018

Subject:

AQ

This report focuses on the revised proposals for the restructure of SEND Specialist Teaching Support Services for children and young people with SEND to improve their educational outcomes.

Summary statement:

This report also includes changes made 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. The changes to the NFF have also placed significant pressure on schools' budget and this may make it more difficult for schools to buy services.

A model was presented to the Council Executive in June 2017 to restructure SEND Specialist Teaching Support Services; however, as a result of feedback and responses during consultation particularly from schools, parents, internal staff teams and national organisations these proposals have been changed to reflect this feedback and a fairer funding model across all ages ranges from 0-25 years of age.

The previous model presented 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 aged 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 referred to above; as a result this model was no longer financially viable.

This executive report details 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 model 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. This proposed service model will be partly funded from the high needs block (70%) and partly through income generated by trading (30%) and will be more sustainable. It now includes support for young people 16 – 25 years

of age which was feedback by young people, parents and organisations during the consultation.

As a result of the growing population of children and young people in Bradford and a growing population of children and young people with SEND, as well as the increased complexity of special needs, there is an increased demand for SEND specialist services and places for children and young people with SEND and these have to be funded from the HNB.

Intervening early with our young children with SEND continues to be at the heart of these revised proposals as well as ensuring we prepare our young people for adulthood and employment.

Approval is sought for a further period of formal consultation on a revised preferred option for transforming the SEND specialist teaching and support services.

Michael Jameson
Strategic Director

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Portfolio:

Education, Employment and Skills

Overview & Scrutiny Area:

Children's Services

1. SUMMARY

- 1.1 This report follows the previous report presented to Executive on 20 June 2017.
- 1.2 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.
- 1.3 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.
- 1.4 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.
- 1.5 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.
- 1.6 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.
- 1.7 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.

- 1.8 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.
- 1.9 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.
- 1.10 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.
- 1.11 This executive report details 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.
- 1.12 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.

- 1.13 The proposed preferred option in this 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.
- 1.14 Approval is sought 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
- Headteachers
- 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).

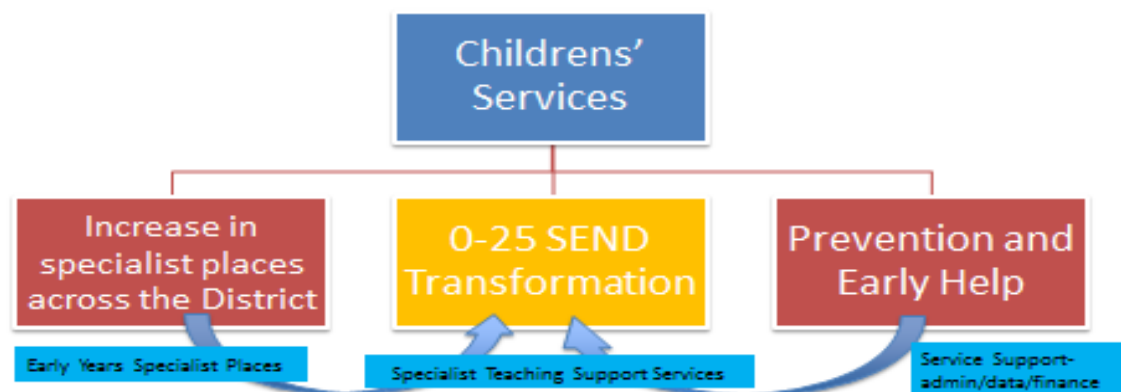
2.12 An online survey to schools was also undertaken in the 2017 summer term about the work of the specialist teaching support services. Of the 134 responses 99% had received support from the services and would like this to continue. Of the 117 schools who responded to this question – 'Did the support 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 is 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:
Team remain working as they currently do and systems remain relatively stable and are familiar to children, schools and families.	<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>
This is 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.	

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 is 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 has been **changed** in line with feedback received between 26 June 2017 and 31 August 2017.
- 3.10 Under this revised option, it is proposed that the district will be divided into two areas. In each locality will 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

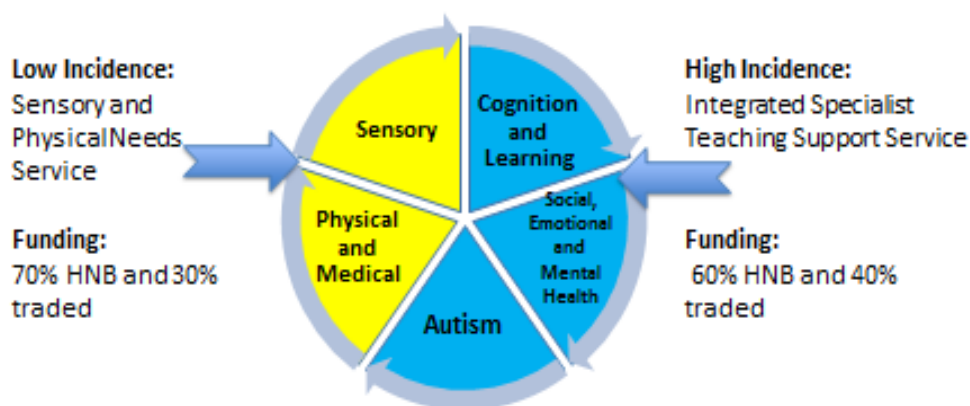


- 3.11 The SEND Early Years Centres of Excellence will comprise a range of SEND specialist practitioners, for example, specialist teachers of autism, cognition and learning and behaviour, portage home visitors and Equality and Access

(Inclusion) Officers. They will 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 has been 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</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
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service will be partly funded from the HNB (60%) and will need to generate 40% of their total costs by selling services.		<ul style="list-style-type: none"> Specialist Teachers: <ul style="list-style-type: none"> Cognition and Learning SEMH Autism Peripatetic Specialist practitioners Business/Finance/data/admin
Sensory and Physical Needs Team: Low Occurring SEND 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.	<ul style="list-style-type: none"> Hearing Impaired, Visually Impaired and Multi-Sensory Impairment Physical and Medical 	Team would comprise: <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 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</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 HNB rather than the original proposal of 50%) and the low incidence team would have to generate an income of 30%; 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</p>

Executive paper of 20 June which was for the service to be 50% funded through the HNB and 50% income generating.	<p>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>
This is 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.	

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

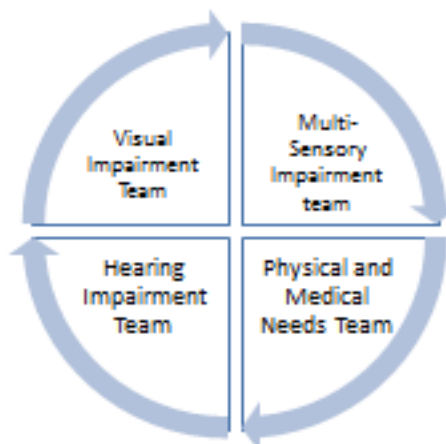


Low Incidence Sensory and Physical Needs Team

Low Incidence Team
for low occurring needs.

Funding:
70% HNB and 30%
Traded

Centrally located

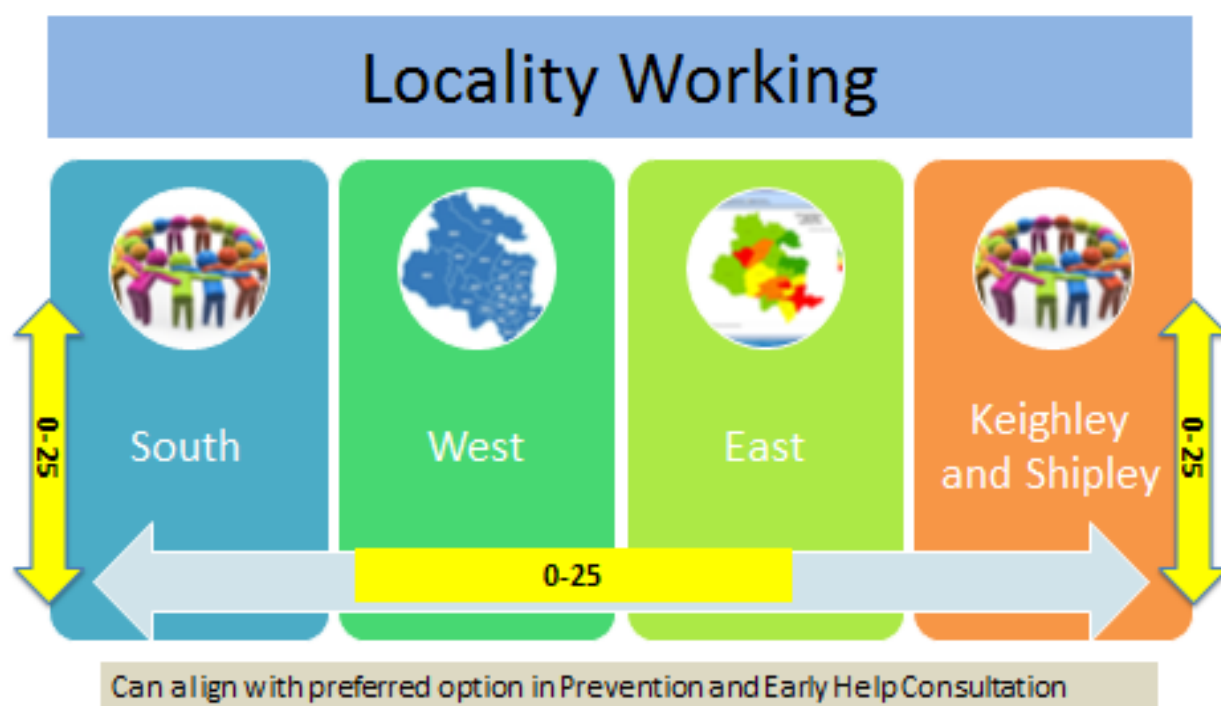


<p>0-25 SEND Inclusive Education Service made up of 2 teams:</p> <p>High incidence/occurring special needs)</p> <p>This team would align to work across the areas proposed in the Prevention and Early Help consultation:</p> <ul style="list-style-type: none"> • Keighley/Shipley • East • West • South 	<ul 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 - Multi-Sensory Impairment teacher - Audiologist

		<ul style="list-style-type: none"> - 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</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</p>

<p>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>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 will

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 This report seeks approval to commence further consultation on the preferred Option 3.
- 10.2 If the preferred option 3 is not approved for consultation then, in order to achieve significant savings from the HNB, deliver an expansion of specialist places across the district and meet the requirements of the SEN Improvement Test, alternative savings options would need to be identified and delivered in a timely way.

11. RECOMMENDATIONS

- 11.1 That the Executive accepts Option 3 as the preferred option for consultation.
- 11.2 Executive is asked to approve a period of consultation from 17 January 2018 to 28 February 2018 with children, young people, families, partners, stakeholders, staff and all interested parties, see Appendix 4.
- 11.3 That Executive receives a further report in April 2018 following the period of formal consultation.

11. 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

12. BACKGROUND DOCUMENTS

The proposed options are based upon the principles and outcomes encompassed in the following key plans and statutory guidance:

- 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

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.

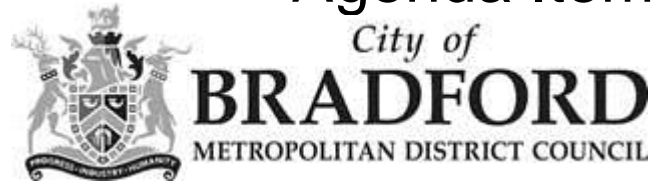
Council Executive will meet on 9 January 2018 to consider further options and in particular to discuss the preferred Option 3 explained in this paper. It is intended that following that meeting a further formal consultation period will commence between 17 January and 28 February 2018. When the further 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) Page 100	To ensure wider reach during engagement / consultation / feedback To gather current experience accessing services To engage and consult in scoping and design where directly / indirectly affected	<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.
Elected Members, Executive, CMT, DMT Meetings MP's Parish Councils	To support initiation and on-going implementation across services and teams To keep informed of key information / changes and input into recommendations. Endorse and agree proposals.	<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
Key Partnership Groups - SEND & Behaviour Strategic Board	To support initiation and on-going implementation across services and teams	<ul style="list-style-type: none"> - Presentations, briefings and updates - Engagement and 	<ul style="list-style-type: none"> - SEND Strategic Partnership – (date to be confirmed) - Overview & Scrutiny – (date to

<ul style="list-style-type: none"> - Children's Trust Board - Safeguarding Board - Accountable Care Board - Area Committee Meetings - Overview & Scrutiny - Early Help Board 	<p>To keep informed of key information / changes and input into recommendations.</p> <p>Endorse and agree proposals.</p>	<p>Consultation Council website</p> <ul style="list-style-type: none"> - Local Offer website 	<p>be confirmed)</p> <ul style="list-style-type: none"> - 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 - Online survey 	<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"> - 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 directly / indirectly affected</p>	<ul style="list-style-type: none"> - Updates provided through the Headteacher briefings - Bradford Schools Online - On-line survey - Social media (Twitter / Facebook) / Stay Connected / Bradford App - Engagement and Consultation Council website - Local Offer website 	<ul style="list-style-type: none"> - Initial engagement 02/05/2017 – 06/06/2017 - Initial formal consultation began from 26/06/2017 - Headteacher, Governors & other key briefings



Report of the Chair of Children's Services Overview and Scrutiny Committee to the meeting of the Committee to be held on Wednesday 14 February 2018

AD

Subject:

Subject: Children's Services Overview and Scrutiny Committee Work Programme 2017-18

Summary statement:

This report presents the Committee's Work Programme 2017-18

Cllr Dale Smith
Chair – Children's Services O&S
Committee

Portfolio:
Education, Employment and Skills
Health & Well Being

Report Contact: Licia Woodhead
Overview and Scrutiny Lead
Phone: (01274) 432119
E-mail: licia.woodhead@bradford.gov.uk

1. SUMMARY

- 1.1 This report presents the Committee's Work Programme 2017-18.

2. BACKGROUND

- 2.1 Each Overview and Scrutiny Committee is required by the Constitution of the Council to prepare a work programme (Part 3E – Overview and Scrutiny Procedure Rules, Para 1.1).

3. REPORT ISSUES

- 3.1 **Appendix 1** of this report presents the Work Programme 2017-18.

3.2 Work planning cycle

Best practice published by the Centre for Public Scrutiny suggests that 'work programming should be a continuous process'. It is important to regularly review work programmes so that important or urgent issues that come up during the year are able to be scrutinised. In addition, at a time of limited resources, it should also be possible to remove projects which have become less relevant or timely. For this reason, it is proposed that the Committee's work programme be regularly reviewed by Members throughout the municipal year.

Members may wish to amend the current work programme (Appendix 1) and / or comment on the proposed work planning cycle set out above.

4. FINANCIAL & RESOURCE APPRAISAL

None

5. RISK MANAGEMENT AND GOVERNANCE ISSUES

None

6. LEGAL APPRAISAL

None

7. NOT FOR PUBLICATION DOCUMENTS

None

8. RECOMMENDATIONS

- 8.1 That the Work Programme continues to be regularly reviewed during the year.

9. APPENDICES

- 9.1 Appendix 1 – Children's Services Overview and Scrutiny Committee Work Programme 2017-18

Democratic Services - Overview and Scrutiny

Childrens Services O&S Committee

Scrutiny Lead: Licia Woodhead tel - 43 2119

Work Programme 2017/18

Description

Report

Agenda

Tuesday, 27th February 2018 at City Hall, Bradford.

Chair's briefing 13/02/2018. Report deadline 15/02/2018.

- 1) Youth Voice
- 2) B Positive Pathways
- 3) Opportunity Area

The Committee will receive a presentation from young people on how they feel their involvement in reports and meetings may be improved
The Committee will receive a report on the B Positive Pathways
The Committee will receive a report on the DfE Education Opportunity Fund.

Heather Wilson

Jim Hopkinson
Michael Jameson

Wednesday, 14th March 2018 at City Hall, Bradford.

Chair's briefing 27/02/2018. Report deadline 01/03/2018.

- 1) Workloads of Children's Social Care Services

The Committee will receive a report on the work of Children's Social Care Services, including information relating to the Service's key performance indicators.

Jim Hopkinson

- 2) Children's Safeguarding Board Annual report
- 3) Neglect

The Committee will receive a report on neglect

Jenny Cryer
Jenny Cryer

Wednesday, 11th April 2018 at City Hall, Bradford.

Chair's briefing 26/03/2018. Report deadline 27/03/2018.

- 1) Schools Forum
- 2) Capital allocations and school expansion programme 2018-19
- 3) Fostering review update
- 4) Children's Services O&S Committee Resolution Tracking report

The Committee will receive an update report on the work of the Schools Forum.

Andrew Redding

The Committee will receive an update report on Capital Allocations and the School Expansion Programme.

Ian Smart

The Committee will receive an update report on the review of the Fostering service.

Jim Hopkinson

The Committee will receive a report detailing the outcomes of resolutions made during the 2017-18 municipal year.

Licia Woodhead

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