

Meeting: **Children and Families Overview and Scrutiny Committee**

Date/Time: **Monday, 19 January 2015 at 2.00 pm**

Location: **Sparkenhoe Committee Room, County Hall, Glenfield**

Contact: **Mr. S. J. Weston (0116 305 6226)**

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REMINDER:

An all member briefing will be taking place prior to this meeting on alternate provision and the PRU at 10.00am in Sparkenhoe Committee Room.

Membership

Mr. L. Spence CC (Chairman)

Mr. J. Kaufman CC	Mr. T. J. Pendleton CC
Ms. K. J. Knaggs CC	Mr. J. Perry
Mr. P. G. Lewis CC	Mrs. C. M. Radford CC
Mr B. Monaghan	Mr. E. D. Snartt CC
Mr. A. E. Pearson CC	Mr. G. Welsh CC

**Please note: this meeting will be filmed for live or subsequent broadcast via the Council's web site at <http://www.leics.gov.uk/webcast>
– Notices will be on display at the meeting explaining the arrangements.**

AGENDA

<u>Item</u>	<u>Report by</u>
1. Minutes of the meeting held on 3 November 2014.	(Pages 5 - 16)
2. Question Time.	
3. Questions asked by members under Standing Order 7(3) and 7(5).	
4. To advise of any other items which the Chairman has decided to take as urgent elsewhere on the agenda.	
5. Declarations of interest in respect of items on the agenda.	



6. Declarations of the Party Whip in accordance with Overview and Scrutiny Procedure Rule 16.
7. Presentation of Petitions under Standing Order 36.
8. Medium Term Financial Strategy 2015/16-18/19. Director of Corporate Resources and Director of Children and Family Services (Pages 17 - 42)
9. Update on Oakfield Short Stay School. Director of Children and Family Services (Pages 43 - 56)
10. Signs of Safety. Director of Children and Family Services (Pages 57 - 62)
11. Date of next meeting.

The next meeting of the Committee is scheduled to take place on 2 March at 2.00pm.
12. Any other items which the Chairman has decided to take as urgent.

QUESTIONING BY MEMBERS OF OVERVIEW AND SCRUTINY

Members serving on Overview and Scrutiny have a key role in providing constructive yet robust challenge to proposals put forward by the Cabinet and Officers. One of the most important skills is the ability to extract information by means of questions so that it can help inform comments and recommendations from Overview and Scrutiny bodies.

Members clearly cannot be expected to be experts in every topic under scrutiny and nor is there an expectation that they so be. Asking questions of 'experts' can be difficult and intimidating but often posing questions from a lay perspective would allow members to obtain a better perspective and understanding of the issue at hand.

Set out below are some key questions members may consider asking when considering reports on particular issues. The list of questions is not intended as a comprehensive list but as a general guide. Depending on the issue under consideration there may be specific questions members may wish to ask.

Key Questions:

- Why are we doing this?
- Why do we have to offer this service?
- How does this fit in with the Council's priorities?
- Which of our key partners are involved? Do they share the objectives and is the service to be joined up?
- Who is providing this service and why have we chosen this approach? What other options were considered and why were these discarded?
- Who has been consulted and what has the response been? How, if at all, have their views been taken into account in this proposal?

If it is a new service:

- Who are the main beneficiaries of the service? (could be a particular group or an area)
- What difference will providing this service make to them – What will be different and how will we know if we have succeeded?
- How much will it cost and how is it to be funded?
- What are the risks to the successful delivery of the service?

If it is a reduction in an existing service:

- Which groups are affected? Is the impact greater on any particular group and, if so, which group and what plans do you have to help mitigate the impact?
- When are the proposals to be implemented and do you have any transitional arrangements for those who will no longer receive the service?
- What savings do you expect to generate and what was expected in the budget? Are there any redundancies?
- What are the risks of not delivering as intended? If this happens, what contingency measures have you in place?

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Minutes of a meeting of the Children and Families Overview and Scrutiny Committee held at County Hall, Glenfield on Monday, 3 November 2014.

PRESENT

Mr. L. Spence CC (in the Chair)

Mr. J. Kaufman CC
 Ms. K. J. Knaggs CC
 Mr. P. G. Lewis CC
 Mr. A. E. Pearson CC
 Mr. T. J. Pendleton CC

Mr. J. Perry
 Mrs. C. M. Radford CC
 Mr. E. D. Snartt CC
 Mr. G. Welsh CC

Also in Attendance:

Mr. I. D. Ould CC, Cabinet Lead Member for Children and Young People

27. Minutes.

The minutes of the meeting held on 1 September 2014 were taken as read, confirmed and signed.

28. Question Time.

The following questions were put to the Chairman of the Children and Families Overview and Scrutiny Committee.

Question by Ms. Sue Whiting, resident:

(A) Dyslexia

- “1. Now that the code of practice following the Children and Families Act has come into force on 1 September and it is a statutory duty of the Local Authority to set out a local offer of provision, both in the County and out of the County, could the Chairman please tell me what the local offer is for children with dyslexia?
2. In view of his answer to my question in March 2014, is there likely to be better data on co-morbidity between dyslexia and anxiety or other related mental health issues?
3. What has been done to engage with families where there is a history of dyslexia?

As you will be aware this is dyslexia awareness week as well as equal opportunities and diversity and I continue to be contacted by parents who just want to know where a dyslexia friendly school is in Leicestershire.”

Reply by the Chairman:

“1. Leicestershire’s Local Offer web page (www.leics.gov.uk/index/children_families/local_offer.htm) links to the following services which support dyslexia:

- Learning Support Service provides bespoke training, assessment and tuition support to schools;
- Leicestershire’s Learning Support Service offers a service to schools where specialist tutors can meet directly with parents/carers and pupils;
- Leicestershire’s Learning Support Service publishes a Dyslexia Friendly Schools Pack freely available to schools;
- Leicestershire’s Learning Support Service web pages include specific pages with downloadable information and resources for parents/carers and pupils.

Leicestershire Psychology Service (LPS) provides comprehensive psychological, holistic assessments, commissioned whole school training / support for teachers of learners with Dyslexia and guidance to schools. Every school has a link educational psychologist and LPS also offer a duty line service which means any local parent or grandparent can contact the Duty Line to speak with a senior educational psychologist if there are concerns about Dyslexia and how best to support children.

The recently revised LPS web page includes downloadable information about Dyslexia for families.

It may be of interest to the questioner that LPS, in partnership with the Learning Support Service - STS, have organised a second regional Dyslexia Conference for professionals to take place in Spring 2015.

Three eminent Key Note speakers of national repute will be presenting and a series of workshops, led by local teachers and psychologists, will illustrate ‘best practice. We are especially pleased to note that the conference is once again supported by the local branch of the Dyslexia Association and note that local learners with Dyslexia will be making their unique contribution to the day.

In line with other special educational needs, Leicestershire Local Authority also uses independent provision out of the area for a very small minority of pupils with dyslexia whose needs are deemed to be so significant that provision over and above what is available locally is required.

2. Leicestershire’s Learning Support Service or Psychology Service does not hold this data. A research project along these lines can be commissioned by any interested group. This question was comprehensively addressed in the previous response – please refer to the minutes of the meeting held on 24 March 2014 ([http://politics.leics.gov.uk/Published/C00001043/M00003906/A100037681/\\$ResponsetoQuestionraisedunderSO35.docA.ps.pdf](http://politics.leics.gov.uk/Published/C00001043/M00003906/A100037681/$ResponsetoQuestionraisedunderSO35.docA.ps.pdf)).

3. Please see above responses to the first part of the question and, in addition:

- Leicestershire’s Learning Support Service is holding a family information event on 4 November during Dyslexia Awareness Week;
- Leicestershire’s Learning Support Service is in the process of producing new guidance about The Graduated Approach in relation to dyslexia, in line with the new Code of Practice. This will be available to download by 1December;
- Leicestershire Psychology Service has recently updated their dyslexia guide for parents and carers and this is available to download from the web page.”

Mrs. Whiting asked the following supplementary question on the reply to Question 1:

“How do parents access dyslexia provision?”

The Director of Children and Family Services, on behalf of the Chairman, undertook to respond to this question in writing.

Mrs. Whiting asked the following supplementary question on the reply to Question 2:

“A report on the agenda for today’s meeting states that “casework experience suggests that there is a strong link between dyslexia and anxiety”. So would it therefore be advantageous in view of mental health problems encountered by children and adults to start to collect the data?”

The Director of Children and Family Services, on behalf of the Chairman, undertook to respond to this question in writing.

Mrs. Whiting asked the following supplementary question on the reply to Question 3:

“The question asked what had been done to engage with families since 2010*. The Act and Code of Practice clearly state “working with parents” and you do not seem to be aware of Leicestershire Voice, the Parent Carer Forum or Parent Champions. More parents, children and families would be contactable if you also consulted them, so will you be acknowledging these groups in the future?”

** This was the last time an event was held at County Hall and the special needs teaching Service was stopped from to the voluntary library groups.*

The Director of Children and Family Services, on behalf of the Chairman, undertook to respond to this question in writing.

Question by Ms. Marcella Forrest, Chair of Governors – St. Mary’s Church Of England School, Hinckley:

(B) St. Mary's Church of England School, Hinckley Challenge to a Decision Made by the Corporate Schools Group

Introduction

"On 17 October 2014, the head teacher and three governors of St Mary's Church of England School in Hinckley met with Sue Owen, Service Manager for School Organisation at Children and Family Services. Sue confirmed that at the Corporate Schools Group meeting of 4 September 2014, a decision was made to move Holliers Walk School to the Mount Grace School Site and allocate funding to convert this to a 630 place primary school.

We are writing to challenge this decision, asking that the decision be withdrawn and that a process entered into of discussions with all Hinckley Schools and other stakeholders as described on page 13 of 'In the Right Place.'

Working in partnership and effective engagement is considered essential if we are to be successful.

We will do this by:

- *Working in a way that is open and transparent, promoting fairness and equality of opportunity, and providing integrity and trust.*
- *Engaging with all schools within a locality to identify the best solutions where change is necessary.*
- *Listening carefully through consultation and other discussions with pupils, parents, school staff and their governors, and others with an interest in educational provision to ensure their views are heard and their needs are fairly represented in decisions taken.*
- *Working with all stakeholders in a joined up way, to underpin our emphasis on partnership and collaborative working.*

Grounds for Challenge

Our challenge to the Corporate Schools Group decision is based on:

1. The decision of that meeting lacks openness, transparency and equality of opportunity.
2. The consequences of the decision are a breakdown in trust in schools, amongst staff, governors, parents and public officials in Hinckley.
3. Because of the lack of openness and transparency and the breakdown in trust, there are reservations as to the integrity of the process. This has been exacerbated by the press coverage which has highlighted to the public, schools and public officials that a decision was made prior to the consultation ending and did not include all interested parties views. Without cancelling the decision and following the process it may be felt that the local authority has been failing in its duty to use public funds appropriately and that the 'alleged' consultation was at best a poor use of public funds and at worst a flagrant abuse of the trust placed by the public to spend funds correctly.

4. Examples of specific events include:

- (a) Carolyn Lewis, Leicestershire Diocesan Director of Education and Cath Allison, Head Teacher of Holliers Walk School have let us know they were informed of the decision approximately at the end of September / start of October and specifically told not to disclose this to anyone. This is not transparent, open, equitable or fair.
- (b) Hinckley County Councillor, David Bill, at a similar date, made enquiries about the process with the County Council and was assured that no decision had been made regarding the Mount Grace site.
- (c) St Mary's Church of England School Head Teacher, Nicola Harwood wrote to the Education Authority in May 2014 introducing herself as a new head, expressing an interest in being part of the discussions of the future of places in Hinckley. Replies from David Atterbury on 20 May 2014 and Sue Owen on 29 May 2014 both stated that no decision had been made and that discussions would happen in June and then on into the Autumn term.

We believe that the decision making breaches the integrity of local democracy and the best practice of good decisions are informed decisions in consultation with the professionals delivering the service together with all relevant stake holders.

Further, we believe that this decision indirectly discriminates against the provision of school places within the distinctive contribution of Church of England Schools. (We have written to our Roman Catholic colleagues to check if this is their experience as well.) St Mary's Church of England School is a popular school. In September 2014 we admitted 45 children and turned away 23. Additionally, informally, we highlighted the oversubscription problem to other parents who wanted to access the school but were unlikely to get a place. By failing to listen to the voice of the parents of Hinckley wanting this distinctive Church of England School education for their children, your decision making has indirectly discriminated against the provision of a Church of England school places.

Concluding Comments

We believe that a cancelling of the decision and the commencement of the process as set out in the document 'In the Right Place' will benefit all schools in Hinckley in being able to work together to identify the best option and possible solutions for the expansion of school places in the local area.

It may well be the best solution is for Holliers Walk to move to Mount Grace and we would be thrilled that a fantastic school site is secured for primary school children in Hinckley. However, we believe that, if this is the case, it would be far better for that school and for inter school relations if the decision is arrived at after the appropriate process has been worked through with equality of opportunity, openness and transparency.

We also believe that it is essential that the provision of places for children of parents wanting a distinctive Church of England School education is taken on in either the plans for capital spending up to 2017 or between 2017 and 2019. To leave St Mary's Church of England School static as a 315 school when total places are increasing dilutes the

provision of Church of England School places in Hinckley, where there is already over 50% over demand for places.

Questions

1. May we have a review of the process followed and the decision made by the Corporate Schools Group for the future use of the Mount Grace site by another Hinckley school?
2. Please can the existing recommendation be cancelled and the decision making process as outlined in the Leicestershire County Council document 'In the Right Place' be duly followed?"

Reply by the Chairman:

- "1. Yes, and the results of the review will be made available to you within one week from today.
2. The reason that the County Council needs a strategy is precisely so that the process for decision making regarding school organisation is transparent, inclusive, fair and aligned to a stated set of priorities. The consultation process has informed the final draft strategy that will be presented to the Cabinet for approval on 19 November 2014. In the meantime, whilst developing the draft strategy and going through consultation, it has been necessary to continue 'business as usual' – including the planning required to develop additional primary places in Hinckley. This 'business as usual' has been carried out through the current arrangements in place for school organisation and it would not be appropriate to change the way that they operate prior to the approval of the strategy.

However, it must be noted that the process is in keeping with the requirements of the revised School Organisation Regulations published by the Department for Education this year, which mean that schools can make such proposals without the prior approval of the Local Authority. The process means that Holliers Walk, having proposed the move, is now required to undertake consultation with parents and other key stakeholders, before subsequently seeking a Cabinet decision to proceed further. The consultation to be undertaken by the school will provide everyone with an opportunity to have their say."

Mrs. Forrest asked the following supplementary question on the reply to Question 1:

"Can you confirm and provide reassurances that this process will take place and will be open and transparent?"

The Director of Children and Family Services, on behalf of the Chairman, undertook to respond to this question in writing.

Mrs. Forrest asked the following supplementary question on the reply to Question 2:

"What reassurances can you provide that due process and full consultation with all parties is followed and we are not indirectly discriminated against as a Church of England school?"

The Director of Children and Family Services, on behalf of the Chairman, undertook to respond to this question in writing.

29. Questions asked by Members.

The Chief Executive reported that no questions had been received under Standing Order 7(3) and 7(5).

30. Urgent Items.

There were no urgent items for consideration.

31. Declarations of Interest.

The Chairman invited members who wished to do so to declare any interest in respect of items on the agenda for the meeting.

The following members each declared a personal interest in respect of Item 10 on the agenda, as indicated:

Mr. T. J. Pendleton CC, as Chairman of Charnwood's Community Safety Partnership
Mr. D. Snartt CC, as Chairman of Charnwood's Community Safety Partnership

Ms. K. Knaggs CC declared a personal interest in matters relating to schools as a Governor of Roundhill Academy and as a child receiving education at the School

Mr. A. Pearson CC declared a personal interest in matters relating to schools as a School Governor and as a contractor providing services to schools in the County.

Mr D. Snartt CC, Mr L. Spence CC, Mr G. Welsh CC and Mr J. Perry declared personal interests in matters relating to schools, as they had family members who taught in Leicestershire.

Mr L. Spence CC indicated that, whilst this did not amount to an interest to be declared at this meeting, he felt it relevant to report that he sometimes worked for an academy within the County.

32. Declarations of the Party Whip.

There were no declarations of the party whip.

33. Presentation of Petitions.

The Chief Executive reported that no petitions had been received under Standing Order 36.

34. Management of School Admissions and Appeals in Leicestershire

The Committee considered a report of the Director of Children and Family Services concerning an update in regard to the current arrangements and performance data relative to the management of admissions and appeals in Leicestershire maintained

schools and academies A copy of the report, marked “Agenda Item 8”, is filed with these minutes.

Arising from the discussion, the following points were noted:

School Admissions

- The Council had a responsibility to ensure that schools had conducted a fair, compliant and legal admission process. The Council had the power to report any school that, in its view, had not to the adjudicator’s office. It was pointed out that this would be a rare occurrence because most schools had consulted the Council when they had wished to change their admissions policy;
- It was commented that excellent communications had been essential in order to keep parents informed of policy;
- After moving to the academy model, most schools had retained the Council’s admissions policy for a year before planning a change to their admissions criteria. A brand new school was able to have an entirely new set of criteria;
- The Council maintained a good dialogue with district councils over planned development to ensure adequate education provision. It was noted that this had proven more difficult to take account of this in those districts where no Core Strategy had been agreed;
- Currently 89% of pupils were placed in their first choice school. It was not anticipated that this figure would drop in future years.

School Appeals

- The Council charged schools for its appeals service based on a full “cost recovery” model. This included officer time, including the time of a County Council solicitor to clerk the appeal. The service currently cost £180 per appeal, though the Council was looking into reviewing this charge to take account of the present state of the market;
- Advice was provided to parents on the appeals process. A solicitor was present at each Appeal to ensure a fair process was followed on the day. It was noted that parents were often well prepared and able to make a good case at Appeals, though officers agreed to explore opportunities to offer increased support and guidance to parents;
- Those schools with more than 20 Appeals in the school year could apply for funding to cover these costs. A reduced £50 charge was sought from those schools where the Appeal had been withdrawn prior to the full hearing. Officers agreed to supply members with a copy of a detailed cost breakdown for School Appeals.

RESOLVED:

That the report be noted.

35. Annual Report of the Independent Reviewing Officers 2013/14.

The Committee considered a report of the Director of Children and Family Services concerning the 2013-14 Annual Report of the Independent Reviewing Officers. A copy of the report, marked "Agenda Item 9", is filed with these minutes.

Arising from the discussion, the following points were noted:

- One of the main challenges in this area of work was around partner agency engagement;
- The capacity of independent reviewing officers was monitored closely. Since June, some officers had had to be seconded to child exploitation work, which had meant that posts had been back-filled to meet work demands.

RESOLVED:

That the Annual Report of the Independent Reviewing Officers 2013/14 be noted.

36. Local Safeguarding Children Board/Safeguarding Adult Board Annual Report 2013/14

The Committee considered a report of the Director of Children and Family Services concerning the Local Safeguarding Children Board and Safeguarding Adult Board Annual Report 2013/14. A copy of the report, marked "Agenda Item 10", is filed with these minutes.

Arising from the discussion, the following points were noted:

- The Annual Report was commended as being well written and easy to read;
- The "Signs of Safety" process would ensure that the focus remained on the child and the family. The role of partner agencies would be key to its success;
- The Rotherham case had highlighted the need for a rigorous review of the child sexual exploitation work (see Minute 37 for further details). A report had been received at the Board which had highlighted only four key areas as "red" and requiring action and this action had been taken. The data available had highlighted that Leicestershire was effective at identifying cases of risk;
- Work had been carried out to ensure that assessment work was aligned to safeguarding procedures. It would be necessary to test that this was having the desired effect;
- The biggest effect on the number of missing person cases was the availability of high quality opportunities in localities for young people. Interviews with those who had gone missing were now carried out by youth staff, which was known to give rise to positive outcomes and a better understanding of the issues.
- The self-assessment carried out had been robust and co-ordinated by an interim member of staff rather than an established member of County Council staff.

RESOLVED:

That the Annual Report 2013/14 be commended.

37. Action Taken Since the Publication of the Independent Inquiry into Child Sexual Exploitation in Rotherham.

The Committee considered a report of the Director of Children and Family Services concerning the action taken by the County Council thus far in its response to the Rotherham child sexual exploitation case. A copy of the report, marked "Agenda Item 11", is filed with these minutes.

Arising from the discussion, the following points were noted:

- It was reported that the County Council had already taken many steps to address child sexual exploitation but, as with other local authorities, was still learning about this area and the expertise and resource it would require in the longer term. Though this area was a high priority, it was important to be measured and have regard to the difference between the national and Leicestershire context;
- It was known that in the Rotherham case, South Yorkshire Police's priorities had been at odds with those of safeguarding. This difference in emphasis was being looked at in conjunction with Leicestershire Police;
- The vulnerability of County Councils had been highlighted at a national meeting attended by the Cabinet Lead Member. It was known that some children were placed in care in Leicestershire by other local authorities without the knowledge of the County Council;
- A review of complaints made by young people was being undertaken by the County Council's Corporate Complaints team. It was noted that increased expertise was required to identify those children considered to be "at risk" as a result of complaints made. Children could raise any issues with a member of staff (not a social worker). Children over 10 years of age could receive advocacy support. The Children's Commissioner had also contacted the County Council to inform of those children who had raised concerns. It was noted that young people had played an active role in shaping County Council policy;
- It was hoped that the 'Chelsea's Choice' theatre production would continue to be performed in schools and academies. The County Council had urged academies to take up this offer and hoped that the Child Sexual Exploitation agenda would remain part of "everyday business".

RESOLVED:

That report and action taken thus far be supported.

38. Signs of Safety and Leicestershire's Growing Safety Strategy.

The Committee considered a report of the Director of Children and Family Services concerning an update on the progress of the Growing Safety Strategy. A copy of the report, marked "Agenda Item 12", is filed with these minutes.

It was reported that, as a result of the success of this area of work, the County Council, along with nine other local authorities, and in partnership with Professor Eileen Munro, had been awarded funding of £4.7 million from the Department for Education to roll it out across the County.

RESOLVED:

That the report be noted.

39. School Performance and Overview of Outcomes in Key Stage Tests and Examinations.

The Committee considered a report of the Director of Children and Family Services concerning the performance of schools, including inspection outcomes, statutory tests and examinations. A copy of the report, together with a supplementary appendix relating to the report, marked "Agenda Item 13" is filed with these minutes.

Arising from the discussion, the following points were noted:

- Early years and Key Stage 2 had seen the most improvement. Performance at Key Stage 4 and 5 had been largely static. It was expected that GCSE performance would largely be in line with or above the national picture. It was noted that those children in Pupil Premium were not performing as well as others, though it was noted that Pupil Premium did have a very positive effect at some schools. 84-85% of Leicestershire schools were regarded as "good" or "outstanding";
- Tracking of pupils between Key Stage 3 and Key Stage 4 was essential in ensuring good results. The Council had less of a role in this regard as most secondary schools in the County were now academies. It was known that pupils in 10+ schools did not perform as well as those in 11+ schools;
- The importance of high quality teaching was stressed as having a greater impact on results than any other factor, including transition age.

RESOLVED:

That the report be noted.

40. Quarter 2 Performance Report 2014/15.

The Committee considered a report of the Director of Children and Family Services concerning Quarter 2 performance. A copy of the report, marked "Agenda Item 14", is filed with these minutes.

RESOLVED:

That the report be noted.

41. MTFS Savings and the Education Psychology Service.

The Committee considered a report of the Director of Children and Family Services concerning issues raised by the Professional Association of Educational Psychologists (AEP) in a letter to the Chair of the Overview and Scrutiny Committee regarding decisions about the Medium Term Financial Strategy (MTFS). A copy of the report,

together with a copy of the associated correspondence, marked "Agenda Item 15", is filed with these minutes.

The Director reported that, whilst reductions to service budgets were regrettable, they were entirely necessary in order to achieve the savings in the MTFs. Capacity to make savings with little impact were no longer possible, and though the Educational Psychology had received an 18% reduction, which would increase to 29% if the additional savings were approved in the new MTFs, this was less than many other services in the Department which had received a reduction of up to 33%.

RESOLVED:

That the report be noted.

42. Date of next meeting.

It was NOTED that the next meeting of the Commission would be held on 19 January 2015 at 2.00pm.

2.00 - 4.40 pm
03 November 2014

CHAIRMAN



**CHILDREN AND FAMILIES OVERVIEW AND SCRUTINY COMMITTEE - 19 JANUARY
2015**

**JOINT REPORT OF THE DIRECTOR OF CHILDREN AND FAMILY SERVICES AND THE
DIRECTOR OF CORPORATE RESOURCES**

MEDIUM TERM FINANCIAL STRATEGY 2015/16 TO 2018/19

Purpose of Report

1. The purpose of this report is to:
 - a) provide information on the proposed 2015/16 to 2018/19 Medium Term Financial Strategy (MTFS) as it relates to Children and Family Services; and
 - b) ask the Committee to consider any issues as part of the consultation process and make any recommendations to the Cabinet accordingly.

Policy Framework and Previous Decisions

2. The County Council agreed the current MTFS in February 2014. The draft MTFS for 2015/16 – 2018/19 was considered by the Cabinet on 11th December 2014.

Background

3. Reports such as this one are being presented to the Overview and Scrutiny bodies. The views of this Committee will be reported to the Scrutiny Commission at its meeting on 28 January. The Cabinet will consider the results of the scrutiny process before recommending a MTFS, including a budget and capital programme for 2015/16, to the County Council on the 18th February 2015

Financial Strategy

4. The MTFS was set out in the report to Cabinet on 11th December 2014, a copy of which has been circulated to all members of the County Council. This report highlights the implications for Children and Family Services.

Service Transformation

5. National policy changes continue to affect the department, notably the Children and Families Act 2014, which is a significant driver for change. These changes are being delivered by the departmental transformation agenda which is delivering significant whole system changes such as adoption reform and reform of services for children and young people with special educational needs and disabilities (SEND).

The report to the Committee on 1st September 2014 described fully the department's Transformation programme, including:

- the vision, mission and strategic approach;
 - the 20 discrete savings areas; and
 - the 4 major Transformation Projects:
 - a) T3 – remodelling children's social care and specifically to:
 - reorganise locality social care teams;
 - review provision of placements for children with complex needs and behaviours
 - commissioning placements for children in care.
 - b) T8 – remodelling early help services to enable individuals to access appropriate support to help them maintain quality of life and address problems at earlier points.
 - c) T16 – remodelling Special Educational Needs & Disability services to improve educational outcomes for children with special educational needs and disabilities through an integrated single assessment and joint commissioning of services combined with personal budgets.
 - d) T20 – remodelling education services to establish appropriate planning and delivery functions to respond to the ever changing educational landscape including the provision of additional school places and ensuring educational quality.
6. Transformation of services is a key priority for the department over the period of the MTFs, the scale of the financial challenge will mean that some services are delivered differently. Ensuring that children are safe, supported and able to thrive through providing the right help at the right time remains the department's priority. Service redesign will reduce duplication and achieve better value from contracts whilst increasing choice for children and families.

Proposed Revenue Budget

7. The table below summarises the proposed 2015/16 revenue budget and provisional budgets for the next three years.

	2015/16 £000	2016/17 £000	2017/18 £000	2018/19 £000
Updated original budget	59,281	55,333	51,393	50,533
Other changes;				
Budget Transfers and Adjustments	1,357	0	0	0
Sub Total	60,638	55,333	51,393	50,533
Add proposed growth	2,115	0	0	0
Less proposed savings	-7,520	-3,840	-860	-1,160
Proposed/Provisional budget	55,233	51,393	50,533	49,373

8. Detailed budgets for 2015/16 have been compiled on the basis of no pay or price inflation, a central contingency will be held which will be allocated to services as necessary.

9. The proposed net budget for 2015/16 totals £55,233,486 is set out below:

	£000
Employees	37,067,458
Running Costs	222,669,571
Gross Costs	259,737,029
Income	204,503,542
Net Budget	55,233,486

10. For a number of years the department has managed a recurrent overspend in the budgets for children in care placements by maintaining underspending budgets to offset that overspend. For 2015/16 the department has undertaken a 'zero based budgeting' approach to reassess the financial needs of all services, as a result of this change a number of budgets have been realigned.

Other Changes and Transfers

11. A number of budget transfers (£1.357m) were affected through the 2014/15 financial year that are now adjusted for in the updated 2015/16 original budget. These occur as a result of budget transfers enacted during the year largely arising from the transfer of the Youth Justice budget into the department.

12. Growth is categorised in the appendices under the following classification;

*	Item unchanged from the 2014/15 MTFS
**	Item included in the 2014/15 MTFS but amendments have been made
No Star	New item

13. Savings are categorised in the appendices under the following classification;

*	Item unchanged from the 2014/15 MTFS
**	Item included in the 2014/15 MTFS but amendments have been made
TDEI	References for Transformation Project, Departmental saving, Emerging savings and income items
Eff	Efficiency saving
SR	Service reduction
Inc	Income

Growth

14. Details of proposed growth are set out in Appendix B and total £2.1m. These are detailed in the following table;

Ref		2015/16 £,000
G1	<u>Removal of time limited Growth – Children in care and Child Protection Plans</u> – 2014/15 saw the final element of time limited growth approved in the 2012/13 MTFS which funded an increase in internal capacity to respond to	-45

	increased case loads, this final adjustment relates to a reduction in salary costs.	
G2	<p>Placements – Independent Fostering Agency – Placements for children in care are commissioned from a range of providers. The cost of placements varies significantly from an average of £364 per week with an in-house foster carer to £3,800 per week for a secure placement for children with complex needs. Leicestershire has seen a net reduction in the number of in house foster carers through factors such as retirement, alongside this the number of mother & baby and sibling groups has increased by 33% and required the local authority to commission additional placements with independent fostering agencies (IFA's). Whilst IFA placements have a lower cost than for example a secure placement the average cost per week is £364 and higher than an in-house foster placement.</p> <p>Local authorities are also required to secure a permanent family placements for children in care where it is appropriate to do so, currently 33 children within IFA placements have been granted permanency, these children account for the current IFA budget leaving no flexibility to fund any new placements that may arise resulting in the need for growth.</p> <p>The placements budgets have seen a recurrent overspend in previous years and the 2015/16 MTFS realigns some areas of the Children and Family Services budget to partially address that. Additionally the Remodelling of Social Care transformation project is considering the commissioning arrangements for placements as one of the key strategies in reducing future costs.</p>	1,500
G3	<p>Child Sexual Exploitation – Nationally a number of high profile child sexual exploitation (SCE) cases have been identified which have led to a review of how cases in Leicestershire, Leicester and Rutland are identified, managed and addressed through the establishment of a multi- disciplinary team located and working with Leicestershire Police and other agencies / services.</p> <p>The national profile CSE has increased the number of referrals from 54 in 2012/13 to 99 to date (24 November 2014), it is now necessary to strengthen and make permanent arrangements to co-ordinate the local response to CSE, trafficking and missing children. The objectives of the team is to be proactive in identifying and tackling cases, improving the understanding of the nature and scope of CSE, increase the number of prosecutions and reduce the number of children repeatedly going missing.</p>	560

G4	Young Carers – Legislation introduced through the Children and Families Act 2014 conveyed a duty on local authorities to assess the needs of children and young people that undertake caring responsibilities to ensure that they have the same access to education, career choices and wider opportunities as other children without caring responsibilities and that they and their families are identified and supported.	100
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Savings

15. Savings of £3.4m were delivered in the 2014/15 MTFS. Details of future savings are set out in Appendix B and total £7.52m in 2015/16 rising to £13.38m in 2018/19. These are detailed below:

Ref		
	<u>Transformation</u>	
* / T3 / Eff	<u>Reduced Demand Arising From the Supporting Leicestershire Families Programme</u> – It is expected that the success of the programme will reduce demand across services. Analysis of a benefits realisation has identified that the programme is delivering savings across public services, this exercise will inform the approach to the future of the service and how costs and savings may be realigned across partners in order to inform the delivery of this saving scheduled in 2016/17.	-1,000
** / T3 / SR	<p><u>Remodelling Social Care</u> – A number of savings identified within the 2014/15 MTFS (S6, part S9 & S17) are now combined and will be delivered under this transformation project. The project will deliver system change across three key service areas;</p> <ul style="list-style-type: none"> • the structure of locality social care services • provision of placements for children with complex needs and behaviours • commissioning and use of Independent fostering agencies <p>The project is complex and is being delivered given it is redesigning services supporting vulnerable children in Leicestershire, £1m of the original 2015/16 MTFS target has been re-profiled to 2016/17 and is off set against the new departmental saving of D9 – Release of Early Help Budget.</p> <p>Phase 1 of the remodelling project has been completed which delivers savings for 2015/16, further savings will be achieved through the introduction of a commissioning strategy which will reduce the cost of placements for children in care. For 2015/16 savings total £1.2m, phase two of the remodelling project will deliver further savings of £1m in 2016/17.</p>	-2,200

** / T8 / SR	<p><u>Remodelling Early Help</u> – This transformation project combines a number of 2014/15 MTFS savings (S3, part S9, S16, S18 & S80), saving of £1.89m are scheduled to be delivered in 2015/16 rising to £3.09m in 2017/18.</p> <p>A service restructure delivers the 2015/16 savings requirement, phase 2 of transformation will be undertaken during 2015/16 in order to deliver further savings in 2016/17 through the development of co-commissioning and service integration. Re-profiling £1m of savings from 2015/16 to 2016/17 allows for a measured and structured approach to the redesign of these services and will allow further time to develop co-commissioning and service integration as well as time to build community capacity and resilience.</p> <p>All stakeholders have been, and continue to be, fully engaged in discussions on potential new service delivery options and include Health, Schools, District Councils, Voluntary Sector, Community Safety, Youth Service and Youth Offending Service.</p> <p>A review of early help across the Council is to be undertaken and will also inform the way in which and extent of which early help services will be delivered in the future.</p>	-3,090
* / D1 / SR	<p><u>Departmental</u></p> <p><u>Review and Consolidation – Voluntary Sector Support</u> – Extensive consultation has been undertaken with all voluntary organisations that may be affected by this saving. Commissioning across the voluntary sector has historically been through a mixture of locality and countywide arrangements over a number of years. This had led to significant duplication and inefficiency in the system which now has 128 separate contracts with 71 organisations.</p> <p>Future commissioning arrangements will focus on improving outcomes for children, young people and their families within a commissioning framework based on need and the knowledge about which services have the most positive impact. In order to support this new approach to commissioning services, an assessment tool has been developed and will be used to prioritise the services currently provided by voluntary and community sector organisations. De-commissioning proposals will be presented to Cabinet for agreement at its meeting on 14 January 2015 and an update will be presented at this meeting.</p>	-800
* / D2 / SR	<p><u>Careers Advice & Guidance</u> – This is the full year impact of 2014/15 agreed savings. Schools are now responsible for providing careers information, advice and guidance and</p>	-360

	the local authority for vulnerable young people aged 16-19, to reflect this change in legislation the contract for the services was reduced in October 2014 from £2m to £1.4m. Emerging savings for 2018/19 are proposed under E2.	
* / D3 / SR	<u>Non Replacement of Posts</u> – Posts that have become vacant during 2014/15 have not been subject to recruitment and have been permanently removed from the departments staffing establishment.	-120
** / D4 / SR	<u>Reduction in Early Learning & Childcare Service</u> - Reduced training within the service in 2015/16 will deliver savings of £0.1m. The department's strategy for funding the early learning service has been to move costs fully from the local authority budget to Dedicated Schools Grant (DSG) in 2015/16. However changes to the DSG allocation methodology for funding the two year old early education offer has reduced the level of grant which is insufficient to meet these costs. The department is considering the short and medium term options for the service which is scheduled to be funded from DSG reserves to allow time for effective planning for the change. The local authority budget will be withdrawn in 2017/18.	-850
* / D5 / SR	<u>Departmental Structure Changes</u> – This is the full year impact of savings delivered through 2014/15 and relates to the final year of savings through corporate changes in staff terms and conditions and the non –replacement of temporary contracts.	-60
** / D6 / SR	<u>Educational Psychology</u> – A service review has been undertaken within the service and a restructured service will be in place in September 2015. The 2015/16 saving of £240k has a full year impact in 2016/17 and will increase to £390k.	-390
* / D7 / SR	<u>Family Information Service</u> – The statutory duty to provide a family information service has been removed from local authorities and the budget has been removed. The function has been incorporated into the work of the 'First Response' team.	-120
** / D8 / SR	<u>Redesign Services for Disabled Children</u> – The authority is committed to the design of an all age disability service through the integration of services within Children and Family Services and Adults and Communities. Integration of these services will deliver savings of £0.4m in 2015/16 rising to £1m in 2016/17 as efficiencies are achieved by aligning assessment and commissioning of services	-1,000
D9 / SR	<u>Early Help Budget</u> – This is a new saving proposed for 2015/16. The 2014/15 MTFs made provision for £3.2m in order to provide financial support for services to respond to reductions in funding arising from the cessation of the Early Intervention Grant. It was anticipated that the expansion of the early education offer to the 40% most deprived 2 year	-2,100

	olds would be unfunded, this was subsequently funded by the Department for Education. The department has exercised extreme prudence on the allocation of this budget as a result of the financial position of the local authority and £2.1m is unallocated within the department's budget. This could be released in 2015/16 as an additional saving with no impact upon service delivery and allows for the re-profiling of savings within the remodelling of early help and social care transformation programmes.	
D10 / Eff	<u>Inflation Contingency</u> – This is a new saving proposed for 2015/16. The department has maintained a budget in order to fund any unexpected inflation increases within service budgets, this budget can be released in 2015/16 with no impact on current service budgets.	-130
	<u>Emerging</u>	
E1 / Eff	<u>Management Costs</u> – As the department delivers savings in services it will be possible to deliver a reduction in management costs. This saving is scheduled for 2018/19 but the department will consider if savings can be made in management costs as the transformation programmes are delivered.	-150
E2 / SR	<u>Careers Advice and Guidance</u> – Leicestershire has one of the lowest numbers in England of young people not in education, employment and training and with schools now responsible for careers advice and guidance this proposed reduction in budget for 2018/19 takes account of the reduced current role and potential future changes as the department moves to a model targeting services on the most vulnerable children and young people	-700
E3 / Eff	<u>Administration Support</u> – As services and management costs reduce it will be possible to reduce administration support.	-310

Specific Grants

16. The specific grants for the departments are;

- Dedicated Schools Grant (DSG) (£439m). The purpose of this grant is detailed in the following section of this report.
- Maintained School sixth forms (£4.7m). This funding is paid to the local authority by the Education Funding Agency for maintained school sixth forms. The allocations are made according to a national formula and paid over to maintained schools with sixth forms in full. Academies receive this funding directly from the EFA.
- Asylum Seekers (£0.4m). This supports the cost of supporting unaccompanied asylum seeking children. The grant is variable and dependent upon the number and age of children supported.
- Remand Reform (£0.6m). Local authorities became responsible for remands to youth detention in April 2013. The grant has not been confirmed but is assumed to be at the same level of that for 2014/15.

- SEND Reform Grant (£0.34m). The Children and Families Act 2014 introduced significant changes in respect of supporting children and young people with special educational needs and disabilities (SEND) including the introduction of Education, Health and Care Plans, publication of the local offer of support services and the introduction of personal budgets. Changes have been supported by specific grant allocations by the DfE and a further grant for 2015/16 has been confirmed.

Dedicated Schools Grant

17. The Dedicated Schools Grant (DSG) settlement retains a settlement in three separate blocks for 2014/15, the DSG allocation for the offer of early education to the 40% most deprived 2 year olds will not be confirmed until June and has been estimated. Overall the Schools Budget remains set at the level of the grant received. A summary of the grant elements is detailed below:

Funding Block	Areas Funded	Basis for Settlement
Schools Block £364.6m	<p>This block funds delegated budgets for all Leicestershire primary and secondary schools and academies and for the first time the three studio schools in Leicestershire.</p> <p>Some budgets e.g. school copyright licences, school related premature retirement costs are centrally retained by the local authority with the approval of the Schools Forum.</p> <p>Funding for academies is recouped from the settlement and paid directly to the academy by the EFA.</p> <p>This block of funding is increased as a result of the 'Fairer Funding' announcement by the Department of Education (DfE) in July 2014. Cabinet approved the allocation of the additional funding on 13 October 2014 following extensive consultation with schools.</p>	<p>The Schools Block Unit of Funding (SBUF) is £4,229.29 and based upon the pupil characteristics recorded in the October 2014 schools census. The figure is a reduction of £7.51 per pupil from the figure published by the DfE in July 2014 as a result of a reduction of funding in respect of carbon reduction commitment changes which are funded on a national rather than local basis.</p> <p>Leicestershire is the 11th lowest funded for this element of the settlement out of 151 authorities (3rd lowest 2014/15) and compares to an England average of £4,612.11</p>
High Needs Block £52.9m	Funds special schools and other specialist providers for high needs pupils and students, the	The settlement remains based upon expenditure for 2012/13, adjusted for changes in the

	pupil referral unit and support services for high needs pupils including high needs students in further education provision.	number of high needs places commissioned with an element of national growth in funding. As the settlement is not based upon pupil / student numbers there is no national comparator against which to measure relative funding. However converting the settlement to a per pupil basis using pupil data in the other elements of the DSG settlement places Leicestershire 17 th lowest funded at £579.60 against an England average of £775.68
Early Years £18.7m (3 & 4 year olds) 2 year old disadvantaged places £2.8m (est)	Funds the Free Entitlement to Early Education (FEEE) for 3 and 4 year olds and an element of the early learning and childcare service. This allocation includes a provisional allocation of £0.3m for the early years pupil premium which will be adjusted in future years for actual take up	The settlement is based upon January 2014 pupil numbers and will be adjusted for January 2015 and 2016 pupil data The FEEE funding rate of £3,363.36 of is unchanged from 2014/15 and Leicestershire remains 10 th lowest funded against an England average of £4,282.60 including the early years pupil premium. This settlement no longer includes funding for FEEE for 2 year olds. Whilst the settlement for this element of DSG will not be confirmed in June 2015 the rate of funding has been confirmed at £4.85 per hour, Leicestershire is one of 52 authorities that receive the lowest rate of funding, the funding level is equal to the rate paid to Leicestershire providers.
£439.07m	Total DSG (including 2 year old estimate)	

18. The DfE has stated that it wishes to move to a formulaic distribution for the High Needs Block and are currently undertaking a research project to determine how that may be achieved. Leicestershire was approached by the DfE to be one of the authorities participating in this research and a number of officers and schools have taken part in the initial information gathering stage of the project, further workshops are planned early

in 2015 to continue the work. It is unclear when the outcome of the research and any potential changes to the funding system will be known.

19. It is also anticipated that a single funding formula for the Early Years block and early education providers will be introduced at some point in the future.

School Budgets

20. The government has confirmed that it remains its intention to implement a national funding formula for local authorities and schools. No timescale has been given for the introduction of the national fair funding formula, but that it will happen at 'the right time' and at a point at which there are multi-year funding settlements in order that schools are able to plan for the changes.
21. The additional funding within the Schools Block DSG is generated by a change in the methodology for calculating DSG which, for the 69 local authorities receiving additional funding, has changed from that of replicating historic expenditure, to a basis where Minimum Funding Levels (MFL) are given to a number of pupil characteristics to generate local authorities grant allocations.
22. The framework for local authorities to calculate individual school budget is largely unchanged for 2015/16, albeit there are some national changes to the definitions of some of the factors. The School Funding Task and Finish Group considered these changes and recommended that the 2015 /16 school funding formula should remain unchanged. The funding values within the formula are however increased as a result of the additional funding for the authority and were agreed by the Cabinet on 13 October 2014.
23. The Education Funding Agency (EFA) has confirmed that the proposed 2015/16 school funding formula is compliant with the school funding regulations. School budgets have been remodelled to reflect the most recent pupil data from the October 2014 school census and will be issued to individual schools following consideration by the Schools Forum on 23 February 2015. Whilst the Schools Forum is unable to make changes to the funding formula for schools, the Forum is vested with some decisions on the budgets that are centrally retained by the local authority which may impact on the funding available to be delegated to schools.
24. The Minimum Funding Guarantee (MFG) remains nationally set at minus 1.5% per pupil. Whilst the approach to the allocation of the additional school funding was to minimise the number of schools receiving MFG, 23 schools remain on minimum funding, the funding released from this change has been recirculated across the school funding formula. As MFG is a per-pupil reduction schools with falling rolls may see their budgets reduce by more than 1.5% overall. Additionally some items funded within the formula i.e. rent and rates are not considered within the MFG calculation.
25. The methodology remains unchanged for funding schools undertaking or affected by age range changes and the pupil number count continues to include an adjustment for estimated changes in roll for September 2015 which will be adjusted in 2016/17 budgets when actual numbers will be confirmed. Schools unaffected by age range change remain on the national pupil number count and are funded on pupil numbers from the October 2014 school census as required by the school finance regulations.

26. Local authorities are required to construct school budgets using a dataset and pro-forma issued by the DfE which is based upon the October 2013 school census, in Leicestershire this is then adjusted for the pupil number changes arising from schools undertaking age range changes. The school budgets shown within this report are draft budgets which will be updated for this new data, this is a result of the late issue of the dataset by the EFA and the complexity of pupil movement arising from September 2015 age range changes.
27. Local authorities are required to fund start-up costs for new schools and for diseconomies of scale there may be until they have a full contingent of year groups. The 2014 School Funding Regulations also require that new schools be funded on estimated pupil numbers from the point of opening. It is planned for the Braunstone school to be open for a September 2016 intake. It is therefore necessary to establish a growth fund and for the Schools Forum to agree the criteria for its allocation. £1m is notionally set aside within the DSG reserve for this purpose, however with further new schools expected as a result of the future development of Sustainable Urban Extensions (SUE's) it is necessary to establish funding on an on-going basis. With no local authority budget to contribute this must be funded from within the Schools Block DSG and may require future changes to the values within the school funding formula.

Two Year Old Early Education Offer

28. From September 2014 local authorities were required to extend the offer of FEEE to the 40% most deprived two year olds. Local authorities were funded through DSG based upon the number of two year olds eligible for the offer, for 2015/16 the basis of this funding changes from the numbers eligible for the offer to the numbers participating.
29. Nationally participation rates have been lower than eligibility rates, this has resulted in 'headroom' within the funding settlement. In Leicestershire this has allowed for a substantial proportion of the early learning and childcare service to be DSG funded and has contributed to CFS savings targets. Whilst the DSG allocation is not expected until June 2015 it is estimated to be £2.8m, this is £2.6m lower than the grant for 2014/15.
30. Initial allocations of funding for two year olds will not be announced until June 2015 but the DfE released funding rates for this provision in October 2014 following a consultation regarding the implementation of the early years pupil premium. This confirms that the funding rate for Leicestershire will be £4.85 per hour, the minimum rate payable to both local authorities and early years providers, and will remove the 'headroom'. Additionally the 2014/15 MTFS included a final budget switch for the remaining local authority funding for the service to be funded from DSG.
31. The planned local authority / DSG budget switch agreed within the 2014/15 MTFS has been postponed until 2017/18 but there is an immediate need for the service to be reconfigured to respond to a significant reduction in funding in the immediate and medium term. The service was reconfigured in April 2014 as a result of changes to local authority's statutory duties, and a further review will be undertaken. In the immediate term the service will be funded from the DSG reserve.
32. The Early Learning and Childcare (0-5 Learning) service has identified significant savings by reviewing key statutory duties and functions.

- All project work has been stopped as there have been operational savings identified across the service. Support to the sector is focused on those who are judged less than good by Ofsted, and is not universally available.
- Funding available for holiday play schemes has been halved and there has been a reduction in the budget for those children who have SEND and attend out of school clubs.
- The training programme available to those providers judged less than good by Ofsted has been reduced and funding for professional qualifications has also been limited.

The impact of these operational savings will be closely monitored over the year, particularly in relation to Ofsted grades being sustained and the LA's sufficiency duty.

Pupil Premium

33. The DfE have not formally issued a full pupil premium settlement for 2015/16 and expect to make a January announcement, this is expected to be based upon pupil numbers from the October 2014 school census which will be updated for the January census. Confirmed allocations are not expected until June 2015. The amounts are expected to be increased for primary pupils and remain on the current basis of eligibility as detailed in the following table;

Pupil Premium Payable for;	2015/16 £	2014/15 £
Primary Free School Meals Ever 6 (any pupil eligible for free school meals in the last 6 years)	1,320	1,300
Secondary Free School Meals Ever 6 (any pupil eligible for free school meals in the last 6 years)	935	935
Children from service families	300	300
Looked after children	1,900	1,900
Children adopted from care, left care under a special guardianship or residence order	1,900	1,900

Universal Infant Free School Meals

34. Schools were required to provide a free school meal for all pupils in reception, year 1 and year 2 from September 2014 and have received a revenue grant to meet the costs of implementation. There is no information from the DfE on how this will be funded from September 2015, however there is no transfer of funding into DSG and the assumption is that the grant will continue.
35. Nationally there remains concern of the impact of the implementation of the offer of universal infant free school meals on the numbers of children being registered as

eligible for a free school meal and therefore the amount of pupil premium received by schools. Leicestershire primary schools were recently surveyed to ascertain the impact of this initiative including any pupil premium impact. Only a few schools responded none of which identified any adverse impact on the number of children registered as eligible for a free school meal.

Academies

36. Currently in Leicestershire 142 schools have converted to academy status, 7 schools are in the conversion process and 2 are known to have expressed an interest in conversion.
37. Where schools are required to enter a sponsored academy arrangement as a result of an OfSTED judgement of special measures any budget deficit reverts to the local authority on conversion. 4 schools are in this position, £2.5m of the DSG reserve is set aside to meet these costs and is expected to be fully spent from these conversions. Further funding will need to be set aside to meet any future costs
38. The Education Services Grant (ESG) provides funding to authorities for;
- a) the services it provides to all schools and academies such as strategic planning of the education service, development and maintenance of the school funding formula and strategic capital planning
 - b) the services it provides only to maintained schools such as ICT infrastructure, finance & HR

Academies receive the general rate direct from the EFA and a 'top-up' rate for the responsibilities transferred to them from local authorities

39. A reduction of 20% in ESG has been confirmed for 2015/16 and reduces the general rate paid to local authorities and academies. The rates for both 2015/16 are;

	2015/16 £ per pupil	2014/15 £ per pupil
Retained Duties (paid to local authorities for every pupil at maintained schools and academies)	£15	£15
General Funding Rate (paid to local authorities for pupils in maintained schools and to academies for their pupils)	£87	£113
Academies top-up (paid to academies for their pupils)	£0	£34

40. No funding protection is given to local authorities, however tapered protection will be paid to academies for the reduction in ESG, academies with low levels of ESG will not see a fall of more than 1% of their total funding, for academies currently receiving high levels of ESG may encounter a reduction of up to 3% of their total funding. The level of

protection will be individual to each academy but the DfE expect that most academies will see a reduction in their total funding in the region of 1.5%.

41. ESG is not a specific grant into Children and Family Services but accounted for as corporate income. Overall the level of grant is affected by the number of pupil in academies and by pupil numbers in schools that convert during the financial year. 2015/16 ESG is estimated to be £4m (£5m 2014/15) the reduction is factored into the MTFS and is a result of reducing numbers of maintained school pupils as schools convert to academy status.

Capital Programme

42. The capital settlement for Children and Family Services for 2015/16 continues to be provided by DfE grant, some of which are yet to be confirmed. The proposed capital programme is shown at Appendix C.
43. The capital programme is aligned to the school place planning strategy 'In the Right Place' which was approved by the Cabinet on 19 November 2015 and informs the allocation of capital funding for 2015/16 onwards. The capital programme has been developed to target the priorities as set out in the strategy. The Cabinet agreed on 11 December 2014 that early design and feasibility works to enable the 2015/16 programme to be developed can be undertaken with the approval of the Director of Corporate Resources to ensure that the authority can meet the need for additional primary school places in September 2015.

Basic Need

44. Basic Need grant funds growth in the number of school places in maintained schools, academies and free schools and the establishment of new schools. Local authorities are required to consider the need for additional school places across all providers equally and based on local needs and priorities. Any new school established must become an academy and local authorities are required to enter into a competitive process that determines its operator. The grant allocation is based upon information collected through the annual School Capacity Survey (SCAP) which collects information on school capacity and pupil number forecasts within clusters of schools.
45. The EFA announced the grant for 2015/16 and 2016/17 in December 2014, a further announcement for 2017/18 is expected in January. The confirmed allocations are;

	2015/16 £,000	2016/17 £,000	Total £,000
Allocation	25,140	26,397	51,537

46. The draft programme has been developed on a priority basis and within that schemes are at different stages of development, for some contractors prices have been obtained for others costs are indicative and based on exemplar and / or similar schemes. In order to minimise risk where contractors prices have not yet been obtained contingency is held to mitigate against any increase in cost, as prices are confirmed schemes will be re-evaluated and re-prioritised as necessary.
47. The proposed programme is based on predicted future pupil numbers for each individual school and academy based on the historic pattern of pupil admissions,

schemes may need to be revised should future school admission patterns and / or the expectations of housing growth change. This is particularly relevant to the proposed programme for 2016/17 onwards.

48. For schools entering into sponsored academy arrangements sponsors seek to minimise any financial risk and this includes expectations that any immediate capital works are completed, the capital programme makes provision for campus redevelopment works on academy sites where to do so allows the local authority to meet its priorities as set out within the place planning strategy.
49. In order that the capital programme is sufficiently flexible to respond to changes in pupil projections, demographic growth and sponsored academy requirements the MTFS will seek joint delegated responsibility for the Director of Resources and the Director of Children and Family Services to approve the inclusion of new schemes to the capital programme where to do so will enable the local authority to meet its statutory responsibility for the delivery of sufficient school places.
50. The draft schemes are grouped under the following priorities within the place planning strategy;

Place Planning Priority	Proposed Schemes	2015/16 £,000	2016/17 £,000
Key Priority 1 - To provide the additional primary schools required	Additional places at a number of primary schools, the proposed will deliver 37 new classrooms including: <ul style="list-style-type: none"> • 4 classroom blocks at Coalville All Saints, Kibworth, Robert Bakewell, Loughborough, Groby Martinshaw • 3 classroom blocks at Bottesford CE, Hinckley Westfield Junior • 2 classroom blocks at Anstey Latimer, Ashby Willesley, Burbage Sketchley Hill, Great Glen St Cuthberts 	15,815	4,722
	1 classroom extensions and other works aimed at increasing capacity at a number of other schools across Leicestershire		
	The development of a new primary school in Braunstone and the development of additional primary places in Birstall	1,649	5,101
Key Priority 2 – To ensure there is a good supply of secondary schools in each	Academies are able to bid to the EFA for funding through a Condition Improvement Fund	1,139	1,900

locality offered through well planned, sustainable and viable solutions	(CIF) to both increase capacity as a result of age range changes but also to address any building condition issues, contributions from the local authority increases the potential success of the bids		
Key Priority 3 – To fulfil the commitment to the programme of special schools c, completing the final development in Wigston	To builds a replacement for Birkett House special school and complete the delivery of 5 new special schools across Leicestershire	2,000	10,000
Key Priority 5 – To address structural change to the pattern of education, where this can be linked to basic need requirements in the locality and there is a robust case for change	Removal of the 10+ education system across the Wigston area which requires works to enable primary schools to retain year 6 pupils and works to the secondary campus Resources are also brought forward for developments at the secondary school campus in Birstall	2,515	4,870

51. The proposed capital programme also makes provision of £ 1.5m for Priority 8 ; To Develop strong arrangements for management of assets which includes mobile replacements where planning permission is expired at Cossington, Witherley and Hose primary schools and for minor works relating to school access and safeguarding schemes of £0.1m

Capital Maintenance

52. This grant is payable to local authorities in order to maintain suitable learning environments and received for maintained schools only. The 2015/16 grant allocation has not been announced but it is estimated to be £3.4m and is allocated to maintenance priorities such as boiler replacement, structural repairs and electrical works.

Devolved Formula Capital

53. Devolved formula capital is paid to local authorities on a national formula which is based upon pupil numbers in maintained schools, the funding is passported directly to schools. Academies also receive the grant directly from the EFA. No announcement has been made on 2015/16 funded but it is expected that funding levels will remain as for 2014/15 and grant is estimated to be £0.77m

Recommendation

54. The Committee is asked to consider the report and any views they may wish to make to report to the Scrutiny Commission.

Background Papers

Report to the Cabinet: Review and Consolidation of Voluntary and Community Sector Support for Children and Family Services – 11 December 2014

<http://politics.leics.gov.uk/ieListDocuments.aspx?CId=135&MId=4331&Ver=4>

Report to the Cabinet: Provisional Medium Term Financial Strategy 2015/16 – 2018/19

<http://politics.leics.gov.uk/ieListDocuments.aspx?CId=135&MId=4331&Ver=4>

Report to the Cabinet: 2015/16 School Funding – 13 October 2014

<http://politics.leics.gov.uk/ieListDocuments.aspx?CId=135&MId=4268&Ver=4>

Report to the Cabinet: Provision of 16-19 Careers Information, Advice and Guidance with Prospects – Exception to Contract Procedure Rules – 19 September 2014

<http://politics.leics.gov.uk/ieListDocuments.aspx?CId=135&MId=4190&Ver=4>

Report to the Cabinet: 'In the Right Place' – Strategy for the Provision of School and Other Learning Places in Leicestershire 2014/18 – 19 November 2014

<http://politics.leics.gov.uk/ieListDocuments.aspx?CId=135&MId=3995&Ver=4>

Report to the County Council: Medium Term Financial Strategy 2014/15 to 2017/18 – 19 February 2014

<http://politics.leics.gov.uk/ieListDocuments.aspx?CId=134&MId=3720&Ver=4>

Circulation under Local Issues Alert Procedure

None.

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Appendices

Appendix A – Revenue Budget 2015/16

Appendix B – Growth and Savings 2015/16 – 2018/19

Appendix C – Capital Programme 2015/16 – 2018/19

Equality and Human Rights Implications

55. Public authorities are required by law to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation;
- Advance equality of opportunity between people who share protected characteristics and those who do not; and
- Foster good relations between people who share protected characteristics and those who do not.

56. Many aspects of the County Council's MTFS may impact upon service users who have a protected characteristic under equalities legislation. An assessment of the impact of the proposals on the protected groups must be undertaken at a formative stage prior to any final decisions being made. Assessments are being undertaken in light of the potential impact of proposals and the timing of the proposed changes. Those assessments will be revised as the proposals are developed.
57. Proposals in relation to savings arising out of a reduction in posts will be subject to the County Council Organisational Change policy which requires an Equality Impact Assessment to be undertaken as part of the Action Plan.

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2015/16 PROVISIONAL CHILDREN & FAMILY SERVICES REVENUE BUDGET 2015/16

Base Budget 2014/15 £		Staffing £	Running Costs £	External Income £	Internal Income £	Total 2015/16 Budget £	Schools £	Early Years £	High Needs £	Total Schools Block £	Total LA Block £
1,491,021	Total Directorate	1,368,790	129,420	(4,550)	(2,640)	1,491,020	18,499	44,230	153,955	216,684	1,274,336
1,139,542	First Response	1,159,502	15,000	(34,964)	0	1,139,538	0	0	0	0	1,139,538
1,479,161	Safeguarding Unit	1,947,607	207,350	(11,800)	(104,000)	2,039,157	0	0	0	0	2,039,157
176,221	LSCB	265,487	220,654	(269,420)	(40,500)	176,221	0	0	0	0	176,221
2,794,924	CYPS Safeguarding Assurance Total	3,372,596	443,004	(316,184)	(144,500)	3,354,916	0	0	0	0	3,354,916
2,706,536	Specialist Assessment & Response Locality 3	2,406,149	712,190	(411,800)	0	2,706,539	0	0	0	0	2,706,539
3,201,978	Specialist Assessment & Response Locality 2	2,601,491	330,180	(29,700)	0	2,901,971	0	0	0	0	2,901,971
2,642,641	Specialist Assessment & Response Locality 1	2,177,637	285,450	(20,450)	0	2,442,637	0	0	0	0	2,442,637
9,651,409	Fostering & Adoption	2,006,727	9,252,122	(152,442)	0	11,106,407	0	0	0	0	11,106,407
2,286,600	Childrens Management	184,365	1,842,230	0	0	2,026,595	0	0	0	0	2,026,595
8,874,374	Operational Placements	1,222,029	7,162,470	(10,120)	0	8,374,379	0	0	0	0	8,374,379
3,709,373	Disabled Children	1,028,727	2,382,845	(102,200)	0	3,309,372	0	0	0	0	3,309,372
33,072,911	CYPS Social Care Total	11,627,125	21,967,487	(726,712)	0	32,867,900	0	0	0	0	32,867,900
1,055,633	Integrated Locality Working - Locality 3	776,313	284,540	(3,800)	0	1,057,053	0	0	0	0	1,057,053
1,142,456	Integrated Locality Working - Locality 2	918,950	224,905	(1,400)	0	1,142,455	0	0	0	0	1,142,455
1,358,544	Integrated Locality Working - Locality 1	1,044,625	315,820	(1,900)	0	1,358,545	0	0	0	0	1,358,545
6,637,187	Targeted Early Help	2,442,306	3,128,971	(96,875)	(267,552)	5,206,850	0	0	0	0	5,206,850
0	C&FS Supporting Leics Families	2,132,623	421,000	(1,661,416)	(892,207)	0	0	0	0	0	0
1,817,812	C&FS Youth Offending Service	2,380,253	403,968	(967,790)	(348,923)	1,467,508	0	0	0	0	1,467,508
465,379	C&FS Community Safety	177,225	323,771	(36,000)	0	464,996	0	0	0	0	464,996
12,477,011	Targeted Early Help Total	9,872,294	5,102,975	(2,769,181)	(1,508,682)	10,697,406	0	0	0	0	10,697,406
48,344,846	TOTAL CHILDREN'S SOCIAL CARE & EARLY HELP	24,872,015	27,513,466	(3,812,077)	(1,653,182)	46,920,222	0	0	0	0	46,920,222
601,334	Education Sufficiency Total	834,315	77,480	(140,000)	(170,456)	601,339	279,615	0	38,405	318,020	283,319
2,293,929	VCS Savings to be allocated	0	(736,070)	0	0	(736,070)	0	0	0	0	(736,070)
24,959,661	CYPS 0-5 Learning	1,475,697	22,939,080	(31,400)	0	24,383,377	0	23,335,378	298,000	23,633,378	749,999
0	CYPS Music Services	1,058,548	584,800	(1,643,348)	0	0	0	0	0	0	0
2,658,000	CYPS 5-19 Learning	141,100	2,275,170	(61,590)	(56,680)	2,298,000	248,000	0	0	248,000	2,050,000
27,617,661	CYPS Education Quality Total	2,675,345	25,799,050	(1,736,338)	(56,680)	26,681,377	248,000	23,335,378	298,000	23,881,378	2,799,999
4,778,726	Specialist Services to Vulnerable Groups	4,152,893	753,272	(211,531)	(155,860)	4,538,774	0	0	3,432,160	3,432,160	1,106,615
3,022,547	Education of Vulnerable Groups	599,239	2,439,407	0	(16,100)	3,022,546	0	0	1,986,987	1,986,987	1,035,559
7,801,273	Education of Vulnerable Groups Total	4,752,132	3,192,679	(211,531)	(171,960)	7,561,320	0	0	5,419,147	5,419,147	2,142,174
38,314,197	TOTAL EDUCATION, LEARNING & SKILLS	8,261,793	28,333,139	(2,087,869)	(399,096)	34,107,967	527,615	23,335,378	5,755,552	29,618,545	4,489,422
49,804,225	Special Educational Needs	609,734	49,366,315	(250,661)	0	49,725,388	0	0	49,167,887	49,167,887	557,501
507,454	Commissioning & Procurement	239,989	258,569	(1,100)	0	497,458	0	0	0	0	497,458
50,311,679	Commissioning & SEN Total	849,724	49,624,884	(251,761)	0	50,222,847	0	0	49,167,887	49,167,887	1,054,959
0	Transformation Total	1,168,362	0	0	(1,168,362)	0	0	0	0	0	0
888,452	Admin & Committees	479,871	369,590	0	(81,007)	768,454	286,280	0	0	286,280	482,174
237,260	Business Support	66,903	50,360	0	0	117,263	0	0	0	0	117,263
1,569,991	Human Resources	0	1,640,000	(70,000)	0	1,570,000	674,890	0	0	674,890	895,110
2,695,703	Business Support Total	546,774	2,059,950	(70,000)	(81,007)	2,455,717	961,170	0	0	961,170	1,494,547
53,007,382	TOTAL COMMISSIONING & DEVELOPMENT	2,564,860	51,684,834	(321,761)	(1,249,369)	52,678,564	961,170	0	49,167,887	50,129,057	2,549,506
357,004,079	Total Individual Schools Budget	0	374,794,228	(14,609,499)	0	360,184,729	360,565,982	(303,600)	(77,653)	360,184,729	0
(437,523,502)	Total Dedicated Schools Grant	0	(259,785,516)	(180,363,499)	0	(440,149,015)	(362,073,266)	(23,076,008)	(54,999,741)	(440,149,015)	0
(80,519,423)	Total DSG Items	0	115,008,712	(194,972,998)	0	(79,964,286)	(1,507,284)	(23,379,608)	(55,077,394)	(79,964,286)	0
60,638,023	TOTAL C&FS BUDGET 2015/16	37,067,458	222,669,571	(201,199,255)	(3,304,287)	55,233,486	0	0	(0)	0	55,233,486

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39
2015/16 Proposed Children and Family Services Growth and Savings Appendix B

2015/16 2016/17 2017/18 2018/19
 £000 £000 £000 £000

GROWTH

Ref

Demand and Cost Increases

*	G1	Removal of time limited growth for increased numbers of Children in care and Child Protection Plans	-45	-45	-45	-45
	G2	Placements - Independent Fostering Agency	1,500	1,500	1,500	1,500
	G3	Child Sexual Exploitation - strengthening the local authorities ability to respond to CSE cases and manage allegations	560	560	560	560
	G4	Young carers - new legislation	100	100	100	100
			2,115	2,115	2,115	2,115

SAVINGS

TDEI Eff/SR/
 ref. Income

Transformation

*	T3	Eff	Reduced demand arising from Supporting Leicestershire Families Programme		-1,000	-1,000	-1,000
**	T3	SR	Remodelling Social Care	-1,200	-2,200	-2,200	-2,200
**	T8	SR	Remodelling Early Help	-1,890	-2,980	-3,090	-3,090
Total				-3,090	-6,180	-6,290	-6,290

Departmental

*	D1	SR	Review and consolidation of Voluntary Sector Support	-800	-800	-800	-800
*	D2	SR	Re-focus of Careers Information, Advice & Guidance	-360	-360	-360	-360
*	D3	SR	Non replacement of posts	-120	-120	-120	-120
**	D4	SR	Reduction in Early Learning & Childcare Service	-100	-100	-850	-850
*	D5	SR	Departmental structure changes	-60	-60	-60	-60
**	D6	SR	Reduction in Educational Psychology Service	-240	-390	-390	-390
*	D7	SR	Remove Family Information Service	-120	-120	-120	-120
**	D8	SR	Redesign Services For Disabled Children	-400	-1,000	-1,000	-1,000
	D9	SR	Release Early Help budget	-2,100	-2,100	-2,100	-2,100
	D10	Eff	Release Inflation Contingency budget	-130	-130	-130	-130
Total				-4,430	-5,180	-5,930	-5,930

Emerging

E1	Eff	Reduce Management Costs					-150
E2	SR	Reduce contract for Careers Information, Advice and Guidance					-700
E3	Eff	Reduce Administration Support					-310
				0	0	0	-1,160

TOTAL

-7,520 -11,360 -12,220 -13,380

* items unchanged from previous Medium Term Financial Strategy

** items included in the previous Medium Term Financial Strategy which have been amended

TDEI ref - references for Transformation Programme project, Departmental saving, Emerging saving and Income items

Eff - Efficiency saving

SR - Service reduction

Inc - Income

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PROPOSED CHILDREN & FAMILY SERVICES CAPITAL PROGRAMME 2015/16 to 2018/19

Estimated Completion Date	Gross Cost of Project £000		2015/16 £000	2016/17 £000	2017/18 £000	2018/19 £000	Total £000
Mar-16	3,000	Commitments b/f School Accommodation Programme: - To ensure a good supply of secondary school places	2,400				2,400
Mar-17	51,911	New Starts School Accommodation Programme <u>Place Planning Priority 1</u> - To provide additional primary school places - To provide additional primary school places (Birstall) - To provide additional primary school places (new school at Braunstone) <u>Place Planning Priority 2</u> - To ensure a good supply of secondary school places <u>Place Planning Priority 3</u> - To complete the area special school programme <u>Place Planning Priority 5</u> - To seek opportunities to address structural changes to the pattern of education where this can be linked to basic need (10+ Retention) - Wigston Campus Masterplan, secondary adaptations to support 10+ removal <u>Place Planning Priority 8</u> - Mobile Replacement (Cossington, Witherley & Hose) - Schools Access Initiative - Ofsted and Safeguarding	15,815 500 1,149	4,722 2,250 2,851			20,537 2,750 4,000
			1,139	1,900			3,039
			2,000	10,000			12,000
			1,515	3,870			5,385
			1,000	1,000			2,000
Mar-16	3,397	Strategic Capital Maintenance * Boiler Replacement Structural Repairs Electrical	1,500	500			2,000
			50	50			100
			50	50			100
Mar-17	1,250	Commitments b/f Improvements to Targeted Early Help Hubs	300	340			640
		Sub-total	30,815	27,533	0	0	58,348
Mar-16	773	Schools Devolved Formula Capital *	773				773
		Overall Total	31,588	27,533	0	0	59,121

* - estimates subject to Government confirmation.

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**CHILDREN AND FAMILIES OVERVIEW AND SCRUTINY
COMMITTEE - 19 JANUARY 2015**

UPDATE ON OAKFIELD SHORT STAY SCHOOL

**REPORT OF THE DIRECTOR OF THE CHILDREN AND FAMILY
SERVICES**

Purpose of Report

1. The purpose of this paper is to inform Children and Families Overview and Scrutiny Committee about developments at Oakfield Short Stay School over the last twelve months and the potential future plans for sustaining a strong system of support for primary aged pupils who present challenging behaviour and may be at risk of exclusion.
2. Oakfield School (and behaviour support for primary schools) is the subject of an all member briefing ahead of this meeting at 10.00am.

Background

3. Oakfield Short Stay School is a Pupil Referral Unit (PRU) meeting the Education Act 1996 Section 19 duty on local authorities to provide education otherwise than at schools for young people who cannot attend mainstream school because of behavioural difficulties.
4. Oakfield has undergone significant change in the past two years. The future of Oakfield School was the subject of a public consultation for 14 weeks over the summer of 2013 that ended in October 2013. As a result of this consultation, Key Stage 3 funding was devolved to the secondary behaviour partnerships and Oakfield focused purely on primary aged children.
5. The reasons for change are threefold. Firstly, the changing national policy framework resulting from the review of PRU and Alternative Provision published in March 2012, known as the Taylor Report; second, concerns about the potential cost of the provision under new funding arrangements for high needs provision; and third, concerns about the quality of provision which was judged by Ofsted to require special measures in May 2012.
6. Following a re-inspection in May 2014 Oakfield is now judged to be offering good provision and good leadership and management. This, in turn, means that pupils are making good and often excellent improvements in their behaviour and learning. The inspection report highlighted the very positive views of parents: *One parent commented on the 'amazing communication between home and school'. Another's recommendation*

was *'just keep up the great work'*. Other comments were similarly positive. (Extract from Ofsted report May 2013).

7. The inspection report highlights a number of key strengths across the board. Of particular note is the strength of governance. The management committee has been strengthened to include primary headteachers, including National Leaders in Education, school governors, including a National Leader of Governance and parents. There are now fewer local authority governors and more practising community governors. Through the management committee reconstitution there is now representation from headteachers across all areas of the county and from a range of Teaching School Alliances and partnerships, including Schools Forum.
8. Other key factors that have brought about this rapid change have been:
 - (a) The appointment of a new headteacher who has worked closely with behaviour partnerships, special schools and primary schools to establish effective working relationships;
 - (b) Devolving funding for Key Stage 3 and 4 to secondary behaviour partnerships where exclusions are reducing and there is increased autonomy and control of the commissioning of Alternate Provision. **Appendix 1** provides additional information about the current performance of the partnerships;
 - (c) Strengthening links with early help teams, particularly Supporting Leicestershire Families.
9. Alongside the devolving of funding for behaviour partnerships to secondary schools, school funding reform in 2013/14 required centrally retained funding for behaviour support to be delegated to schools. Following consultation with schools all behaviour support funding was delegated to schools in April 2013. Although some schools, including groups of schools, have taken the opportunity to begin to build local capacity and expertise, others have not developed such strong systems and have been unclear about where to access support when they have a child with challenging behaviour.
10. During this period of change there have been ongoing discussions with members of Leicestershire Primary Heads, Oakfield school management committee and the ex-chairs of primary behaviour partnerships. The purpose of these meetings has been to gather views about how a structured, graduated framework can be developed that ensures that schools are supported to deal with challenging pupils through early identification and intervention.
11. There is a clear need to continue to strengthen the system to support schools in reducing exclusions and promoting positive behaviour management to address needs and ensure an equitable approach across mainstream settings.

12. Since April 2014 discussions have taken place with primary headteachers, colleagues in early help and secondary behaviour partnership Chairs. As a result of these discussions, three key areas were identified as critical to developing a more graduated approach to provision and realising the aspiration for a long term expectation, as outlined in the Taylor Report, for schools the take control of commissioning and reduce the pressure for places at a pupil referral unit. These are:
- (a) **Ensuring a fair admissions process:** since the disbanding of local primary partnerships, the gate-keeping process has been removed;
 - (b) **Sharing information, advice and guidance:** schools requested that local partnerships are established where there is an opportunity to share issues, access expertise, signposting and guidance which would reduce the demand for places at Oakfield;
 - (c) **Access to expertise:** Oakfield staff has a wealth of expertise and experience which could support schools in building local capacity and expertise. Developing outreach and a training programme would support the principles of a self-improving school system.
13. These key areas have been the focus of development work for leaders at Oakfield. The aim, in a self-improving school system, is to enable schools to develop their own capacity to help children with challenging behaviours, and to seek support from other schools in their networks. Through this approach more children should be able to stay in their local mainstream school receiving the help and support they need to access their learning. The overall graduated approach which is aligned to the County Council's target operating model is outlined in **Appendix 2**.

Current Developments

Oakfield Performance Summary

14. Oakfield is now a 30 place primary school with provision for children with social, emotional or behavioural needs that make it difficult for them to learn in a mainstream setting. Most children are placed at the school on a 'dual registration' in agreement with parents and carers, with the aim of a return to mainstream education if this is the most appropriate place for them to learn. This approach reduces permanent exclusions and ensures that pupils remain on roll of a mainstream school. The school also caters for pupils who have been excluded from mainstream school. Analysis shows that the majority of pupils spend more than one year at the Short Stay School and the majority are transferred to special school, unit or independent specialist provision for pupils with social and emotional and behavioural difficulties.
15. As of 4th December the school has 24 pupils on roll: 2 pupils are due to move into specialist provision in January and 8 pupils are being

considered for a dual registered place at Oakfield for the start of January 2015. There have been no fixed-term or permanent exclusions from Oakfield in the last twelve months.

16. Leaders at Oakfield monitor the progress that pupils make in a number of ways, looking at academic, social and emotional development. Detailed analysis of a range of information takes place and pupil, class and school level every half term (approximately 6 weeks). Any sticking points in learning are identified and actions are put in place and then monitored carefully to ensure that pupils get back on track.
17. Tools for tracking social and emotional development are a key feature of the school's wider support for pupils. The profile that emerges for each pupil identifies strengths and areas for development which then form the basis for curriculum planning and individual target setting.
18. Pupil progress during the first term is usually slow as pupils settle into their new routines and environment. From the second term onwards, progress typically accelerates and pupils make better progress than their peers nationally in reading, writing and mathematics at Key Stage 2. The current cohort of pupils is making good progress from their starting points and this is evidenced in the school's tracking information.

Developing wider support and fair access for schools

19. Since the beginning of the autumn term 2014 a new model of support to schools has been introduced which streamlines the process for accessing places at Oakfield. This model has focused on two of the three areas of need identified by headteachers. Firstly the introduction of a gate-keeping function called a 'One Stop Shop' to oversee fair access to Oakfield. Secondly, the implementation of Primary Behaviour Forums which provide opportunities for teachers and leaders in mainstream settings to seek advice and support from colleagues at Oakfield. Schools were informed about these two developments at the beginning of term through headteacher briefings and information posted on EIS (Education Information System).
20. The One Stop Shop 'gate keeping' process is now in operation and meetings are scheduled on a monthly basis. A panel of 3 people, two senior leaders from Oakfield and where possible, an Educational Psychologist considers a range of evidence about each case which is collated in a referral form which is discussed at the meeting. The referral process is set out in this way to ensure that schools have explored other options for more localised support before a place at Oakfield will be considered.
21. The Primary Behaviour Forums are school-led and have been scheduled over the autumn term, taking place on a monthly basis at Oakfield.. The focus and intention of these sessions is to offer expert knowledge and advice to schools so that they can meet the needs of individual children

who are presenting challenging behaviour. This, in turn, reduces the pressure for places at Oakfield but, more importantly, children are able to learn in a mainstream setting with their peers and with minimum disruption to their education.

22. The school is also offering telephone advice to schools. The aim for Oakfield is to respond to the calls within 24 hours. If a school is calling regarding advice then it is suggestive that there is a risk that the young person may be permanently excluded from the school. The calls are currently being returned by one of 3 members of the Senior Management Team (SMT). Each call can last for around 20 minutes. Equally email contact can be made and similar time measure can be deployed. Following the telephone/email contact the school is invited to attend the Primary Behaviour Forum if that is appropriate.

23. The table below shows the number of interactions during the first term of implementation. It should be noted that in some instances, schools seek advice about several pupils at the same time, especially at the telephone stage.

Locality	Telephone Advice Sought	Primary Behaviour Forum Attendance	One-Stop Shop Attendance	Places Offered	Further Action/ seeking support
Coalville	7	2	2	1	2
Loughborough	3	2	2		1
Melton	4	5	2		1
Hinckley & Bosworth	9	9	7	1	3
South Leicestershire	7	7	6	1	3
Out of County	5	N/A	N/A	2	1
Total No of Schools	35	25	19	5	10

24. Since September the telephone advice has focused primarily on managing behaviour, ranging from advice and support for aggressive behaviour towards staff, dealing with safeguarding and signposting to alternative support.

25. Two behaviour forums have taken place. Prior to attending the forum schools have contacted Oakfield via phone or email so that staff can be prepared for the topics that need to be discussed. Where Oakfield staff are aware of support through the Teaching School Alliances, schools are signposted towards alternative support that is available. In the main, those schools contacting Oakfield have already accessed this support and are requesting further advice and more specialist support back in their

schools. A key theme that is emerging is support required for young people with social, emotional and mental health issues within schools' local networks. This is combined with the theme of assessing pupils with special educational needs, particularly during this period of introducing new systems and processes as part of the reform of special educational needs and disability provision. Staff at Oakfield are working with SENA (Special Educational Needs Assessment) to ensure that during this period of change, the needs of all pupils and their parents are met.

26. The One Stop Shop meetings have considered 19 cases and as a result 3 pupils have been offered a place at Oakfield. The panel challenged 16 cases and agreed that, based on the evidence and discussion, schools could undertake further action, supported by Oakfield in implementing new strategies.
27. Where locality teams have requested, Oakfield staff have provided tailor made support. For example, 13 schools in Hinckley attended training to learn how to use specific tools to support social and emotional needs assessment.
28. In addition to the support for schools, leaders at Oakfield are increasingly working with other locality support networks. They have established links with teaching school alliances, secondary behaviour partnerships and early help teams. Of particular note is the joint working with Supporting Leicestershire Families. For example, Oakfield held an open afternoon for Supporting Leicestershire Families outreach workers, where Year 6 pupils were the tour guides and where there was an opportunity for information exchange and to plan more joint working with families. Feedback from this session was extremely positive:

Fantastic School inspiring and wonderful tour guides.

I am so impressed. Good to hear of the support to schools too. I just feel there is a lot I don't know and would like to be informed to support parents and schools we work with.

I was impressed at the caring way the children were being supported. The work books were excellent and showed how hard the children work.

Fantastic work being done here can we have some sharing of skills and resource from your team please.

A fantastic environment where young people are thriving and achieving. The staff seem passionate in creating opportunities for positive outcomes.

Next Steps

Strengthening the graduated approach

29. The next stage of development is to build upon this emerging model and explore a range of options that will create a sustainable and inclusive system which achieves the overarching ambition to keep all children in mainstream education where their needs are met. It has become evident from feedback from the behaviour forums and One Stop Shop meetings

that there is a need for this system of support across Leicestershire. Early indications are that this approach has been well received by schools.

30. In order to achieve this, the work at Oakfield needs to be focused on:
- (a) Building capacity and expertise within the school system to reduce demand at Oakfield;
 - (b) Linking to early help locality hubs within each area so that families who are being supported by different services receive an integrated approach;
 - (c) Support for pupils with social, emotional and mental health needs which would include working with any other services who are involved, for example CAMHS and the Education Psychology Service;
 - (d) Alignment with the reform of special educational needs and disability so that assessments lead to swift diagnosis and the most appropriate provision;
 - (e) Working closely with secondary behaviour partnership teams so that pupils' needs can be tackled early enough to prevent escalating needs as they move from one phase to another.
31. To expand the current model and meet the identified needs of a group of pupils who, with the right kind of support at the right time, have a better chance of staying in mainstream education, requires additional resource. In the first instance, this would be an increase in staffing so that queries can be answered and meetings can be co-ordinated and evaluated systematically. The next stage would be to establish a co-ordinated programme of professional development which is built in partnership with key partners.
32. The school is located at the Blaby site and the devolution of the secondary provision raised the issue of re-location as a standalone facility. Since September 2014, changes to the usage of the building have resulted in significant financial savings and improvement to the overall environment is leading to further improved outcomes for pupils. It is evident that the site has many advantages in planning alternative learning experiences, for example 'Forest Schools' (add footnote). However, there is still a need to monitor the running costs and consider any other options that may arise in future.

Resource Implications

33. Schools Forum in September 2014 supported the provision of funding from the Dedicated Schools Grant reserve would be made available for part time administrative support and an additional teacher up to 31 March 2015 in order to establish the new arrangements for primary schools. Up to now

this has facilitated the initial 'One Stop Shop' approach and the monthly behaviour forums. However, if the capacity and skills of key staff within schools are to be increased there is a need for them to have access to training and development which will require further staff resource. It is intended that this will be funded as part of school to school support in the first instance.

34. Arrangements from 1 April 2015 are being developed in conjunction with schools. This transition period will continue over the summer term with additional resource funded through the Education Quality budget. This will offer a bought service for schools provided through Oakfield which will be fully funded from income generated from trading activities with schools.
35. School leaders understand that funding for targeted intervention has now been devolved to individual schools so to sustain a future service will require a subscription or service level agreement. Some early modelling has taken place which has looked at differentiated levels. This now needs to be fully costed and the market tested. This work is planned for the spring term in readiness for implementation in the autumn term.
36. It is intended that any developments at Oakfield are a key part of the work to remodel the education of vulnerable groups which is a key priority of the education programme of transformation (T20). Locating the work here means that there will be stronger alignment with the wider departmental transformation where focus is on introducing the whole system change based on user needs and outcomes and integrated service commissioning.

Conclusion

37. In the last eighteen months significant progress has been made to secure better education for those at risk of exclusion from mainstream education. Taking into account the broader improvements in secondary behaviour partnerships, improved access to Oakfield and the emergence of primary behaviour forums, there is clear evidence of a shared commitment to ensure that, at a time of change, the shift towards consistently good provision and outcomes is not lost.

Background Papers

Oakfield Inspection report May 2014

Taylor Review, March 2012:

<http://education.gov.uk/schools/pupilsupport/behaviour/b00204776/taylor-review-of-alternativeprovision>

Circulation under the Local Issues Alert Procedure

Mr G. Welsh CC

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Equality and Human Rights Implications

38. The progress that has been made at Oakfield Short Stay School has ensured that pupils at risk of falling behind in their educational progress, emotional health and well-being and safety are in a much better position to realise their potential. Analysis shows that those pupils who are eligible for pupil premium are making better progress than their peers and are therefore narrowing the achievement gap.

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Secondary Behaviour Partnerships

Background

There are five Secondary Behaviour Partnerships based on the SEN areas of the county. Since September 2013 the Partnerships have taken on the full responsibility for the education of Key Stage Four pupils (Year 10 and 11) who by dint of challenging behaviour, cannot be educated in school (and who previously might well have been dual registered with the Pupil Referral Unit (PRU) or permanently excluded). In addition, since April 2014 the partnerships have taken on full responsibility for Key Stage Three (Year 7 to Year 9) pupils with similar needs.

The Behaviour Partnerships are working with Leicestershire County Council to commission and organise provision for learners who would otherwise be permanently excluded.

The Partnerships are the coming together of all state funded Secondary Schools in in each area of the county. Each Partnership elects a chair who is a serving Headteacher/Principal and they make decisions as to whether a pupils should remain in school or be partly or fully educated in alternative provision the term programme managed is used to describe these arrangements

Performance

Partnership	Number at Key Stage 4 who are programme managed	Number at Key Stage 4 who receive some form of advice and guidance	Number at Key Stage 3 who are programme managed	Number at Key stage 3 who receive some form of advice and guidance
Hinckley & Bosworth	19	1	4	0
Melton and South Charnwood	7	4	0	11
North Charnwood (Loughborough)	23	40	7	64
North West	5	6	0	11
South Leicestershire	20	24	1	34
TOTAL	74	75	12	120
Total KS3 &4 PM	86 (74 + 12)		Total KS3&4 A&G	195 (75 + 120)

- 74 were programme managed at Key Stage 4 in 2013/14 and 12 at Key Stage 3
- 195 were supported in some way in dialogue with the school to prevent programme management

Permanent Exclusions

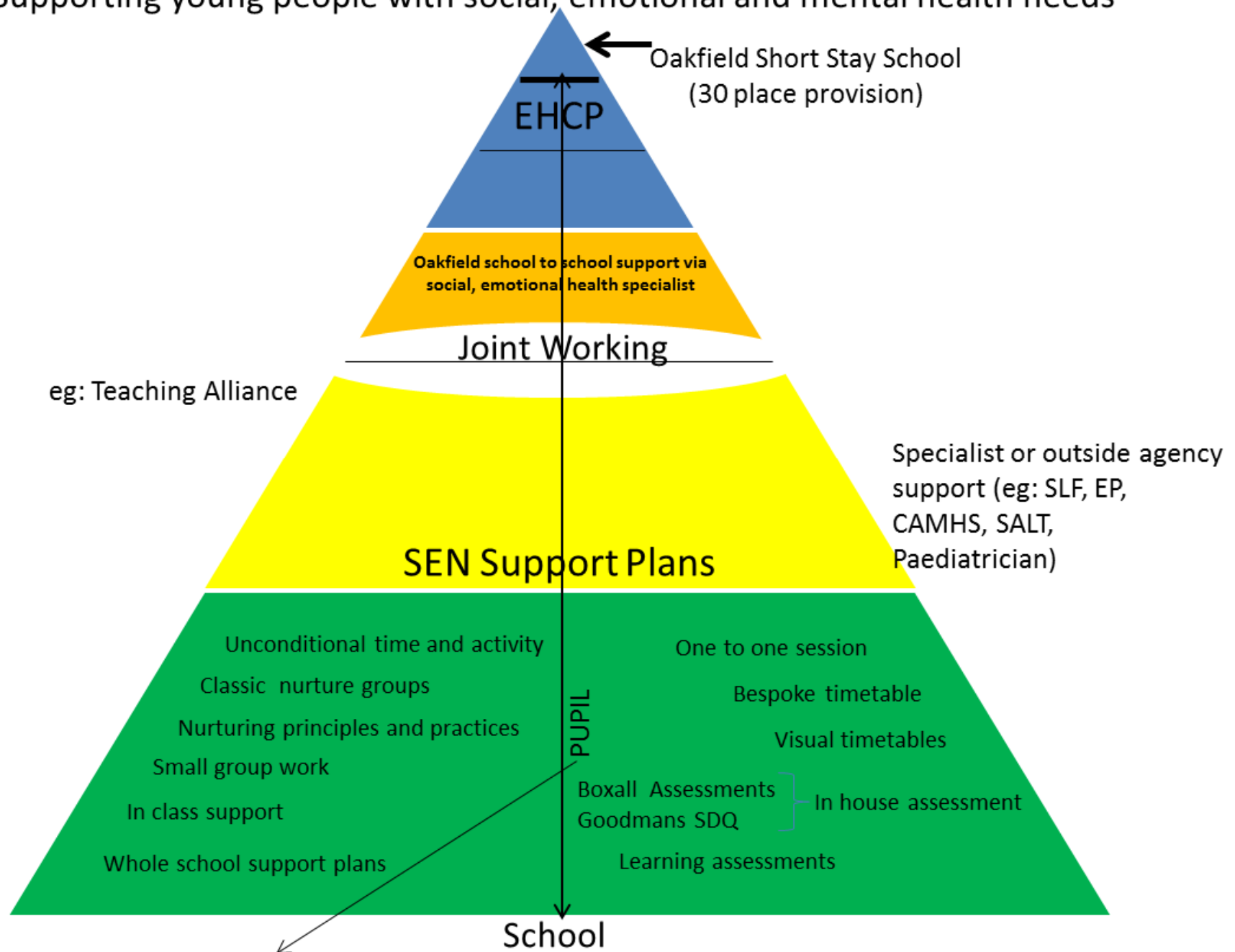
Year	Key Stage 3	Key Stage 4	Total
09-10	5	23	28
10-11	6	17	23
11-12	6	6	12
12-13	4	12	16
13-14	3	6	9
14-15	2	4	4

- By 2013 14 the practice has been embedded that across Leicestershire schools Permanent Exclusions will be used only in the most exceptional circumstances.
- By 2014-14 the number of permanent exclusions were in single figures

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Leicestershire Primary Schools

Supporting young people with social, emotional and mental health needs



Note: a pupil can move up and down this line according to their needs

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CHILDREN AND FAMILIES OVERVIEW AND SCRUTINY COMMITTEE – 19
JANUARY 2015

SIGNS OF SAFETY

REPORT OF THE DIRECTOR OF CHILDREN AND FAMILY SERVICES

Purpose of the report

1. To provide the Overview and Scrutiny Committee with further information about the Department's new practice approach to working with children and families in Leicestershire, Growing Safety, and the County Council's involvement in the English Innovation Programme: Signs of Safety.

Policy Framework and Previous Decisions

2. The Munro Review of English Child Protection Services [2011] concluded that the system had become locked into a defensive compliance culture, underpinned by unnecessary and overly bureaucratic procedures resulting in social workers spending less time working directly with children and families and more time feeding the system. Her report cited that professional expertise had become eroded and social workers found their role becoming progressively less clear.

Background

3. The Munro Review emphasised the need to redesign services around children and families and create a culture of continuous learning. A central recommendation was to draw on robust evidence that supports effective ways of working with children and families and encourage workers to think critically and foster a stance of inquiry.
4. A proposal was made to the Department for Education's Innovation Programme to transform children's services with Signs of Safety at the centre. This practice approach directly addresses the challenges identified in the Munro Review and, importantly gives greater clarity to the role of social work, as well as making it more accountable.
5. The proposal was drawn together by Professor Eileen Munro herself, together with the one of the creators of Signs of Safety, Andrew Turnell, and their colleague Terry Murphy, who has successfully implemented Signs of Safety in Western Australia to well evidenced success. 10 local authorities¹ were invited to be partners in the bid, one of which was Leicestershire. The bid was successful, attracting £4.7million of investment from the Department for Education.

¹ Brent, Bristol, Leicestershire, Lincolnshire, Norfolk, Suffolk, Tower Hamlets, Wakefield, West Sussex and Wokingham

6. Signs of Safety is based on a robust theory of change, has a strong evidence base, can have a unifying impact across the whole system, supports more effective partnerships and is value for money.

Transformation

7. For Leicestershire, the County Council's involvement at this stage of the local transformation programme will enable it to create a way of working across social care and early help that will respond positively to the Munro Review, provide clarity for its workforce about their role and the practice methodology that is used in Leicestershire, and further improve outcomes for children and families.

Intentions

8. As part of the Innovations Programme, each local authority involved in the project will:
 - (a) align policy and procedures within the Signs of Safety framework;
 - (b) identify their specific information requirements as part of a quality assurance system to measure the impact of better working with children and young people;
 - (c) build capacity to train the workforce in the new practice method; and
 - (d) develop an action research programme to evaluate the implementation of Signs of Safety and the outcomes for children.
9. The Overview and Scrutiny Committee received a report at its meeting on 3rd November 2014 about the way in which Children and Family Services was implementing Growing Safety (Leicestershire's local approach to Signs of Safety). At that meeting it was reported that the Department intended to bring forward a plan to strategically implement this practice approach across the County Council and with our partner agencies. The Council's involvement with the national Innovations Programme provides additional impetus and resource to deliver this intention. A local Programme Board will be established in January 2015, chaired by the Director of Children and Family Services.

Conclusions

10. It is suggested that the Overview and Scrutiny Committee continues to be updated by the Programme Board as the Innovations Programme is implemented with information on the impact that Signs of Safety is having on the intentions set out in paragraph 8 above.
11. A regular staff update about Growing Safety called 'Wiki Leeks' is regularly produced and circulated to departmental staff and workers in other agencies. The most recent copy is attached for information at Appendix A.

Resource Implications

12. Additional resources are available through the national Innovations Programme to support the implementation.

Background Papers

13. Report to Children and Families Overview and Scrutiny Committee – 3rd November 2014 – Signs of Safety and Leicestershire’s Growing Safety Strategy.

List of Appendices

Appendix A – January 2015 edition of Wiki Leeks.

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Equality and Human Rights Implications

14. The work of Children and Family Services is frequently with those children and families who are most vulnerable. The practice approach has significantly improved the ability of the staff to work effectively with vulnerable children and families.

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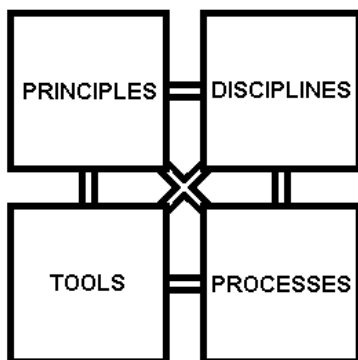
Introduction

Signs of Safety was developed in the 1990's by Steve Edwards and Andrew Turnell from solution focused therapy and practical child protection practice. It's an approach continually being evolved by practitioners and is now implemented in over 100 Agencies in 17 countries. It has had a major role in transforming work with children and families.

Signs of Safety forms the basis for the English Innovation's Project involving Leicestershire and 10 other Local Authorities.

An Integrated Framework

Signs of Safety works best as an integrated framework made up of:



Adopting one or more of these will improve practice; adopting the whole framework will transform practice.

The Principles

- 1. Developing working relationships
- 2. Having a stance of critical inquiry
- 3. Keeping Signs of Safety grounded in everyday practice

The principles underpinning Signs of Safety are about developing and sustaining working relationships with children, families and professionals; having a questioning approach, remaining opened minded, and always being prepared to admit you were wrong; and keeping the work grounded in everyday practice.

The Disciplines

The disciplines are what guides workers behaviour in the use of Signs of Safety.

- 1. Fully involving families in assessments and planning
- 2. Fully involving children
- 3. Developing family networks
- 4. Being clear about harm, complicating factors, strengths and safety
- 5. Use of plain language
- 6. Transparency
- 7. Statements based on what is seen
- 8. Skilful use of authority

Fundamental to Signs of Safety is the full involvement of adults and children, working with them rather than imposing things upon them, and the use of family networks to build safety and make plans work. It's important to have an understanding of the distinction between Harm (something that has happened) and Complicating factors (factors that may complicate making changes) and risks of possible harm.

Equally there needs to be a clear distinction between Existing Strengths (positive aspects of the family in relation to the children) and Existing Safety (actual proven protection).

Fundamental to everyone having an understanding of why we are involved and what needs to happen is the use of plain language, transparency, and in making use of statements based on specific observable behaviours rather than opinion or speculation.

Signs of Safety needs the skilful use of authority in giving choices and finding ways that work for families alongside often having a statutory authority and responsibility.

In addition Assessments need to be seen as always work in progress rather than a completed unchanging view.

The Tools

- 1. Mapping tools for assessments and planning- using the 3 Columns and Scaling
- 2. Three Houses and the Safety House for work with children
- 3. Words and Pictures explanations

Assessments and plans are informed by mapping using the 3 columns – what we worried about, what's working well and what needs to happen, and by scaling questions to make judgements about safety. These are used to put together concise, focused Danger Statements (where we currently are and what we worry might happen if nothing changes) and Safety Goals (where we want to be), and to build Safety Plans to address the identified worries and achieve goals.

The 3 houses (good things, bad things and dreams), safety houses and words and pictures are used to engage children in assessments and plans.

The Processes

The core processes of Signs of Safety involve following these elements in a logical order when possible.

- 1. Mapping the assessment and plan
- 2. Identifying strengths as well as worries
- 3. Making a judgment about Safety
- 4. Writing clear and succinct Danger Statements and Safety Goals
- 5. Building a Safety Plan to address Danger Statements

Mapping informs the assessment and plan with the family, and in time with their networks.

This is used to put together concise, focused Danger Statements (where we currently are) and Safety Goals (where we want to be to close the case), and to build Safety Plans to address the identified worries and achieve goals.

Safety Plans involve Safety Networks of extended family and friends to be part of the Safety Plan.

Throughout children Voices are brought into assessments and plans.

Based on the Resolutions Signs of Safety Summary. For more details see the Signs of Safety Comprehensive Briefing Paper by Andrew Turnell and Terry Murphy

THE SIGNS OF SAFETY MAPPING TOOL

What are we worried about?	What's working well?	What needs to happen?
1 Harm Actual hurt, injury or abuse (likely) caused by adults in the past or present Risk taking behaviour by child or young person	1 Existing Strengths People, situations or actions that contribute to a child's wellbeing and plans about how they could be made safe when danger present	4 SAFETY GOALS <i>Behaviours</i> and actions the child protection agency needs to see to be satisfied that the child is safe enough to close the case
1 Complicating Factors Risks present that <i>could</i> present a danger to the child? Factors that <i>may</i> make it more difficult to change the danger or risk of harm?	1 Existing Safety Actions taken to make sure child is safe when danger is present Ask 'how does this keep the child safe?'	5 Next Steps Immediate next actions to take to build future safety
2 DANGER STATEMENTS Harm or hurt likely to happen if nothing changes <input type="checkbox"/> Who is worried? <input type="checkbox"/> Why is there a worry? <input type="checkbox"/> What is likely to be the impact on the child if nothing changes?		
3 Safety Scale 0 _____ 10 On a scale where 10 means everyone is confident that the children are safe enough for child protection services to close the case and 0 means that there is not enough safety for the children to live at home where do we rate the situation?		

THE SIGNS OF SAFETY PROCESS

MAPPING					SAFETY PLANS	REVIEW
What are we worried about? What's going well?	Scaling	What needs to happen?				
Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7
Use 3 column from to record the assessment	Write Danger Statements	Scale Safety and Danger	Write Safety Goals	Agree Next Steps	Put together a Safety Plan	Review and Revise
Think about ... What are we worried about? Harm – any past or current actual harm to the child Complicating Factors – Risks to the child and things that may make change more difficult What's working well? Existing Strengths Existing Safety	For each harm or risk identified, if nothing changes: 1. Who's worried? 2. Why is there a worry? 3. What are they worried about? The golden rule is that all worries have to relate to the child	On a scale of 0 to 10 where 10 is Safety and 0 is Danger what is the current risk?	What does the Agency need to see happen for the child to be safe enough to close the case?	What are the immediate next steps to be taken to build safety?	Be clear about specific, achievable plans to reduce risk and increase safety Use family ideas Identify and use family Safety People and Safety Networks Ask Is the plan robust? Does it leave the child safe? Does it meet Agency requirements?	Review and revise the plan with the family regularly

Based on 2013 Resolutions Consultancy, Signs of Safety, Viv Hogg Consultancy