





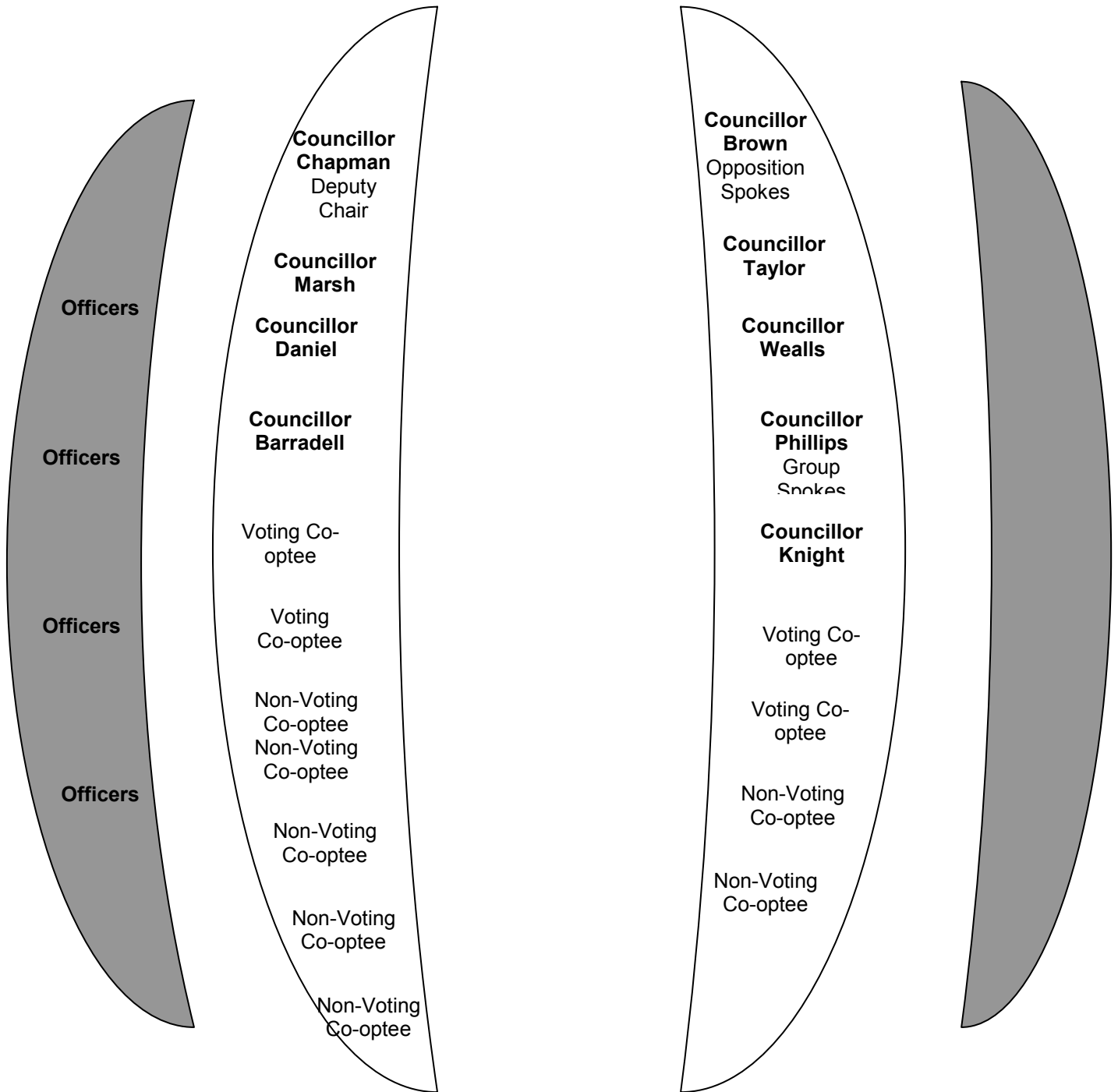
**Brighton & Hove  
City Council**

# Children, Young People & Skills Committee

Title:	<b>Children, Young People &amp; Skills Committee</b>
Date:	<b>11 January 2016</b>
Time:	<b>4.00pm</b>
Venue	<b>Friends Meeting House, Ship Street, Brighton</b>
Members:	<b>Councillors:</b> Bewick (Chair), Chapman (Deputy Chair), Brown (Opposition Spokesperson), Phillips (Group Spokesperson), Barradell, Daniel, Knight, Marsh, Taylor and Wealls
	<b>Voting Co-opted Members:</b> Ann Holt, Martin Jones, Amanda Mortensen and Marie Ryan
	<b>Non-Voting Co-opted Members:</b> Ben Glazebrook (Young People's Centre) and Sue Sjuve (Sussex Community NHS Trust) and Youth Council Representatives
Contact:	<b>Lisa Johnson</b> Senior Democratic Services Officer 01273 291228 lisa.johnson@brighton-hove.gov.uk
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	An Induction loop operates to enhance sound for anyone wearing a hearing aid or using a transmitter and infra red hearing aids are available for use during the meeting. If you require any further information or assistance, please contact the receptionist on arrival.
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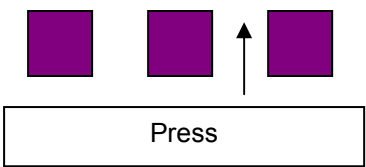
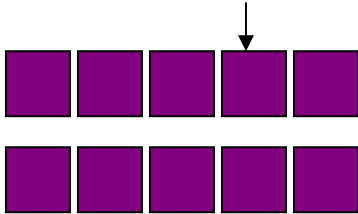
# Democratic Services: Children, Young People & Skills Committee

AD of Children's Services	ED of Children's Services	<b>Councillor Bewick</b> Chair	Legal Officer	Democratic Services Officer
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Presenting Officer & Public Speaker	Presenting Officer & Public Speaker
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Public Seating



## AGENDA

### 48 PROCEDURAL BUSINESS

**(a) Declaration of Substitutes:** Where Councillors are unable to attend a meeting, a substitute Member from the same Political Group may attend, speak and vote in their place for that meeting.

**(b) Declarations of Interest:**

- (a) Disclosable pecuniary interests;
- (b) Any other interests required to be registered under the local code;
- (c) Any other general interest as a result of which a decision on the matter might reasonably be regarded as affecting you or a partner more than a majority of other people or businesses in the ward/s affected by the decision.

In each case, you need to declare

- (i) the item on the agenda the interest relates to;
- (ii) the nature of the interest; and
- (iii) whether it is a disclosable pecuniary interest or some other interest.

If unsure, Members should seek advice from the committee lawyer or administrator preferably before the meeting.

**(c) Exclusion of Press and Public:** To consider whether, in view of the nature of the business to be transacted, or the nature of the proceedings, the press and public should be excluded from the meeting when any of the following items are under consideration.

**NOTE:** *Any item appearing in Part Two of the Agenda states in its heading the category under which the information disclosed in the report is exempt from disclosure and therefore not available to the public.*

*A list and description of the exempt categories is available for public inspection at Brighton and Hove Town Halls.*

### 49 MINUTES

- (i) To consider the minutes of the Children Young People & Skills Committee meeting held on 16 November 2015 (copy attached).
- (ii) To consider the minutes of the Joint Health & Wellbeing and Children & Young People & Skills Committees held on 10 November 2015 (copy attached)

**50 CHAIR'S COMMUNICATIONS**

**51 CALL OVER**

- (a) Items (55 – 61) will be read out at the meeting and Members invited to reserve the items for consideration.
- (b) Those items not reserved will be taken as having been received and the reports' recommendations agreed.

**52 PUBLIC INVOLVEMENT**

**25 - 28**

To consider the following matters raised by members of the public:

- (a) **Petitions:** to receive any petitions presented to the full council or at the meeting itself;
  - (i) Proposed Re-organisation of the EPS/ Learning Support Services
- (b) **Written Questions:** to receive any questions submitted by the due date of 12 noon on the 4 January 2016;
- (c) **Deputations:** to receive any deputations submitted by the due date of 12 noon on the 4 January 2016.
  - (i) Playbus Service

**53 MEMBER INVOLVEMENT**

To consider the following matters raised by Councillors:

- (a) **Petitions:** to receive any petitions submitted to the full Council or at the meeting itself;
- (b) **Written Questions:** to consider any written questions;
- (c) **Letters:** to consider any letters;
- (d) **Notices of Motion:** to consider any Notices of Motion referred from Council or submitted directly to the Committee.

**STRATEGIC PRIORITY 1**

*Ensure that the most vulnerable and disadvantaged children receive the council's support, consolidating services where possible, and targeting resources at those most in need.*

## CHILDREN, YOUNG PEOPLE & SKILLS COMMITTEE

### 54 OFSTED INSPECTION

*Verbal update on any Ofsted Inspections held since the last meeting of the Committee.*

### 55 CHILDREN'S SERVICES FEES AND CHARGES 2016/17 29 - 38

Report of the Executive Director of Children's Services (copy attached)

*Contact Officers: Louise Hoten                      Tel: 01273 293340*  
*Ward(s) Affected: All Wards*

*Contact Officer: Paul Brinkhurst                      Tel: 01273 293439*

### 56 THE ALIGNMENT OF INSET DAYS AND THE PATTERN OF SCHOOL HOLIDAYS 39 - 48

Report of the Executive Director of Children's Services (copy attached)

*Contact Officers: Richard Barker                      Tel: 01273 290732*  
*Ward(s) Affected: All Wards*

*Ward Affected: All Wards*

### 57 CHILDREN'S CENTRE REVIEW To Follow

Report of the Executive Director of Children's Services (copy to follow)

*Contact Officers: Steve Barton and Caroline Parker*  
*Ward(s) Affected: All Wards*

### 58 SPECIAL EDUCATIONAL NEEDS AND DISABILITY REVIEW - UPDATE ON PROPOSALS TO REORGANISE SPECIAL PROVISION 49 - 56

Report of the Executive Director of Children's Services (copy attached)

*Contact Officer: Regan Delf                      Tel: 01273 293504*  
*Ward(s) Affected: All Wards*

## STRATEGIC PRIORITY 2

Take the Council on an improvement journey to achieve excellent services for children and young people by 2019, as rated by Ofsted

### 59 SCHOOL ADMISSION ARRANGEMENTS 2017/18 57 - 100

Report of the Executive Director of Children's Services (copy attached)

*Contact Officer: Richard Barker                      Tel: 01729 290732*  
*Ward(s) Affected: All Wards*  
*Ward Affected: All Wards*

## CHILDREN, YOUNG PEOPLE & SKILLS COMMITTEE

### STRATEGIC PRIORITY 3

Provide greater challenge and support to council maintained schools to close the disadvantage and educational attainment gaps, including a focus on STEM subjects (Science, Technology, Engineering and Mathematics)

#### **60 CLOSING THE GAP AND USE OF PUPIL PREMIUM 101 - 132**

Report of the Executive Director of Children's Services (copy attached)

Contact Officer: Hilary Ferris Tel: 01273 293738

Ward Affected: All Wards

### STRATEGIC PRIORITY 4

Eliminate long-term youth unemployment (18-24 years old) and boost apprenticeships in the city by 2019

#### **61 REVIEW OF POST 16 PROVISION IN SUSSEX COAST AREA TEAM, CHILDREN'S SERVICES (EDUCATION & INCLUSION) 133 - 136**

Briefing Note of the Executive Director of Children's Services (copy attached)

Contact Officer: Hilary Ferris Tel: 01273 293738

Ward Affected: All Wards

#### **62 ITEMS REFERRED FOR COUNCIL**

To consider items to be submitted to the 28 January 2016 Council meeting for information.

*In accordance with Procedure Rule 24.3a, the Committee may determine that any item is to be included in its report to Council. In addition, any Group may specify one further item to be included by notifying the Chief Executive no later than 10am on the eighth working day before the Council meeting at which the report is to be made, or if the Committee meeting take place after this deadline, immediately at the conclusion of the Committee meeting*

## CHILDREN, YOUNG PEOPLE & SKILLS COMMITTEE

The City Council actively welcomes members of the public and the press to attend its meetings and holds as many of its meetings as possible in public. Provision is also made on the agendas for public questions to committees and details of how questions can be raised can be found on the website and/or on agendas for the meetings.

The closing date for receipt of public questions and deputations for the next meeting is 12 noon on the fifth working day before the meeting.

Agendas and minutes are published on the council's website [www.brighton-hove.gov.uk](http://www.brighton-hove.gov.uk). Agendas are available to view five working days prior to the meeting date.

Electronic agendas can also be accessed through our meetings app available through [www.moderngov.co.uk](http://www.moderngov.co.uk)

Meeting papers can be provided, on request, in large print, in Braille, on audio tape or on disc, or translated into any other language as requested.

If you have any queries regarding this, please contact the Head of Democratic Services or the designated Democratic Services Officer listed on the agenda.

For further details and general enquiries about this meeting contact Lisa Johnson, (01273 291228, email [lisa.johnson@brighton-hove.gov.uk](mailto:lisa.johnson@brighton-hove.gov.uk)) or email [democratic.services@brighton-hove.gov.uk](mailto:democratic.services@brighton-hove.gov.uk).

Date of Publication – Wednesday 30 December 2015





**BRIGHTON & HOVE CITY COUNCIL**  
**CHILDREN, YOUNG PEOPLE & SKILLS COMMITTEE**  
**4.00pm 16 NOVEMBER 2015**  
**FRIENDS MEETING HOUSE, SHIP STREET, BRIGHTON**  
**MINUTES**

**Present**

**Councillors:** Bewick (Chair), Chapman (Deputy Chair), Brown (Opposition Spokesperson), Phillips (Group Spokesperson), Daniel, Knight, Marsh, O'Quinn, Taylor and Wealls

**Voting Co-Optees:** Martin Jones and Amanda Mortensen

**Non-Voting Co-Optees:** Ben Glazebrook, Riziki Millanzi, Sue Sjuve and Amy-Lou Tilley

**PART ONE**

**36 PROCEDURAL BUSINESS**

**36(a) Declarations of substitutes**

36.1 Councillor O'Quinn declared that she was substituting for Councillor Barradell

**36(b) Declarations of interest**

36.2 Councillor Wealls declared a non-prejudicial interest as a Trustee of Impact Initiatives which was part of the Youth Collective.

Mr B Glazebrook declared a non-prejudicial interest as he was employed in a co-ordination role for the Brighton and Hove Youth Collective

**36(c) Exclusion of press and public**

36.3 In accordance with section 100A of the Local Government Act 1972 ("the Act"), the Committee considered whether the press and public should be excluded from the meeting during an item of business on the grounds that it was likely, in view of the business to be transacted or the nature of proceedings, that if members of the press and public were present during that item, there would be disclosure to them of confidential information (as defined in section 100A(3) of the Act) or exempt information (as defined in section 100(I) of the Act).

36.4 **RESOLVED-** That the press and public not be excluded

**37 MINUTES**

- 37.1 **RESOLVED:** That the Minutes of the meeting held on 12 October 2015 be agreed as a correct record.

**38 CHAIR'S COMMUNICATIONS**

- 38.1 The Chair noted that this was the first public meeting held by Brighton & Hove City Council since the tragic events in Paris on 13 November 2015. Many people had sadly lost their lives, and many more had been profoundly affected by what had happened, and he asked that a minutes silence be held to remember those involved.
- 38.2 The Chair said that this was the last meeting for the two Youth Council representatives, Riziki Millanzi and Amy-Lou Tilley. He thanked them both for their involvement with the Committee and wished them the best for the future. He said that the two new representatives, Krisztian Darvas and Kyra Kybble were in the public gallery and he welcomed them to the meeting.
- 38.3 The Chair said that since the last meeting of the Committee two Ofsted inspections had been held for local schools, and asked the Head of Standards & Achievement Education & Inclusion to update the Committee. The Committee were advised that St Mark's CE Primary had undergone a two day inspection, and that Ofsted had given the school a 'Good' rating. St John the Baptist Catholic Primary had had a short inspection and also received a 'Good' rating. The Head of Standards & Achievement Education & Inclusion was very pleased to say that 84.7% of the schools in the city were now rated as 'Good' or 'Outstanding'.

The Chair welcomed the outcomes and said he would write to St Marks CE Primary and St John the Baptist Catholic Primary to congratulate them.

**39 CALL OVER**

- 39.1 It was agreed that all items be called

**40 PUBLIC INVOLVEMENT****40a Petitions**

- 40.1 There were none.

**40b Written Questions****40.2 (i) Youth Service Trust**

Mr R Lowe presented the following question:

Will the youth voice vehicle be protected as part of the youth service trust?

The Chair provided the following response:

Yes. Detailed plans for a youth service trust or foundation are not yet formed and will need to be developed in partnership with young people. We have every intention of embedding robust mechanisms to enable young people to have a voice, express their views and influence strategy and decision making building on the current work within the Local authority and community and voluntary sector youth provision

There was no supplementary question

#### 40.3 (ii) Learning Support Service

Mr O Sharpe presented the following question:

The logic supporting the Children's Centre cuts is partly that more children will benefit from free nursery placements. More children at nurseries means that proportionately more children will be referred to the Learning Support Service. Given that there are also significant 'savings' being planned for the pre-school element of that service, the resultant caseload per staff will more than double. Consequently parents of pre-school children with learning needs will be well advised to apply earlier for EHCP statutory support. Does the council therefore have any predictions of the net increase in statutory costs from this combination of pre-school 'savings'?

The Chair provided the following response:

The Local Authority is engaged in a consultation with staff on the future re-organisation of 8 current services supporting schools, one of which is the service that supports pre-school children with special needs. Parents and other stakeholders have been invited to give their views on the proposals. The consultation ends on 31.1.2016. No decisions have been made at this point and the Local Authority is committed to listening to all feedback. The Local Authority regrets very much a range of misinformation that has been disseminated in relation to this consultation and any consequent worry and distress caused to parents. There is a clear commitment in these proposals that all children with complex SEN will continue to get the support they need from a re-organised more flexible and responsive service. The proposals suggest a re-organisation of the current 8 teams into a new integrated support service with a commitment to provide appropriate and specialist support to all children with complex special needs from pre-school to 18 years. While there are efficiency savings proposed, there is a commitment to maintain and in some areas increase the frontline 'hands-on' support for children with complex needs. There is no proposed reduction in the funding for one to one support for pre-school children with complex special educational needs in their settings and all settings would continue to get the appropriate information, advice and guidance in relation to managing complex special educational needs. Additionally in other proposals, the Local Authority is consulting on plans to open an inclusive specialist nursery where pre-school children with the most complex needs can attend full-time in a mainstream nursery setting with a range of additional and specialist educational and health support on-site. In this context the Local Authority does not believe there would be any need arising from these proposals for parents to make applications for Education, Health and Care plans at an earlier stage and has made no predications in this area. However parents are of course entitled to request a statutory assessment

when they feel it is most appropriate to do so and the Local Authority will give their request the fullest consideration.

Mr Sharpe asked the following supplementary question:

Does the Council have models and expectations on how the cuts would impact on those with Special Educational Needs?

The Chair provided the following response:

Special Educational Needs provision was being reviewed, and the report on possible changes to Children's Centres would be considered later at the meeting.

#### 40.4 (iii) Cornerstone Children's Centre

Ms L Erin-Jenkins presented the following question:

Proposals are due to be published this month to close Cornerstone Children's Centre in Hove and cut the groups in the remaining children's centres across the city, offering just one universal group per week in each centre. Brighton Children's Centres Campaign, consisting of 640 parents and carers across the city, are concerned this will lead to a tremendous strain on the remaining groups, in terms of staff, resources and space. It is very likely that if these proposals go ahead, that some parents and children arriving at these groups will be turned away. Brighton Children's Centres Campaign is also concerned that with the proposals to cut all library groups, apart from those held in Moulsecoomb and Whitehawk libraries, people will be forced to travel further with young children to access the remaining groups. Another consequence will be parents, carers and children being turned away from these groups as well, because they will be even more oversubscribed. Does the Council not think that by cutting these groups by almost half, that the demand will far exceed the supply? And what does the Council plan do about all the children left behind?

The Chair provided the following response:

I know that children's centre services are well used and valued by parents. In common with other councils across England we have to make savings across all service areas as result of reductions in Government funding and pressures on services. We have to find around £68 million savings over the next 4 years. In children's services this means finding around £5 million of savings next year. Faced with the current financial reality we simply have to change the way services are delivered in the city. Doing nothing is no longer an option. We will not be able to deliver the same number of services as we do now. The Children's Centre Review Board has developed proposals for how the service could change in the future. One proposal is that Cornerstone should not be registered as a designated children's centre. It is a community centre and is not closing. The proposals also include reducing the number of groups and giving priority to children under two. The Committee is being asked to agree to a consultation on the proposals today. I want this to be a genuine consultation. I welcome ideas from families and communities, about how we address the budget shortfall and at the same time protect our most vulnerable children in the city.

**40c Deputations****40.3 (1) Literacy Support Service**

40.4 The Committee considered the Deputation on the Literacy Support Service, which was presented by Ms J Kenny

40.5 The Chair provided the following response:

The council remains committed to ensuring that the needs of children with literacy needs, including dyslexia, are fully identified and met. We recognise the impact of literacy difficulties on learning and self-esteem and we will continue to work with our schools to ensure that young people have the support they need to overcome the challenges that arise from all special educational needs.

The Local Authority delegates approximately £12.5 million annually across its 63 mainstream schools to enable schools to put in place additional resources to meet special educational needs, including literacy needs. Literacy difficulties have a relatively high incidence and all schools will develop experience and expertise in this area.

The Literacy Support Service is a peripatetic team which supports schools and children with specific literacy difficulties also known as dyslexia. This is a traded service, bought in by schools who wish to purchase this support via a service level agreement. The LA also makes a contribution to the cost of the service, which enable training and support to be offered more widely.

As part of the consultation on the future re-organisation of the Educational Psychology Service and Learning Support Services which concludes at the end of January 2016, the council has said it will consult with schools on keeping this traded service in place and where possible, improving the traded offer to encourage even more schools to purchase.

We are committed to listening to feedback and I welcome the information that you have provided about the support that Oscar has received and how this has benefitted him. As you will be aware from my response to the earlier question we believe that the new service should work with young people up to the age of 18 rather than 16 as is the case at the moment.

I would therefore like to assure you that dyslexia is not a forgotten disability in Brighton & Hove.

**40.12 RESOLVED-** That the Deputation be noted.

**41 MEMBER INVOLVEMENT****41a Petitions**

41.1 There were none.

**41b Written Questions**

41.2 There were none.

**41c Letters**

41.3 (i) Road Safety Close to Schools - Councillor Peltzer Dunn

The Committee considered a Letter from Councillor Peltzer Dunn regarding road safety close to Hove Junior School (Portland Road)

41.4 The Chair gave the following response:

Thank you for bringing this matter to the Committee's attention. You point out in your question that if the van is parked in a legal parking space and no regulations have been broken that the council is unable to take action. You also refer to public health concerns about the nature of the products being sold. Our preference would be that children enjoy a healthy snack rather than something high in sugar content.

With regard to the regulations this is covered by the Local Government (Miscellaneous Provisions) Act 1982 and our standard conditions for street trading which seek to ensure that the trading does not constitute a public safety concern on the grounds of danger, obstruction and nuisance. Following your question I have asked that our regulatory services visit this site to ensure that the trader is acting appropriately. The Head of Regulatory Services has confirmed that the matter will be passed to the Environmental Health & Licensing Team to investigate.

RESOLVED: That the letter be noted.

**41d Notices of Motion**

41.5 There were none.

**42 YOUTH SERVICES REVIEW**

42.1 The Committee considered the report of the Executive Director of Children's Services which reported on the Review of the Youth Work Services (provided and commissioned by the Council), which made recommendations to support financial and service plans for 2016/17. The report was presented by the Assistant Director Stronger Families Youth and Communities and the Service Manager Youth & Communities, together with James Holmes and Wednesday Croft, who were members of the Youth Review Group (Youth Council).

42.2 Councillor Phillips was concerned at the potential 25% cut to a service which provided great support to many people. Councillor Phillips asked how many staff could lose their jobs. The Assistant Director Stronger Families Youth and Communities said that there would be a likely reduction of around 25% to the budget most of which would lead to cuts in staffing levels, but said he didn't have the exact figure. Councillor Phillips asked

what consultation would be undertaken, and was advised that formal consultations would be held with staff in line with Council procedures and that consultation would be held with the public. Councillor Phillips asked if the Committee would be able see the wording of the consultation before it was undertaken. The Assistant Director Stronger Families Youth and Communities said there was no reason why they couldn't, but it could be difficult to do that in the available time before the consultation would need to begin. Councillor Phillips noted that four young people had sat on the Youth Review Group and wanted assurance that their views had been considered. James Holmes and Wednesday Croft said that they had been given the opportunity to be fully involved and had felt that their view and opinions had been considered. Councillor Phillips noted that the Council had an Internal Conferences Budget 'subvention budget' of £1.2m and asked if that could not be used to address the budget cut. The Executive Director of Children's Services said that use of other council budgets would be a matter for other committees.

- 42.3 Councillor Daniel thanked officers for the report and thought that having a tiered service made sense.
- 42.4 Ms Millanzi said she accepted that cuts had to be made, but wanted officers to see what options would be available to minimize any impact on such a good service.
- 42.5 Councillor Brown agreed there was a need to explore alternative delivery models, but hoped that targeted advice for areas such as drugs, youth pregnancy etc. would not be lost. Councillor Brown suggested that a directory showing what support was available for young people would be useful. The Assistant Director Stronger Families Youth and Communities agreed that a directory would be very useful, and would look into doing that.
- 42.6 Councillor Brown said that the Conservative Group wanted to ensure that the Youth Collective had a full voice and were therefore proposing the following amendment to Recommendation 2.2.1.

*2.1 That the Committee notes the attached Youth Work Review Report of the Youth Work Review Group and principles of service design set out therein.*

*2.2 That in light of the anticipated budget position described at paragraph 4.2 of this report, and upon the basis of the recommendations in the attached Youth Work Review Report, the Committee authorises the DCS to consult with staff, young people and partners on proposals for:*

*2.2.1. An alternative delivery model, for example a Youth Trust or Foundation, or reconfiguration and re-commissioning of the Youth Collective and other CVS organisations for the provision of services to vulnerable and disadvantaged children, young people and their families.*

*2.2.2. The future use of the council's youth centre buildings.*

2.2.3 *Future arrangements for the delivery and/or external commissioning of the flexible continuum' of youth work provision recommended by the Youth Work Review Group including:*

- *community based open access youth work;*
- *targeted youth work including provision as part of the Stronger Families Stronger Communities programme;*
- *central support and strategic planning.*

The Amendment was seconded by Councillor Taylor, who said that the city was fortunate to have such strong voluntary services, and Children's Services should continue to support and encourage those groups.

- 42.7 Councillor Daniel said the Labour Group would not support an amendment from a published Recommendation and would therefore abstain from voting to agree the proposed amendment.
- 42.8 Ms Mortensen referred to section 5.2, 'Young People–Disability' in Appendix 1 which stated that "*The Disabled Young People's Council say inclusive provision is still lacking locally and nationally*", and "*Young people with SEN are more likely to report that they have experienced bullying as well as being more likely to bully others*" and asked if firstly there were plans to increase provision, and secondly whether the issue of bullying was a problem within the city. The Service Manager Youth & Communities said that it may not be possible for inclusion provision to be increased, but it was hoped that the current level could be maintained and that the issue of bullying was being looked into.
- 42.9 Mr Jones agreed with Ms Mortensen that those issues were a concern, and asked that if the inclusion provision were not increased whether the service could be reviewed to find alternative ways of providing the support. The Assistant Director Stronger Families Youth and Communities said that there would a reduction in funding and therefore the service would change, and officers would look at different models and interventions.
- 42.10 Councillor Wealls asked for reassurance that any consultation would also include minority groups. The Assistant Director Stronger Families Youth and Communities said that all groups would be included in the consultation.
- 42.11 The Councillors on the Committee voted on the proposed amendment to the Recommendations. It was agreed to accept the amendment with 3 votes in favour, 2 against and 5 abstentions.
- 42.12 **RESOLVED:** That the Committee agreed:
- (i) That the Committee noted the Youth Work Review Report of the Youth Work Review Group and principles of service design set out therein.
  - (ii) That in light of the anticipated budget position described at paragraph 4.2 of the report, and upon the basis of the recommendations in the attached Youth Work Review Report, the Committee authorises the Director of Children's Services to consult with staff, young people and partners on proposals for:



- (iii) An alternative delivery model, for example a Youth Trust or Foundation, or reconfiguration and re-commissioning of the Youth Collective and other CVS organisations for the provision of services to vulnerable and disadvantaged children, young people and their families.
- (iv) The future use of the council's youth centre buildings.
- (v) Future arrangements for the delivery and/or external commissioning of the flexible continuum' of youth work provision recommended by the Youth Work Review Group including:
  - community based open access youth work;
  - targeted youth work including provision as part of the Stronger Families Stronger Communities programme;
  - central support and strategic planning.

### 43 CHILDREN'S CENTRE REVIEW

- 43.1 The Committee considered the report of the Executive Director of Children's Services which reported on the review of the Children's Centre Service and which made recommendations on the proposal for consultation to achieve budget savings. The report was introduced by the Head of Sure Start and The Assistant Director Stronger Families Youth and Communities.
- 43.2 Councillor O'Quinn thanked officers for the report and said that given the financial pressures the authority was facing that proposals were very good.
- 43.3 Councillor Brown and said that whilst no one would want to see the closure of Children's Centres, the Council had to be realistic and consider closing some of them. She said that it was good that seven centres could be kept, and said that it was essential that those centres be able to deliver services to everyone in the city. The Conservative Group would support the recommendation to consult on any changes.
- 43.4 Councillor Phillips felt that the cuts were short sighted and a lack of intervention could lead to more and expensive provision being needed in the future. She said it was important to maintain provision for people from all backgrounds, and was concerned that any reduction in service could impact on minority groups. Councillor Phillips felt that the proposal to consult was not genuine as there wasn't an option to continue with the current provision, and said that a possible 35% to the service was huge and would impact on service provision, and because of that the Green Group would not support the recommendations. The Chair said that the administration would certainly prefer to be able to continue with twelve Children's Centres, but due to the budget cuts that was not possible and alternative ways of delivering the service had to be looked at.
- 43.5 **RESOLVED:** That the Committee agreed:
- (i) To note the report from the Children's Centre Review Board
  - (ii) To agree to a consultation on future options for the delivery of children's centres to report to the January 2016 Committee.

- (iii) To agree to consultation on proposals for:
- Seven designated children's centres with outreach to delivery points across the city
  - A revised core offer of services which will include:
    - § Open access baby groups in venues across the city
    - § One open access drop-in group in venues across the city with priority for families with identified needs and children under two
    - § Offering more parenting talks and discussion groups to reach more parents at an earlier stage and fewer longer parenting courses
    - § Promoting volunteering and community/parent run groups
    - § Evidence based interventions delivered in groups and home visits for families most in need.
    - § Improved support for families with young children facing multiple disadvantage as part of the city's Stronger Families Stronger Communities Programme
    - § More focus on support for training and employment

#### **44 SCHOOL ATTENDANCE**

- 44.1 The Committee considered the report of the Executive Director of Children's Services which provided information on school attendance for all children and young people in Brighton & Hove. The report was presented by the Head of Behaviour and Attendance and the Attendance Lead, Standards.
- 44.2 Councillor Chapman asked if the authority had considered the Isle of Wight case regarding unauthorised absence. He was advised that the case, at this stage, had only been considered by the Magistrates Court and the matter would be monitored.
- 44.3 Councillor Brown referred to the petition presented to the last meeting of the Committee regarding unauthorised absence, and asked what options were being considered. The Assistant Director Education and Inclusion said that a number of issues were being looked at, and a full report would come to the next meeting of the Committee.
- 44.4 Councillor Wealls noted that the unauthorised absence for secondary schools in the city was low compared to neighbouring authorities. The Attendance Lead, Standards said that the issue was being monitored and, although the rate was slightly lower than nearby authorities, schools did have good attendance overall.
- 44.5 Councillor Daniel said it was important that children attend school, but there shouldn't be a complete focus on 100% attendance; if a child was genuinely ill they shouldn't be at school and shouldn't be pressured into going. The Chair agreed and said a mechanism was needed to deal with those children who were not attending without good reason.
- 44.6 Mr Jones said he agreed with Councillor Daniel, and said there needed to be an understanding that some children would be ill. The Head of Behaviour and Attendance agreed.

44.7 **RESOLVED:** That the Committee noted the report and endorsed the focus on improving school attendance.

#### 45 POST 16 REVIEW

45.1 The Committee considered the report of the Executive Director of Children's Services regarding the review of Post 16 provision in the Sussex Coast Area. The report was presented by The Head of Standards Achievement Education and Inclusion and the Post 16 Learning and Skills Partnership Adviser.

45.2 Councillor Phillips referred to paragraph 3.3 of the report which stated that the Council wanted 'variety, choice and value for money', and suggested that variety and value for money were two different things. The Post 16 Learning and Skills Partnership Adviser said that curriculums varied across the city and the provision needed to be able to meet the needs of all.

45.3 The Chair confirmed that a further report on this area would come to a future meeting of the Committee.

45.4 **RESOLVED:** That the Committee noted the arrangements for the Sussex Coast review and agreed to the proposed methodology for the post 16 school based provision across Brighton and Hove.

#### 46 MUSIC & ARTS SERVICE

46.1 The Committee considered the report of the Executive Director of Children's Services regarding the Music and Arts Service. The report asked for approval to allow work to continue to prepare the Music and Arts Service and the SoundCity the Music Education Hub to merge with the Brighton Dome & Brighton Festival Trust. The report was presented by The Head of Music and Arts

46.2 Councillor Marsh asked for whether the musical instruments currently owned by the Music and Arts Service would be included in the merge and whether any such merger would impact on the Arts Council grant. The Head of Music and Arts said that any grant would be ring fenced, and any resources held by the Music and Arts Service would play a key part in the business plan.

46.3 Councillor Phillips asked if, the merger went ahead, all staff would be TUPEd across to the new service. The Head of Music and Arts said they would, but that would be a matter for the Policy & Resources Committee when they considered the fuller report at their meeting in January 2016.

46.4 Councillor Brown said the Music and Arts Service was excellent and she would support the proposals put forward.

46.5 Mr Jones said that learning to play a musical instrument was expensive and asked if current subsidies would continue. The Head of Music and Arts said that the aim was to continue to subsidise the service for those who needed it.

46.6 **RESOLVED:** That the Committee agreed:

- (i) That the work to develop a full business case for the merger of the Music & Arts service with the Brighton Dome & Brighton Festival trust continues
- (ii) That the full business case be presented for approval to the Policy & Resources Committee in January 2016

**47 ITEMS REFERRED FOR COUNCIL**

47.1 **RESOLVED:** That no items be referred to Council

The meeting concluded at 6.45pm

Signed

Chair

Dated this

day of

## BRIGHTON & HOVE CITY COUNCIL

### JOINT CHILDREN, YOUNG PEOPLE & SKILLS AND HEALTH & WELLBEING BOARD

4.00pm 10 NOVEMBER 2015

#### MINUTES

##### **Present:**

##### Children Young People & Skills Committee

Councillors: Barradell, Bewick, Brown, Chapman, Daniel, Knight, Marsh, Miller, Phillips and Taylor

Voting Co-optees: B Connor, A Holt, M Jones and A Mortensen

Non-Voting Co-optees: B Glazebrook, S Sjuve, R Brett and A Tilley

##### Health & Wellbeing Board

Councillors: Barford, A Norman, K Norman and Yates

Others: Dr C Beesley, Dr D Emilianous, C Holloway, Dr G Mack, G Bartlett, D D'Souza, P Ghoshal, F Harris, F McCabe and Dr T Scanlon

#### **PART ONE**

### **1 APPOINTMENT OF CHAIR**

1.1 Nominations were requested for the appointment of Chair. Councillor Bewick proposed Councillor Yates and Councillor Barradell seconded the proposal. There were no further nominations.

1.2 **RESOLVED:** That Councillor Yates be appointed as Chair of the Joint meeting.

### **2 DECLARATIONS OF SUBSTITUTES AND INTERESTS AND EXCLUSIONS**

#### **2.1 Declaration Substitutes**

Councillor A Norman declared that she was substituting for Councillor G Theobald.

Councillor Miller declared that he was substituting for Councillor Wealls

Ms B Connor declared that she was substituting for Ms M Ryan

Mr R Brett declared that he was substituting for Ms R Millanzi

#### **2.2 Declarations of Interest.**

Ms A Mortensen declared a personal interest in Item 5, as she was a parent of a child with Special Needs

Councillor Daniel declared a personal interest in Item 4a, as she had worked at Hamilton Lodge School and College for the Deaf Children

- 2.3 In accordance with section 100A(4) of the Local Government Act 1972, it was considered whether the press and public should be excluded from the meeting during the consideration of any items contained in the agenda, having regard to the nature of the business to be transacted and the nature of the proceedings and the likelihood as to whether, if members of the press and public were present, there would be disclosure to them of confidential or exempt information as defined in section 100I (1) of the said Act.
- 2.4 **Resolved** - That the press and public be not excluded from the meeting.

### **3 CHAIR'S COMMUNICATIONS**

- 3.1 The Chair reported that the meeting was being webcast.
- 3.2 The Chair said that Minutes of the Joint Meeting would be referred to the meetings of the Children Young People & Skills Committee and the Health & Wellbeing Board.
- 3.3 The Chair noted that there was an addendum to the main agenda which had been distributed to all members of the Joint Committee. The addendum provided a copy of the wording of the Deputation and an extract from the proceedings of the Special Policy & Resources Committee meeting held on 4 November 2015 regarding the Learning Disability Accommodation Service.

### **4 FORMAL PUBLIC INVOLVEMENT**

#### **4.1 Deputation**

##### **(i) Maintain Support for Deaf Children**

- 4.2 The Chair invited the spokesperson, Ms A Jenkins to present her Deputation. A copy of the Deputation was provided in the Addendum to the Agenda.
- 4.3 The Chair provided the following response:

Thank you for attending today's joint meeting, I can confirm that the Local Authority remains committed to meeting the full needs of all our children with hearing and visual impairment. We value the professional specialist qualifications that teachers of the deaf and visually impaired bring to the service and intend to retain these in the new service. There is no intention in these proposals to reduce support available for children with hearing or visual impairment. All children with sensory impairment will continue to get the support they need from a specialist and experienced team of advisers and support staff. Other anticipated benefits from the new service for all children are:

Greater flexibility from an integrated team of 55 staff from various professional backgrounds, including educational psychologists and primary mental health workers

Reduced 'back office' and management time with a renewed focus on frontline services for schools and families  
New SEN advisers working across the year rather than term time only to provide a more complete service for families and young people  
A service that works with all ages from birth to 18 years (rather than 16 years at present)

The council takes the concerns of parents very seriously and regrets that any unnecessary anxiety or concern has been raised following a consultation process with the staff from our learning support services.

Senior officers from the Local Authority have spoken with representatives from the National Deaf Children's Society and sent out a briefing via them to reassure parents. Senior officers are also arranging to meet with parents and carers of children with hearing impairment to listen to concerns and to provide further reassurance.

No decisions have been made in relation to these proposals. This is currently a consultation with our staff set to conclude on 8 January 2016. We welcome parents and young people contributing their views which will be given the fullest consideration. Any comments could be submitted via the following email address - [sen.team@brighton-hove.gov.uk](mailto:sen.team@brighton-hove.gov.uk).

- 4.4 Mr Jones said that the report which was considered at the last joint meeting in February 2015, had not given any indication of a possible reduction in capacity. The report had been quite vague on detail and had showed an amalgamation of service, but did not show that there would be any change that would lead to a reduction in capacity. The meeting was told that an Equality Impact Assessment (EIA) would be conducted; any EIA should include end users.
- 4.5 Councillor Phillips said that she agreed with the comments of Mr Jones. Councillor Phillips referred to the teaching staff and was concerned that some of them could be downgraded under any restructure.
- 4.6 The Executive Director of Children's Services said that the report which was considered by the joint committee in February 2015, related to the principle of the integration of the service. The detail of such integration was not presented, but the principle to do so was agreed. The consultation process to consider that detail had begun and was still on going. A number of meetings had been held with different parent and staff groups. That consultation was unrelated to the proposals which were being considered at the meeting today. The report today was around the provision for Special Educational Needs and Disabilities (SEND) rather than the Learning Support Staff who primarily worked with children in mainstream schools. With regard to teaching staff, it was not the case that the authority was looking to move to unqualified teachers. The proposal was to have a balance of staff; those qualified to teach those with hearing impairments and those who weren't. The balance of qualified and unqualified would change, but the details were still being considered and staff were being consulted.
- 4.7 Mr Jones asked if the matter would come back to the Committee after the consultation concluded. The Chair of the Children Young People & Skills Committee said that the consultation would finish in January 2016. An update would be provided at Full Council

and the matter would be considered by the Children Young People & Skills Committee in due course.

**5 SPECIAL EDUCATIONAL NEEDS AND LEARNING DISABILITY (SEND-LD)  
STRATEGY - NEXT STAGE PROPOSALS**

- 5.1 The Joint meeting considered a report of the Executive Director, Children's Services which sought approval for the recommendations arising from the review of special educational needs and disability in the Children's Services Directorate of the council. The report included recommendations from the concurrent review of behaviour, emotional and social difficulties (BESD). The report was presented by the Assistant Director (Children and Adult Services), and supported by the Head of Behaviour and Attendance, Manager Community Learning Disability Team, Head of Service for Integrated Children's Development and Disability Service and the Head of Commissioning Mental Health and Children's Services.
- 5.2 Councillor Barradell noted that if the proposal to merge the current six Special Schools and two Pupil Referral Units (PRU) into three extended and integrated providers were agreed, there was a suggestion that the three sites would be renamed and asked if that could be part of the consultation with young people being asked for their views. The Assistant Director (Children and Adult Services) agreed it could. Councillor Barradell asked that if there were changes to the service, that measures be put in place to ensure that those changes were effective. The Assistant Director (Children and Adult Services) agreed and said that if the changes went ahead that the service would be monitored.
- 5.3 Ms Mortensen asked if the proposed changes would reduce the number of nursery school places for those with special needs. The Assistant Director (Children and Adult Services) confirmed there would be no reduction in places. Ms Mortensen asked that provision for those aged 19-25 were not overlooked. The Assistant Director (Children and Adult Services) said that a pathway for that age group was being addressed.
- 5.4 Councillor Brown said that she supported the proposals. Two of the current sites, Hillside and Downs Park, were in the same road and it made sense to merge them. The proposal to have personalised pathways was good, and would ease the transition into adulthood.
- 5.5 Councillor Philips felt that the report was too vague and would have liked to have seen more detail. She referred to paragraph 3.2.1 and asked if alternative options for nursery provision had been looked at. With reference to 3.3.5 of the report, she felt that it was paving the way for privatisation of services which the Green Group would not support. Councillor Phillips referred to paragraph 6.9 of the report and asked whether having to seek approval of the Department for Education meant that the authority was cutting the budget quicker than the regulations allowed. Paragraph 5.15 said that there would be resourced provision for mainstream school in the form of 28 'virtual places' attached to mainstream schools, and asked how the schools felt about that. The Assistant Director (Children and Adult Services) said that the report was vague, as approval was needed to take the proposals to the next stage; there was no point investing time if the city did not want to take the matter forward. With regard to nursery provision, alternatives had been looked at including offering nursery provision in mainstream schools. With regard



to the private sector the community and voluntary sector would continue to provide the most support. The Executive Director Children's Services said that if savings were made the money following each child would increase, and so the Secretary of State had to be consulted. However that was a formality and he did not envisage any problems. The Head of Behaviour and Attendance referred to the question about mainstream schools and said that the issue had been discussed with secondary school head teachers and they had been positive about working with the authority; the matter would shortly be discussed with primary school and PRU head teachers. The Executive Director Children's Services reminded everyone that today the Joint Committee was being asked to agree whether to go to consultation. If it was agreed there would be a full consultation for each area, and the matter would then be referred back to the Children Young People & Skills Committee.

- 5.6 Councillor Miller asked whether the report had any positive or negative impacts on the provision of respite care and short breaks, as that could have a longer term impact on costings. Paragraph 3.1.1 stated that there would be no overall reduction in the number of school places available to pupils requiring specialist provision, and asked if the places currently available matched those which were needed. Paragraph 3.2.3 referred to the integrated provision of specialist nursery care and asked where that would be. With regard to paragraph 3.3.2, he asked whether the Scrutiny Panel's recommendations, which looked at gaps in provision for autistic children, were in the report or would be included in a later report. Paragraph 3.3.4 (i) referred to the facilitation of the transition from Children's to Adult Services, and he asked if that would be linked to the Post 16 Review. With regard to paragraph 3.5.3 and the review of the adoption of the Resource Allocation System, he asked if it was likely there would be losers, and if there were how the authority would ensure there was a smooth transition in any potential change. Paragraph 5.1 said that there would be an estimated 12% increase in the numbers of people with severe or moderate learning disability by 2030, and asked where that figure came from. Paragraph 6.12 said that any disposal of surplus assets identified under the review may potentially generate capital receipts, and asked for assurance that any receipts would be used to support the Council's future corporate capital strategy. The Head of Service for Integrated Children's Development and Disability Service said that there would be no reduction in the budget for respite care or short break provision. The Manager Community Learning Disability Team said that the number of school places required for those requiring specialist provision changed annually, and whilst it was hoped that the number places required was accurate at the moment it was liable to change. The Assistant Director (Children and Adult Services), said that with regard to nursery provision, more work was needed to look at possible adaptation to some premises and so it wasn't possible at the present time to say where the places would be provided. The Assistant Director (Children and Adult Services), confirmed that the transition from Children to Adult Services would be linked with the Post 16 review. The figure of an estimated 12% increase had come from the Authority's own data. The Executive Director Adult Services added that it was very difficult to accurately predict numbers, but 12% was the most likely estimate.

The Chair reminded everyone that this report was about the direction of travel for the delivery of services with a request for an agreement to consult on the proposals; if detailed information were available it would have been included in the report.

- 5.7 Councillor Taylor said he agreed with the principle of integration of services and hoped that any changes would be delivered seamlessly to the benefit of service users. He was concerned at the high level of those adults with special needs who were NEET (Not in Employment Education or Training) and was pleased that the Council was addressing that issue. He asked which Committee would have monitoring oversight of the proposals as we move forward. He was advised it would be the Children Young People & Skills Committee.
- 5.8 Councillor Daniel said that she would support the recommendations and that an opportunity to review the provision was good with the potential to improve the service provided. She said she echoed Councillor Taylor's concern over those in NEET, and asked officers how they thought the possible changes would affect that high level. The Head of Behaviour and Attendance said that the potential changes would be a good opportunity to review the provision and be more creative, such as ensuring the curriculum was more dynamic and appropriate for the employment market.
- 5.9 Councillor Mac Cafferty said that the challenge for the future would be to ensure that both adult and children continued to receive the support they needed and that any merger wouldn't disproportionately affect adults. If the allocation system changed he hoped that no one would be worse off. He said that service provision for those over 25 years of age should also be part of the review, and asked what the current provision was for that age group. The Executive Director for Children's Services said that there were currently three social care teams; one for children, one for adults and one transitional team. People's needs differed dependant on their age, and the authority would be looking to provide a smoother process without breaks. The Executive Director Adult Services said that potential changes would not lead to a merger of Resource Allocation, but Children's Services were looking to adopt a Resource Allocation based on assessed needs. The Head of Behaviour and Attendance added that the proposals being considered created an opportunity to review the service and be creative in the way it was delivered.
- 5.10 Ms F McCabe said that having a personalised pathway and budget was important and it was crucial to develop a model to support that. Ms McCabe noted that both the voluntary and private sector would be used, and asked that the voluntary sector be supported to develop new services. The Assistant Director (Children and Adult Services) said that there was already a strong relationship with the community and voluntary sector and that would continue. The Head of Service for Integrated Children's Development and Disability Service said the service wanted families to have an individual budget and to improve the choices available to them.
- 5.11 Mr M Jones asked that any consultation include both parents and parent governors, and that issues of travel to the sites be considered as people always preferred to attend their local school. Mr Jones noted that there was little information about Equalities Impact Assessment (EIA) and asked that more be provided during the consultation and that it linked up with the Learning Support Service (LSS). The Assistant Director (Children and Adult Services) said that the LSS and EIA was already linked and that would continue. With regard to transport, it was an important issue, and it would be necessary to get the right balance between the appropriate school and proximity to the family home.

- 5.12 Mr B Glazebrook said that the Community & Voluntary sector would support the recommendations in the report.
- 5.13 Councillor K Norman said that the transition period between child and adult provision had already been looked at for some time, and was pleased that that was continuing. He said that any change would take time to consult and implement, and he expected that any changes would be carefully monitored. Improving services, whilst also achieving better value for money was to be welcomed, and he was therefore happy to support the recommendations in the report.
- 5.14 Mr R Brett asked for assurance that young people who use the service would be involved in the consultation. The Assistant Director (Children and Adult Services) said that they certainly would.
- 5.15 Councillor Bewick thanked all members of the Joint Committee for their involvement in the meeting, and the Assistant Director (Children and Adult Services) and her team for their work on the proposals. These were a set of proposals about modernising and transforming the way in which we supported some of the most vulnerable people in our society. It was a move to consult on the personalisation and the integration of our services so that families felt they are empowered and got the right support in a timely manner. There would be savings associated with this as part of the consolidation of services. The Authority currently spent £42m on disability and special educational needs provision in the city and the proposal could save £1.5m, but that had nothing to do with the austerity cuts being faced elsewhere in local government; this was about being able to reinvest in the world class specialist educational provision and facilities.
- 5.16 RESOLVED:** That the Joint Children Young People & Skills Committee and the Health & Wellbeing Board agreed:

**In relation to Educational Provision**

**The Children Young People & Skills Committee (Councillors and voting Co-optees voted) agreed:**

That on the basis:

(i) That there will be no overall reduction in the number of school places available to pupils in the city requiring specialist provision, and

(ii) the Board noting that before any final decisions can be taken regarding the proposed reorganisation of specialist provision it will be necessary to follow the statutory processes set out in the school organisation legislation, in particular the Education and Inspections Act 2006 and associated Regulations, these processes requiring periods of formal consultation with all interested parties, (which will include parents, governors and staff at the respective schools), and the publication of statutory notices.

**It is agreed:**

1. That approval be given to draw up detailed proposals in relation to each element of the restructuring of current specialist education provision described below, so as to offer integrated education, extended day activities, respite care and short breaks and

integrated health and care teams within each new provision. The proposals being as follows:

(a) That the existing six special schools (Patcham House, Homewood College, Hillside Special School, Downs Park Special School, Downs View Special School and the Cedar Centre School) and two Pupil Referral Units (Brighton & Hove Pupil Referral Unit and the Connected Hub) be re-organised to form three extended and integrated specialist provisions with clear vocational pathways and strong support for preparation for adulthood.

(b) That two specialist provisions be created for children with learning difficulties as set out below:

(i) That Hillside Special School and Downs Park Special School amalgamate to form one Integrated Provision West for the full range of cognition and learning needs. The provision will cater for pupils aged 5 - 16 years i.e. Key Stages 1 – 4, and will operate from both of the current school sites but under one leadership team and governing body.

(ii) That Downs View Special School expand to create Integrated Provision East for the full range of cognition and learning needs. The provision will cater for pupils aged 5 - 19 years, i.e. Key Stages 1 – 5, and will be based on the current site of Downs View School which will be expanded as necessary.

(c) That Cedar Centre School, Patcham House School and Homewood College be re-organised as the city's school provision for children with social, emotional and mental health needs to form the Integrated Specialist Provision Central (SEMH) catering for pupils aged from 5-16 years ie from Key Stages 1 – 4. The provision will be based on the current Cedar Centre School site.

(d) That further provision for pupils with complex needs/moderate learning difficulties be made at the Integrated Special Provisions East and West (Cognition and Learning) so that no capacity is lost for these needs following the re-designation of Integrated Specialist Provision Central to cater for SEMH.

(e) That B&H Pupil Referral Unit (currently situated at Lynchet Close and Dyke Road) and The Connected Hub (situated at Tilbury House) merge to form a single B&H Integrated Provision Central Pupil Referral Unit for pupils with Social, Emotional and Mental Health needs. The Unit will cater for pupils aged 11 – 16 years i.e. Key stages 3 and 4 and will be based on the Lynchet Close and Tilbury House sites.

(f) That children who are currently attending full time at the primary Pupil Referral Unit (based at Lynchet Close) with statements of special educational needs or EHC Plans naming this provision, move onto the roll of the Integrated Provision Central (SEMH). Any part-time PRU places will convert to extensive additionally funded support in mainstream school.

**2.** That for each integrated specialist provision, a lead partner mainstream

secondary and mainstream primary school be identified to champion the needs of young people with SEND/SEMH and facilitate shared and inclusive opportunities across mainstream and specialist provision.

**In relation to Other Provision for Young People**

**The Children Young People & Skills Committee (Councillors only voted) agreed:**

3. That the Clinical Commissioning Group (CCG) and Children's Services shall jointly commission support from health providers to form an integrated team within each integrated special provision as required.
4. That it is noted that the current Jeanne Saunders nursery is sited in unsuitable premises at Penny Gobby House which does not provide disabled access for children with disabilities, which has necessitated the creation of the satellite site at Easthill Park for six of the children with the greatest mobility needs.
5. That an inclusive integrated nursery with specialist health and care facilities on a mainstream nursery site shall replace the current part-time specialist nursery provision at the Jeanne Saunders/Easthill Park nursery.

**Recommendations relating to merged SEND/LD Strategy across the  
Children's Services and Adult Social Care**

**The Children Young People & Skills Committee (Councillors only voted) agreed:**

6. That the Adult and Children's directorates of the city council shall support the Clinical Commissioning Group (CCG) to commission an all-age 'Wellbeing' Service that will respond to the emotional and mental health needs of parents, children and families rather than the individuals within families.
7. That approval be given to identify, consider, and review social work structures and functions supporting children and adults with learning disabilities that are likely to be delivered more efficiently and create a better pathway for service users by one combined Children's Service and Adult Social Care response rather than via two Directorates.
8. That specifically the following options be reviewed relating to a single approach to adult and children's provision:
  - (i) The adoption of the same Resource Allocation System (RAS) in Children's Services as well as in Adult Social Care for an equitable and fair allocation of resources and direct payments.
  - (ii) The combining the Autism strategies and plans across Children's and Adult Services to have one approach for autism across the age range.
  - (iii) Consolidating as far as possible transport arrangements across the full age range.
  - (iv) Consolidating the services relating to adults and young people involving deprivation of liberty
  - (v) A single service for emotional and mental health support.
9. That any service redesign should:

- (i) facilitate the transition from Children's to Adult Services (0 - 25 years) by better preparation for adulthood and pathways to supported internships, apprenticeships and longer term employment.
  - (ii) encourage inclusive practice through universal and community services such that people with SEND and LD do not have to rely on scarce 'specialist' provision and can live and thrive within the wider community.
  - (iii) aim to prevent the need for high cost placements where children and adults have very complex needs and challenging behaviour by improving local services including mental health and behavioural support services.
10. That options for re-providing services at better value for money and to a good standard in the community and voluntary sector or the private sector be identified and explored.
11. That upon noting the recommendations of the Policy and Resources Committee of 4 November 2015 in respect of a review of the in house learning disability accommodation services, there shall be consideration given to whether joint work between the Housing Department and Learning Disability Services in both Children's and Adults' Services should take place to review the need for supported living arrangements within the city and develop proposals for supported living arrangements accordingly.

**Relating to the Children's Services Special Educational Needs and Disabilities (SEND) Strategy**

**The Health and Wellbeing Board agreed:**

12. That the Board notes the recommendations to be considered by the Children, Young People and Skills Committee (the Committee) in relation to specialist educational provision for children.
13. That an inclusive integrated nursery with specialist health and care facilities on a mainstream nursery site shall replace the current part-time specialist nursery provision at the Jeanne Saunders/Easthill Park nursery.
14. That the Board supports the joint commissioning by the Clinical Commissioning Group (CCG) and Children's Services of support from health providers to form an integrated team within each integrated special provision as required.

**Relating to Merged SEND/LD Strategy across the Children's Services and Adult Social Care Directorates**

**The Health and Wellbeing Board agreed:**

15. That the Board supports the proposal by the Clinical Commissioning Group (CCG) to commission an all-age 'Wellbeing' Service that will respond to the emotional and mental health needs of parents, children and families rather than the individuals within families.
16. That approval be given to identify, consider, and review social work structures and functions supporting children and adults with learning disabilities that are likely to be

delivered more efficiently and create a better pathway for service users by one combined Children's Service and Adult Social Care response rather than via two Directorates

17. That specifically the following options be reviewed relating to a single approach to adult and children's provision:
- (i) The adoption of the Resource Allocation System (RAS) in Children's Services that is currently established in Adult Social Care for an equitable and fair allocation of resources and direct payments.
  - (ii) The combining the Autism strategies and plans across Children's and Adult Services to have one approach for autism across the age range.
  - (iii) Consolidating as far as possible transport arrangements across the full age range.
  - (iv) Consolidating the services relating to adults and young people involving deprivation of liberty.
  - (v) A single service for emotional and mental health support.
18. That any service redesign should:
- (i) facilitate the transition from Children's to Adult Services (0 - 25 years) by better preparation for adulthood and pathways to supported internships, apprenticeships and longer term employment.
  - (ii) encourage inclusive practice through universal and community services such that people with SEND and LD do not have to rely on scarce 'specialist' provision and can live and thrive within the wider community.
  - (iii) aim to prevent the need for high cost placements where children and adults have very complex needs and challenging behaviour by improving local services including mental health and behavioural support services.
19. That options for re-providing services at better value for money and to a good standard in the community and voluntary sector or the private sector be identified and explored.
20. That upon noting the recommendations of the Policy and Resources Committee of 4 November 2015 in respect of a review of the in house learning disability accommodation services, there shall be joint work between the Housing Department and Learning Disability Services in both Children's and Adults' Services to review the need for supported living arrangements within the city and develop proposals for supported living arrangements accordingly.

The meeting concluded at 6.40pm

Signed

Chair

Dated this

day of



**Subject:** Petitions  
**Date of Meeting:** 11 January 2016  
**Report of:** Head of Law & Monitoring Officer  
**Contact Officer:** Name: Lisa Johnson Tel: 29-1228  
E-mail: [lisa.johnson@brighton-hove.gcsx.gov.uk](mailto:lisa.johnson@brighton-hove.gcsx.gov.uk)  
**Wards Affected:** All

**FOR GENERAL RELEASE**

**1. SUMMARY AND POLICY CONTEXT:**

- 1.1 To receive those petitions presented to the Full Council and referred to the committee for consideration.
- 1.2 To receive any petitions to be presented or which have been submitted via the council's website or for which notice has been given directly to Democratic Services.

**2. RECOMMENDATIONS:**

- 2.1 That the Committee responds to the petition either by noting it or writing to the petition organiser setting out the Council's views, or where it is considered more appropriate, calls for an officer report on the matter which may give consideration to a range of options, including the following:
- taking the action requested in the petition
  - considering the petition at a council meeting
  - holding an inquiry into the matter
  - undertaking research into the matter
  - holding a public meeting
  - holding a consultation
  - holding a meeting with petitioners
  - referring the petition for consideration by the council's Overview and Scrutiny Committee
  - calling a referendum

**3. PETITIONS**

- 3.1 Notified petitions:

**(i) Proposed Re-organisation of the EPS/ Learning Support Services**

To receive the following Petition:

*Hundreds of children with Special Educational Needs in Brighton & Hove currently rely upon the specific guidance, hands-on support and training advisory teachers provide to themselves, their teachers, schools and families.*

*We currently have five support teams specialising in Autism, Literacy, Language, Sensory Needs and Pre-school. Each team provides a phenomenal breadth of knowledge and experience enabling the children they work with to be educated with their mainstream peers. The current proposal to axe all five teams and replace them with 12 generic SEN advisors, no longer recognised as teachers, will not work. There will be far fewer advisors, meaning these children and their families will receive drastically reduced, ineffective support.*

*These children deserve the skills these expert teachers bring. Generic advisors cannot possibly do the job of specialist teachers, and hundreds of children will suffer as a result. In the long term, this supposed cost saving restructuring, which will be implemented in April 2016, will cost the council more. As true understanding of special needs becomes diluted in schools, many more children will begin to fail in mainstream settings.*

*We cannot let this happen to children with Special Educational Needs in Brighton & Hove.*

11 January 2016

Brighton &amp; Hove City Council

**DEPUTATIONS FROM MEMBERS OF THE PUBLIC**

Deputation received:

**(i) Deputation: Playbus**

I and other parents whose children use Playbus are deeply concerned that the Council is considering cutting this well-used and loved service, so much so that we have united as a group to make a formal response.

There are many reasons we all love the Playbus. My son is two and we go to Playbus every week. It is literally the highlight of our week - a sentiment echoed by many other families. I cannot tell my son it is Playbus day until just before we set off, otherwise all I get is 'Playbus! Playbus!' until it is time to go. Another mum describes how her four-year-old exclaims 'Yes!' on Playbus day. Yet another explains how it is the only opportunity her little girl has to see her old friends who went to a different school from her. Many speak of how it reduces isolation and promotes a sense of inclusion and belonging in the community.

Playbus is full of varied and novel play ideas which inspire and challenge children and encourage them to learn and explore. Upside down plastic crates become cookers, wood shavings are casseroles, wooden boxes are dens, climbing frames and stages – all within the space of 10 minutes.

At Playbus, children can decide for themselves what activities they want to engage in, with adults on hand for guidance only if needed; it thus encourages children to use their own imaginations and to organise themselves in their play with other children, which they show quite remarkable ability to do. This helps build their social skills, confidence, self-esteem and independence.

There are both outdoor and indoor activities and Playbus is there come rain or shine. Playbus makes excellent use of the city's outdoor spaces and encourages children – many of whom may not have access to a garden - to play outside and be active, promoting both physical and mental health and helping reduce health inequalities .

Playbus currently operates in targeted socio-economically deprived areas of the city – those which most need the service. Its welcoming atmosphere and positive learning opportunities for children bring people together, children and parents alike, thus reducing social isolation and fostering a strong sense of community. It is free, making it accessible to all and worthwhile popping along even if you only have half an hour. Playbus is multi-cultural, embracing diversity and promoting social cohesion.

Playbus travels to us rather than us having to make a big trek out, which is especially good for those who do not drive or have access to a car. On top of this it takes place after school hours, a time of day when even for those with children not yet of school age, there does not tend to be much going on and there is time and energy to be spent before dinner.

Unlike the vast majority of other activities for children, Playbus is open to children of all ages. It is important and beneficial for children to be able to socialise within mixed-age groups. I once sat watching my toddler play 'Connect 4' quite happily for over half an hour with a seven year old he had just met at Playbus. It took a few minutes for them to get the measure of each other, and it was fascinating to observe the older boy get onto my son's level and work out what he could and couldn't understand about the game. You could call it helping to develop empathy and understanding of others. It was heart-warming to watch – and this is not an isolated incident; anyone observing the children at Playbus will see this sort of thing time and again.

Playbus is completely unique as a service. Music classes, swimming classes, language classes, playgroups...you name it, all of these exist in the city in abundance – which is great, and means if one closes down or does not work out for you, you can go elsewhere. But there is nothing else like Playbus.

We should also like to draw your attention to the 2015 report of the All Party Parliamentary Group on a Fit and Healthy Childhood, entitled 'Play'. This document highlights the vital importance of non-directed, child-led play for all areas of child development, helping children to acquire skills that will serve them for life. It also acknowledges the role of play in helping to combat the current epidemic of childhood obesity. The report notes that the right to play is enshrined in the UN Convention on the Rights of the Child and is clear that play should be regarded as a fundamental service rather than an add-on. Crucially, it is explicit in its recommendation that local authorities should ring-fence funding for play.

For all these reasons, we request that the Council ensures the ongoing provision of the Playbus service as we know it. If Playbus goes, children and local communities are really going to lose out.

Natalie Stow, (has 2 year old) (Lead Spokesperson)  
Aleya Khatun, (Spokesperson)  
Jennifer Evans, (has two toddlers)  
Ruth Baiche, (has 7 year old)  
Victoria Bailey, (has 7 year old)  
Jess Mitchell, (has 8 year old, 6 year old and 16 month old)  
Hayley Brandson, (has 5 year old)  
Nadia Arabzadeh, (has 4 year old)  
Crystal Headington, (has 9 year old)  
Toya Mendez-Murphy, ( has 4 year old and 6 month old)  
Samia, (has 9 year old, 6 year old and 8 month old)

<b>Subject:</b>	<b>Children's Services Fees and Charges 2016/17</b>		
<b>Date of Meeting:</b>	<b>11 January 2016</b>		
<b>Report of:</b>	<b>Executive Director of Children's Services</b>		
<b>Contact Officer:</b>	<b>Name:</b>	<b>Louise Hoten</b>	<b>Tel: 29-3440</b>
	<b>Email:</b>	<a href="mailto:louise.hoten@brighton-hove.gov.uk">louise.hoten@brighton-hove.gov.uk</a>	
<b>Ward(s) affected:</b>	<b>All</b>		

**FOR GENERAL RELEASE****1. PURPOSE OF REPORT AND POLICY CONTEXT:**

- 1.1 The purpose of the report is to review the Children's Services fees and charges in accordance with the corporate policy.

**2. RECOMMENDATIONS:**

- 2.1 That the position on fees charged for nurseries as detailed in section 3.3 be agreed.
- 2.2 That the position on fees charges for Childcare Workforce Development as detailed in section 3.4 be agreed.
- 2.3 That the position on fees and charges for the Music and Arts Service as detailed in section 3.5 be agreed.
- 2.4 That the position on the charges for school meals as detailed in section 3.6 be noted.
- 2.5 That the position on fees and charges for the accommodation of Children under Section 20 of the 1989 Children Act as detailed in section 3.7 be agreed.

**3. CONTEXT/ BACKGROUND INFORMATION:**

- 3.1 As part of the budget setting process Heads of Service are required to agree any changes to fees and charges through relevant Committee Meetings. The management of fees and charges is fundamental both to the financial performance of the City Council and also the achievement of the Council's corporate priorities, in particular making better use of public money. The recommendations agreed by this Committee will be subject to whatever is agreed re fees & charges in the budget report presented to Policy & Resources Committee on 11 February 2016 and then by Budget Council on 25 February 2016.

3.2 The recommendations above reflect the areas that need approval and those that are for noting.

The Council's Corporate Fees & Charges Policy requires that all fees and charges are reviewed at least annually and should normally be benchmarked and increased by either: the standard rate of inflation, statutory increases, or actual increases in the costs of providing the service as applicable.

### 3.3 Nurseries

3.3.1 There are six Council run nurseries in the City: Bright Start, Cherry Tree, Acorn, Roundabout, Jumpstart and Sun Valley. All the nurseries are subsidised by the Council. The council budget proposals include plans for a review of council run nurseries which are subsidised, considering different operating models including the private and voluntary sector.

3.3.2 The existing fee policy is:

- A daily rate of £ £4.73 an hour for all children, which includes breakfast and snacks.
- A rate of £5 an hour for sessions of half a day (5 hours) or less.
- An additional charge of £2.00 per meal for lunch or tea where this is supplied by the nursery.

Benchmarking data for childcare costs in Brighton and Hove for 2015 is:

- Estimated cost per hour in full day care for 0 – 5 year olds is £4.88. Range is from £3.45 to £7.05
- For 0 – 1 year olds average is £4.96
- For 2 year olds average is £4.73
- For 3 – 5 year olds average is £4.68

Turnerland Nursery School sets its own fees: this financial year these are £4.80 an hour for 3 and 4 year olds, £5.00 an hour for 2 year olds and £5.50 an hour for babies.

3.3.3. The proposed fee increase for 2016/17 has been kept to the minimum possible in the current budget climate. The proposed increase is 2% to reflect inflation:

- A daily rate of £ £4.82 an hour for all children, which includes breakfast and snacks.
- A rate of £5.10 an hour for sessions of half a day (5 hours) or less.
- An additional charge of £2.04 per meal for lunch or tea where this is supplied by the nursery

Parents will be consulted on plans to introduce a late charge of £10 when parents are late picking up their child on more than two occasions. Late pick-ups lead to additional costs for nurseries as members of staff have to stay late to be with the child.



- 3.5.1 The Music & Arts Service charges a range of fees and charges depending on the service provided (See Appendix 1). These fees are set in order to balance the budget, taking into account inflation, savings targets and market conditions. Equal access to music services is encouraged by offering subsidies of 80% to families receiving Income Support and Child Tax Credit (with entitlement to free school meals) and 50% to families in receipt of Working Tax Credit (with entitlement to the maximum available)
- 3.5.2 The Local Authority budget strategy for 2016/17 proposes that the service loses the remaining £80k of its Council funding. As a result fees would increase by an average of 2.5% in order to partly support the removal of the council funding. The increase in fees could impact on access to learning for pupils with parents/carers on low income and other Children and Young People in challenging circumstances as well as overall pupil numbers. The Local Authority presently receives the Arts Council Music Hub Grant (£315k) but no information has been received for 2016/17. As part of the modernisation process future Music Hub Grant Funding would be received by the Brighton Dome Brighton Festival if the proposals to the merger with the Brighton Dome & Brighton Festival trust goes ahead.
- 3.5.3 Benchmarking data for group lessons for other authorities where Brighton & Hove charge £91 is East Sussex £95, West Sussex £79, Surrey £70, Kent £85.
- 3.5.4 A schedule of the current fees and charges are attached for information at Appendix 1

### **3.6 School Meals**

- 3.6.1 The charge for school meals is inflated annually in accordance with the inflation factor in the school meals contract as detailed below. The current contract started on 1<sup>st</sup> August 2011 for a period of 4 years with an opportunity to extend up to 24 months. The contract is now in the 24 month extension period. Schools may choose to buy into the contract or make their own school meals arrangements. All secondary schools and secondary academies within the city provide meals, including free meals to entitled pupils, through their own individually negotiated contracts.
- 3.6.2 The current charge for school meals in primary schools has remained at the 2010 price of £2.10 for children and £2.50 or £2.08 excluding VAT for adults. The School Food Plan highlights the importance of encouraging adults to eat with children. In line with the contractual arrangements the price will be reviewed on 1<sup>st</sup> August 2016. Any change to price will be based on the April 2016 indices and agreed prior to the end of the academic year for communication to schools and parents. Selling prices would increase at the start of a new academic year.

The Meal prices will vary in line with the following two indices:

- (a) Food element



Annual movement in the Retail Price Index (all items) as set out in the Consumer Price Indices published by the Office for National Statistics (Ref Table 40 Food CHBA)

(b) Labour element

The Management fee price will vary in line with the annual movement in the Retail Price Index (all items) as set in the Consumer Price Indices published by the Office for National Statistics (Ref Table 40 All Items RPI CHAW).

As this is built into the contract terms and conditions, approval by the Children Young People Skills Committee would only be sought if an increase exceeding inflation was being proposed. This option may need to be exercised as we move towards ensuring that the living wage rate, as set by the Living Wage Foundation, is paid to the contractor's staff prior to the end of this contractual arrangement. This will enable us to identify what the likely price of a school meal will be should a further corporate arrangement for school meals be commissioned from 1<sup>st</sup> August 2017.

3.6.3 Under the current contractual arrangement there is a low fixed cost in the form of a management fee and a higher variable cost for each meal served, whereas the previous contract had a very high fixed cost and a low variable cost per meal. Under the previous contract the Council retained a much greater amount of the risk. The current arrangement transfers more risk to the contractor and means that the contractor is more inclined to increase sales as we have seen with this contract.

This budget area is now operated in a way that the need to fulfil a shortfall would be most unlikely and this is being demonstrated through the current contract performance and growth in take up of school meals and the introduction of central government grant funded Universal Infant Free School Meals (UIFSM). There are strong incentives for the contractor to grow the service and these are supported by successful partnership working with the local authority, which was previously recognised at a national award.

### **3.7 Accommodation under Section 20 of the 1989 Children Act**

3.7.1 The Children Act 1989 allocates duties to local authorities, courts, parents and other agencies in the United Kingdom, to ensure children are safeguarded and their welfare is promoted. It centres on the idea that children are best cared for within their own families; however, it also makes provisions for instances when parents and families do not co-operate with statutory bodies.

The Act authorises the Director of Children Services to charge for services under Sections 17,18,20 and 31. Section 20 states that every Local Authority should provide accommodation for every child in need within their area. Accommodation provided under Section 20 is with the agreement of parents/guardians and therefore is not subject to a care order.

3.7.2 Brighton & Hove Council are considering developing a policy for charging parents whose children are accommodated under section 20 subject to statutory exceptions.

#### **4. COMMUNITY ENGAGEMENT AND CONSULTATION**

- 4.1 Budget holders with responsibility for specific fees and charges were consulted in the preparation of this report.

#### **5. FINANCIAL & OTHER IMPLICATIONS:**

##### Financial Implications:

- 5.1 The total Children's Services fees and charges budget for 2015/16 is approximately £3.4m excluding schools.
- 5.1.1 As a start point for the budget process, income budgets are increased by inflation, currently 2.0%, to produce a target income budget. Budget Holders then review their fees and charges with a view to ensuring that the target budget is achieved and where possible exceeded.
- 5.1.2 The Music Service has proposed an average increase of 2.5% in order to partly support the removal of the council funding. It is important for the project and future developments that the financial position is reviewed regularly in line with the Targeted Budget Management Timetable (TBM) to ensure there are no additional costs to the council as the aim is to develop a sustainable model that does not include council funding.

*Finance Officer Consulted: Louise Hoten*

*Date: 30/11/2015*

##### Legal Implications:

- 5.2 Children's Services are entitled to review fees and charges as set out in the report, at the time fees and charges are set they must be demonstrably fair and reasonable in all the circumstances.

*Lawyer Consulted: Natasha Watson*

*Date 03/12/2015*

##### Equalities Implications:

- 5.3 Equal access to nursery care is encouraged by ensuring that the nurseries all offer the universal free early years entitlement of 15 hours a week for all 3 and 4 year olds.

Two year olds from low income working families are eligible for the same amount of free childcare in addition to two year olds from families on out of work benefits. Parents with low incomes can claim the childcare element of the Working Tax Credit which pays for childcare costs of up to a maximum of 70% of £175 a week for one child or £300 for two or more.

- 5.3.1 Equal access to music services is encouraged by offering subsidies of 80% to families receiving Income Support and Child Tax Credit (with entitlement to free school meals) and 50% to families in receipt of Working Tax Credit (with entitlement to the maximum available)
- 5.3.2 Equal access to school meals is provided by all primary and special schools through participating in a citywide contract that is the same meal at the same price available to all pupils. The contract specifies that provision should be made for modified meals required on the grounds of cultural, religious or medical requirements.

Sustainability Implications:

- 5.4 There are no direct sustainability issues arising from this report.

Crime & Disorder Implications:

- 5.5 There are no direct crime and disorder issues arising from this report.

Risk and Opportunity Management Implications:

- 5.6 The services included in this report rely on being able to achieve their income targets in order to maintain the level of service provided.

Public Health Implications:

- 5.7 From a public health perspective, if proposed increases were above inflation level for some sports and leisure facilities in the city, particularly in areas of health inequalities, disadvantaged groups may be less likely to be able to access affordable physical activity, sport and leisure. Any likely adverse impact on the health and well-being of these groups should be considered.
- 5.7.1 The opportunity to receive a free school meal or meal for no charge (UIFSM) is extremely important to a substantial number of children from low income families, for whom a school lunch may be the only balanced meal they will eat in a day. Research shows that when children eat better, they do better. Whether families are paying for school meals or are entitled to them for free, children are more likely to concentrate in the classroom in the afternoon after eating healthy school lunches in a pleasant environment. This also improves their health and their learning about making better food choices. Research also shows that children eligible for free school meals are less likely to: do well at school, continue into further education, or secure higher paid jobs. Therefore, ensuring that these children eat and gain the benefits of the free school meals they are entitled to, really will make a difference to their ability to learn and succeed.

Corporate / Citywide Implications:

- 5.8 The music services included in this report are available across the city and concessionary prices are offered where possible to encourage those most disadvantaged to make use of these services.

The council's financial position impacts on levels of Council tax and service levels which are considered as part of the wider budget setting process.

**6. EVALUATION OF ANY ALTERNATIVE OPTION(S):**

6.1 Not applicable

**7. REASONS FOR REPORT RECOMMENDATIONS**

7.1 To agree and/or note the Children's Services Fees and Charges for 2016/17.

**SUPPORTING DOCUMENTATION**

**Appendices:**

1. Music and Arts Fees and Charges

**Documents in Members' Rooms**

None

**Background Documents**

1. Fees and Charges Analysis – 2015/16

# Brighton & Hove Music and Arts

## Fee Structure & Subsidies

### 2015/2016

#### Fees:

	Full fee	50% Subsidy	80% Subsidy	20% Subsidy
<b>Instrumental Lessons:</b>				
Group lesson	£ 91.00	£45.50	£18.20	£72.80
Advanced Scheme	£ 173.00	£86.50	£34.60	£138.40
<b>Instrumental Hire</b>	£ 37.00	£18.50	£ 7.40	£29.60
<b>Music Centres</b>				
Membership fee junior	£ 71.00	£35.50	£ 14.20	£56.80
Membership fee senior	£ 76.00	£38.00	£ 15.20	£60.80
Children's Music Workshop (Years 1 & 2) only	£ 45.00	£22.50	£ 9.00	£36.00
Choir membership only	£ 37.00	£17.50	£ 7.00	£28.00
<b>Community Ensembles</b>	£ 78.00			

#### Subsidies:

##### 80% Subsidy

Income Support

Pension credit

Income Based Job Seekers Allowance

Income Based Employment Support Allowance

Child Tax Credit with eligibility for Free School Meals (i.e. earned income below £16190)

##### 50% Subsidy

Working Tax Credit where the reduction due to income in Part 2 is zero

##### 20% Discretionary Subsidy

Where parents are not entitled to a mandatory award but their income added to their Child Tax Credit and Working Tax Credit is less than £21851 per annum



<b>Subject:</b>	<b>The alignment of INSET days and the pattern of school holidays</b>		
<b>Date of Meeting:</b>	<b>11 January 2016 Children Young People and Skills Committee</b>		
<b>Report of:</b>	<b>Pinaki Ghoshal, Executive Director of Children's Services</b>		
<b>Contact Officer:</b>	<b>Name:</b>	<b>Richard Barker, Head of School Organisation</b>	<b>Tel: 290732</b>
	<b>Email:</b>	<b><a href="mailto:Richard.barker@brighton-hove.gov.uk">Richard.barker@brighton-hove.gov.uk</a></b>	
<b>Ward(s) affected:</b>	<b>All</b>		

**FOR GENERAL RELEASE****1. PURPOSE OF REPORT AND POLICY CONTEXT**

- 1.1 The purpose of the report is to inform the Committee about the possibility of aligning INSET days in the city's schools to provide the opportunity for families to take potentially more affordable holidays on days that schools are closed to pupils during term time. The report also considers the pattern of school holidays.

**2. RECOMMENDATIONS:**

- 2.1 That schools and governing bodies are consulted on the proposal to co-ordinate a proportion of, INSET days in an academic year.
- 2.2 To consult schools and governing bodies on the possibility to align the INSET days to straddle a weekend outside of term dates to provide a potential week's holiday for families when holidays are less expensive.
- 2.3 To consult with all relevant stakeholders on a proposal to set annual term dates for 2017-18, which would create an additional week of holiday during the academic year.
- 2.4 To include one proposal of shortening the six week summer holiday as a way of creating an additional week of holiday.
- 2.5 To consult with stakeholders on the establishment of an additional 'stand-alone' holiday of a week's length outside of term dates to provide a potential week's holiday for families when holidays are less expensive.

**3. CONTEXT/ BACKGROUND INFORMATION – INSET days**

- 3.1 At the CYPS Committee on 12 October Ms A Heath presented a petition regarding school INSET days. The committee tasked that a report on the matter be brought to a future meeting of the Committee.

- 3.2 Members requested Officers explore the options available for co-ordinating and combining INSET days across the City and look for an opportunity for parents to have an affordable break in school outside of the traditional school holiday times. This would provide parents with the opportunity to access holidays outside peak prices. It was also requested that the issue of term dates was explored.
- 3.3 Governing Bodies set five in-service training days in the academic year, known as INSET days. The school is closed to pupils but the staff receive professional development which is likely to be linked to the school's own development plan. The autonomy is designed to enable them to best meet the needs of their own institutions and the local authority has no powers to direct schools to select certain dates; however the custom in Brighton and Hove is that at the beginning of the academic year schools choose a common date for an INSET day. Some schools do disaggregate some of their inset days (where staff attend a series of twilight meetings rather than a whole day). Again, this is a school decision and some schools in the city already do this, usually at the beginning or end of a school term.
- 3.4 There is no formal co-ordination of these INSET days beyond a request for schools to take the first day of term as an INSET day. Individual schools can and do collaborate and co-ordinate these days and also share training opportunities. The secondary schools hold a joint practice development day in February and some of the primary schools also hold an INSET day so that their staff can also be engaged in the development day. Clusters of primary schools and Infant and Junior schools will often share the same INSET dates to deliver professional development, which also ensures parents are not inconvenienced.
- 3.5 If INSET days are co-ordinated across the city parents, with children in more than one school would be able to plan any additional child care arrangements required for their family. Teachers in the city's schools, who also live in the city and require child care would be best served by the proposal to co-ordinate a proportion of the INSET days.
- 3.6 Consideration would also need to be given to the impact of parents opting to withdraw their child(ren) from school for a longer period than the number of INSET days and therefore incurring unauthorised absence.

#### 4. **CONTEXT/ BACKGROUND INFORMATION – Pattern of school holidays**

- 4.1 School employers are required to set the term dates of their school year. Employers are: the local authority in community, voluntary controlled and community special schools; the governing body in foundation and voluntary aided schools; the Academy trust in Academies and Free Schools. In the City of Brighton & Hove all schools follow the Council's set dates. All schools are obliged by law to provide 190 days of education.
- 4.2 The previous Government included provision within the Deregulation Act 2015 to transfer responsibility for determining term dates in community, voluntary controlled and community special schools from local authorities to governing bodies. However the DfE have subsequently advised that these provisions will



not come into effect. These schools will not therefore be given the power to set their own term dates.

- 4.3 The Local Government Association no longer provides a nationally recommended model of term dates.
- 4.4 At present the city council liaises with the neighbouring authorities of East Sussex County Council and West Sussex County Council when setting term dates for its schools. It also consults with the Education & Inclusion Consultative Group, both church Diocese, Youth Council, parents, school staff, Governors and Councillors prior to the Executive Director of Children's Services determining the dates.
- 4.5 Dates have already been set for the academic year 2016-17. Usually term dates are set between 12 and 18 months in advance of the relevant academic year.
- 4.6 It is considered appropriate to liaise with neighbouring authorities because many staff of the city's schools live outside Brighton & Hove and families living on the border with other local authorities may have children in more than one local authority area.
- 4.7 Due to the size of Brighton & Hove term dates are determined after neighbouring authorities have set their dates.
- 4.8 When arrangements for the academic year 2016-17 were being set a significant amount of responses were received to the consultation. This was because East Sussex and West Sussex County Councils set different term dates which were aligned to their other border neighbours. As a result Brighton & Hove was unable to co-ordinate dates with both councils and this impacted upon arrangements for families whose parents are employed in schools or families with children in schools in different authorities.
- 4.9 The traditional pattern of schools starting in September and finishing in July has arisen as a result of historical factors. Consideration of when Easter falls each year has been made when setting the length of the spring term and the siting of the half term break.
- 4.10 Easter Sunday is the first Sunday after the first full moon on or after the March Equinox. In the last 10 years Easter has ranged from 27 March to 24 April. Any proposal to standardise the term dates without reference to Easter must consider the impact on religious observation although this may provide more certainty of planning for families. This would need to be weighed up against providing consistency with the rest of the country by taking account of the changing dates of Easter.
- 4.11 A previous consultation undertaken by the city council to consider six terms of equal length, following proposals from the Local Government Association, which might have resulted in Easter could falling outside the school holiday period raised a number of concerns for parents about separating the Easter weekend from the school holiday.

- 4.12 When setting term dates consideration also needs to be given to when the end of Key Stage 2 tests and GCSE examinations are scheduled. Schools will have planned to deliver support to pupils up to and during these times. A prolonged period of holiday at this time could be detrimental to pupil's performance.
- 4.13 Consideration should also be given to the distribution of days within each term and the impact that term length has on the effective delivery of education.
- 4.14 The start of the academic year is a crucial period for pupils and schools establishing relationships, work patterns and expectations. The autumn term is often the longest term. The spring term is impacted by the placing of the Easter bank holidays and is when schools will be planning for the new academic year including budget setting activities. The summer term will include the two Bank Holidays in May and the final preparations for pupil testing.
- 4.15 It would also be necessary to examine the impact that Bank Holidays falling within term time has on the delivery of education in schools. Similarly consideration would need to be given to the potential impact of Bank Holidays falling in term time on unauthorised absence.
- 4.16 Due to variations in term dates across the country, holiday prices are often higher for weekly periods either side of half term breaks and school holidays.
- 4.17 School holidays allow families and friends across the country to reconnect. Whilst there are variations to when these start and end across the country there are often overlapping weekends that do allow these opportunities.
- 4.18 The six week summer holiday could be reduced to create the flexibility to offer an additional holiday period during the school year.
- 4.19 Consideration would need to be given to the opportunities available to parents for child care should an additional holiday period be established. During established holiday times there are often a range of activities and events that children can access that support working parents in managing their work commitments.
- 4.20 Similarly, the amount and pattern of annual leave a working parent is granted by their employer must be considered when looking at increasing the amount of school holiday time there is in a year. Parents often find the month of August difficult to accommodate with their own working commitments and families with two parents may have to take annual leave at different times or vary their working pattern to oversee their child(ren) during the month.
- 4.21 The 2015/2016 and 2016/2017 term dates for Brighton and Hove schools are:

Autumn term 3/9/15 – 18/12/15	Half term 26/10/15 – 30/10/15
Spring term 5/1/16 – 24/3/16	Half term 15/2/16 – 19/2/16
Summer term 11/4/16 – 22/7/16	Half term 30/5/16 – 3/6/16
Autumn term 5/9/16 – 16/12/16	Half term 24/10/16 – 28/10/16

Spring term 3/1/17 – 7/4/17	Half term 13/2/17 – 17/2/17
Summer term 24/4/17 – 25/7/17	Half term 29/5/17 – 2/6/17

- 4.22 By way of an illustration, the cost of a 7 day holiday in the New Forest ranges between £469.00 in March to £1331.00 in late July. The cost of a 7 day holiday to Spain ranges between £349.00 per person in March to £1089.00 per person in late July.

Date	Cost (Family of four) New Forest	Cost Per Family (Family of Four) Spain
19/2/16	£499.00	£1540.00
11/3/16	£469.00	£1396.00
15/4/16	£716.00	£1428.00
10/6/16	£920.00	£3296.00
8/7/16	£1146.00	£3612.00
29/7/16	£1331.00	£4356.00
9/9/16	£786.00	£2764.00
4/11/16	£582.00	Unavailable

- 4.23 However it would be necessary to examine the impact of Bank Holidays falling within term time has on the delivery of education in schools and unauthorised absence over that period. Extra teaching days will need to be added whenever a Bank Holiday falls in term time.

## 5. PROPOSALS – INSET days

- 5.1 It appears achievable to seek agreement for schools to co-ordinate a greater proportion of the INSET days for the benefit of school improvement across the city because there is already an established pattern at the start of term and across all secondary schools for one other day.
- 5.2 If a proportion of these days were linked to either side of a weekend other than half term or school holidays it would provide an opportunity for families to consider a holiday break at a lower cost to the established holiday times.
- 5.3 Therefore it is proposed to approach Headteachers and governing bodies to seek an agreement for the city wide co-ordination of INSET days for the academic year 2017-2018.
- 5.4 Should the closure of the school to pupils through INSET days span a weekend but not fill a whole working week any additional absence of pupils would constitute an unauthorised absence.

## 6. Proposals – Pattern of school holidays

- 6.1 Through the establishment of different term start and finish dates it is possible to incorporate an additional week of holiday during the regular school year.
- 6.2 Consideration would need to be given as to the time of year that this would be proposed and the impact it would have on the delivery of teaching and learning in the City's schools and the existing structure of term dates.

- 6.3 Adding an additional week to an existing half term break or holiday would mean that holiday costs are still likely to be higher than at non-holiday times.
- 6.4 Consideration could therefore be given to establishing a ‘stand alone’ week elsewhere in a term.
- 6.5 It is proposed to seek views on varying traditional start and finish dates for the academic year to incorporate an additional week of holiday.
- 6.6 It is proposed to seek views on incorporating an additional week in the autumn term in November or an additional week in the spring term in March. The summer term is impacted by rising holiday prices and periods of public examinations and testing for pupils.
- 6.7 Another option would be to seek the agreement of schools to co-ordinate their INSET days at either of these times of the academic year.
- 6.8 By way of an example, the term dates for 2017/18 which would establish an additional week’s holiday in the academic year would be:

Autumn term 29/8/17 – 15/12/17	Half term 23/10/17 – 27/10/17
Spring term 2/1/18 – 29/3/18	Half term 12/2/18 – 16/2/18
Summer term 16/4/18 – 26/7/18	Half term 28/5/18 – 1/6/18

This would make the number of school days as follows:

Autumn 1<sup>st</sup> half 39

Autumn 2<sup>nd</sup> half 35

Spring 1<sup>st</sup> half 29

Spring 2<sup>nd</sup> half 29

Summer 1<sup>st</sup> half 29

Summer 2<sup>nd</sup> half 39

Total 200 days

(5 INSET and 5 additional holiday days to be scheduled)

## 7. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

- 7.1 The cost of holidays during the school holidays has been a parental concern for a number of years. It is unlikely that the price rise during the school holidays could be addressed through any other means, without the Local Authority taking action to propose changes in term dates.
- 7.2 Re-aligning half term breaks or the dates of school holidays without disrupting the delivery of education is problematic. Adjusting dates by a week or two might not realise a significant saving on the cost of a holiday. Therefore only the establishment of a new break in the school year is likely to achieve the desired outcome.

## 8. CONCLUSION

- 8.1 The co-ordination of INSET days would support parents who live in the City of Brighton & Hove and whose children attend schools in the city.
- 8.2 If the INSET dates were co-ordinated and a proportion of them were grouped together then it could allow parents the opportunity of benefitting from term time holiday rates.
- 8.3 If the start and finish dates of the academic year were changed an additional week of holiday could be created that could establish an additional break during term time.
- 8.4 It is likely that either a week in November or March would bring the least disruption to the established patterns of education.
- 8.5 The length of the six week summer holiday could be reduced to provide additional time to provide a school holiday outside of the traditional holiday periods.

## **9. FINANCIAL & OTHER IMPLICATIONS:**

### Financial Implications:

- 9.1 There are no financial implications for schools or the Council arising from aligning INSET days across schools in the city.

*Finance Officer Consulted: Andy Moore*

### Legal Implications:

- 9.2 Under section 32 of the Education Act 2002 the Council has a duty to set school terms and holiday dates for community, voluntary controlled, community special schools and maintained nurseries in its area. Governing bodies set the dates for voluntary aided schools and Academy trusts for academies and free schools. In addition maintained schools are required to hold five in service training days (INSET days) during the academic year. Individual schools are responsible for setting the dates for INSET days.

*Lawyer Consulted: Serena Kynaston*

*Date: 11/12/15*

### Equalities Implications:

- 9.3 An Equality Impact Assessment will be undertaken as part of any consultation exercise.

### Sustainability Implications:

- 9.4 There are no direct sustainability issues arising from this report. The amount of school holiday time is unchanged.

## **SUPPORTING DOCUMENTATION**

### **Appendices:**

- 1.
- 2.

### **Documents in Members' Rooms**

- 1.
- 2.

### **Background Documents**

- 1.
- 2.

Crime & Disorder Implications:

- 1.1 There are no direct crime and disorder issues arising from this report. The amount of school holiday days remains unchanged.

Risk and Opportunity Management Implications:

- 1.2 Under section 32 of the Education Act 2002 the Council has a duty to set school terms and holiday dates for community, voluntary controlled, community special schools and maintained nurseries in its area. Governing bodies set the dates for voluntary aided schools and Academy trusts for academies and free schools. It is possible that not all schools would be prepared to align term dates or INSET days across the city.
- 1.3 There is a risk associated with the action of parents opting to withdraw their child(ren) from school for a longer period than the number of INSET days and therefore incurring unauthorised absence.

Public Health Implications:

- 1.4 School holiday periods provide families with opportunities to provide children and young people with experiences that are positive to their health and well-being. Overall the amount of school holidays is unchanged. Albeit the range of affordable options available to parents would increase as a result of a change in holiday dates.

Corporate / Citywide Implications:

- 1.5 This area of work directly aligns with the corporate plan principles, providing strong civic leadership for the well-being and aspiration of Brighton & Hove community.





<b>Subject:</b>	<b>Special Educational Needs and Disability Review- Update on proposals to reorganise special provision</b>		
<b>Date of Meeting:</b>	<b>11<sup>th</sup> January 2016</b>		
<b>Report of:</b>	<b>Pinaki Ghoshal</b>		
<b>Contact Officer:</b>	<b>Name:</b>	<b>Regan Delf</b>	<b>Tel: 293504</b>
	<b>Email:</b>	<b>Regan.delf@brighton-hove.gov.uk</b>	
<b>Ward(s) affected:</b>	<b>All</b>		

**FOR GENERAL RELEASE**

**1. SUMMARY AND POLICY CONTEXT:**

- 1.1 The joint meeting of the Health and Wellbeing Board and Children and Young People and Skills Committee on 10<sup>th</sup> November 2016 gave approval to draw up detailed proposals to:
- 1.1.1 integrate special provision across education, health and care for all children with complex special educational needs and disabilities (SEND) in special schools and Pupil Referral Units
  - 1.1.2 offer an improved and innovative curriculum
  - 1.1.3 achieve a more efficient and financially viable pattern of provision by re-structuring the current six special schools and two Pupil Referral Units (PRUs) to form three integrated special provisions across the City.
- 1.2 This report proposes a timeline for securing the desired changes for the reorganisation of special educational provision and sets out the plans to engage and consult with stakeholders and other interested parties.

**2. RECOMMENDATIONS:**

- 2.1 That Members approve the proposed timeline for securing the proposed changes and note that the consultation process will begin in January 2016.

**3. TAKING THE WORK FORWARD**

**3.1 The timeline**

The proposed timeline to secure the reorganisation of special provision is attached as Appendix 1. The timeline is designed to ensure that we are able to engage and consult fully with those affected by any changes, adhere to the appropriate legal processes and comply with all statutory timescales in order to achieve the proposed restructure of provision.

### 3.2 **Community engagement and consultation**

The initial phase of engagement and consultation is due to begin on 12<sup>th</sup> January 2016, subject to committee approval. The consultation process on the proposals outlined at paragraph 3.1.2 in the report to the joint meeting of Health and Wellbeing Board and Children, Young People and Skills Committee of 10 November 2015 will include:

- a consultation paper with key questions to consider
- well publicised public meetings and individual meetings if required
- all meetings will be recorded and these records will be available publicly

The consultation will be promoted through:

- The council website and the Local Offer
- The schools' bulletin
- The Wave
- Health services' own internal communication channels
- Amaze communications with parents
- School newsletters
- Direct communication with voluntary and community groups working with children and young people with specialist educational needs and their families

A programme outlining the events which form part of this consultation will be published in the Local Offer on the council's website.

Feedback will also be invited:

- via the Council's consultation portal
- via email,
- in writing
- and by leaving a voicemail on a consultation line

At the formal consultation stage beginning in June 2016, the Councils' Consultation Portal will be a central focus for gathering views.

### 3.3 Those consulted will include:

- Children and young people
- Parents and carers
- Special and mainstream schools
- Further education colleges
- Early years providers
- Members
- Teachers and other staff at the schools
- Local Authority staff
- Public Health
- The Clinical Commissioning Group
- Sussex Community Trust
- Sussex Partnership Foundation Trust
- Governors
- Trade Unions
- Local Community groups

- Neighbouring Local Authorities
  - The Anglican Diocese of Chichester
  - The Roman Catholic Diocese of Arundel and Brighton
  - The Police Authority
  - Any Local Authority which maintains a statement of special educational needs or Education, Health and Care Plan (EHCP) in respect of a registered pupil at the school
  - Local Members of Parliament
- 3.4 The feedback from this consultation process will be reported to Committee on 6<sup>th</sup> June 2016 (provisional date).

#### **4. FINANCIAL & OTHER IMPLICATIONS:**

##### Financial Implications:

- 4.1 The proposals to reorganise special provision have implications to both revenue and capital funding.
- 4.1.1 The intention is to retain at least the same number of specialist placements for children with special educational needs and disabilities but to re-structure and re-organise provision. This approach will safeguard Dedicated Schools Grant (DSG) high needs block funding levels whilst, at the same time, delivering greater economies of scale resulting in reduced unit costs.
- 4.1.2 In particular, the plan to integrate provision will facilitate savings in revenue budgets relating to management and administration, and premises. Analysis of special school budget plans for 2015/16 has identified approximately £2.9m is currently spent in these areas, and the proposals in the November report to the Health and Wellbeing Board and the Children, Young People and Skills Committee seek to save £900,000 over a 3 year period from 2017/18. The reduction in costs will mean that the unit values for top-up funding in special schools will be recalibrated. It is likely that the Local Authority will need to seek approval of Department for Education (DfE) to dis-apply the minimum funding guarantee that exists within the Schools and Early Years Finance Regulations.
- 4.1.3 It should also be noted that the Government has stated an intention to revise school funding arrangements from April 2017 however consultation on the details will not commence until spring 2016.
- 4.1.4 The disposal of any surplus assets identified under this review may potentially generate capital receipts. Those receipts, less any disposal costs, will be ringfenced to support capital investment through the Council's Capital Investment programme to enable the adaptations and improvements to the new provisions. The balance of receipts after the initial ringfencing will be used to support the Council's future corporate capital strategy.

*Finance Officer Consulted: Name: Steve Williams Date: 15/12/15*

Legal Implications:

- 4.2 In order to achieve the proposed reorganisation of specialist schools it will be necessary to follow the statutory processes set out in the school organisation legislation, in particular the Education and Inspections Act 2006 and associated regulations. These processes require periods of consultation with all interested parties, the publication of statutory notices and further representation periods before any final decisions can be taken.

*Lawyer Consulted:*                      *Name: Serena Kynaston*      *Date: 15/12/15*

Equalities Implications:

- 4.3 An equalities Impact assessment will be developed once formal proposals are put forward for public consultation.

Sustainability Implications:

- 4.4 None at this stage

Crime & Disorder Implications:

- 4.5 None at this stage. The Police will be included in the consultation process.

- 4.6 Public Health Implications

Corporate / Citywide Implications:

- 4.7 The focus of this report follows the wide ranging review of provision for children and young people with special educational needs and disabilities that was carried out in 2014 alongside a parallel review of provision in adult services. This supports the Local Authority's strategy for improving outcomes and life chances for children and young people with special educational needs and disabilities - *Brighton and Hove Special Educational Needs (SEN) Partnership Strategy 2013-2017*.

**5. EVALUATION OF ANY ALTERNATIVE OPTION(S):**

- 5.1 The report to Joint Health and Wellbeing Board and Children, Young People and Skills Committee meeting on 10<sup>th</sup> November 2015 reported on the options considered.

## **SUPPORTING DOCUMENTATION**

### **Appendices:**

1. The proposed timeline for consultation and implementation of these proposals.

### **Documents in Members' Rooms**

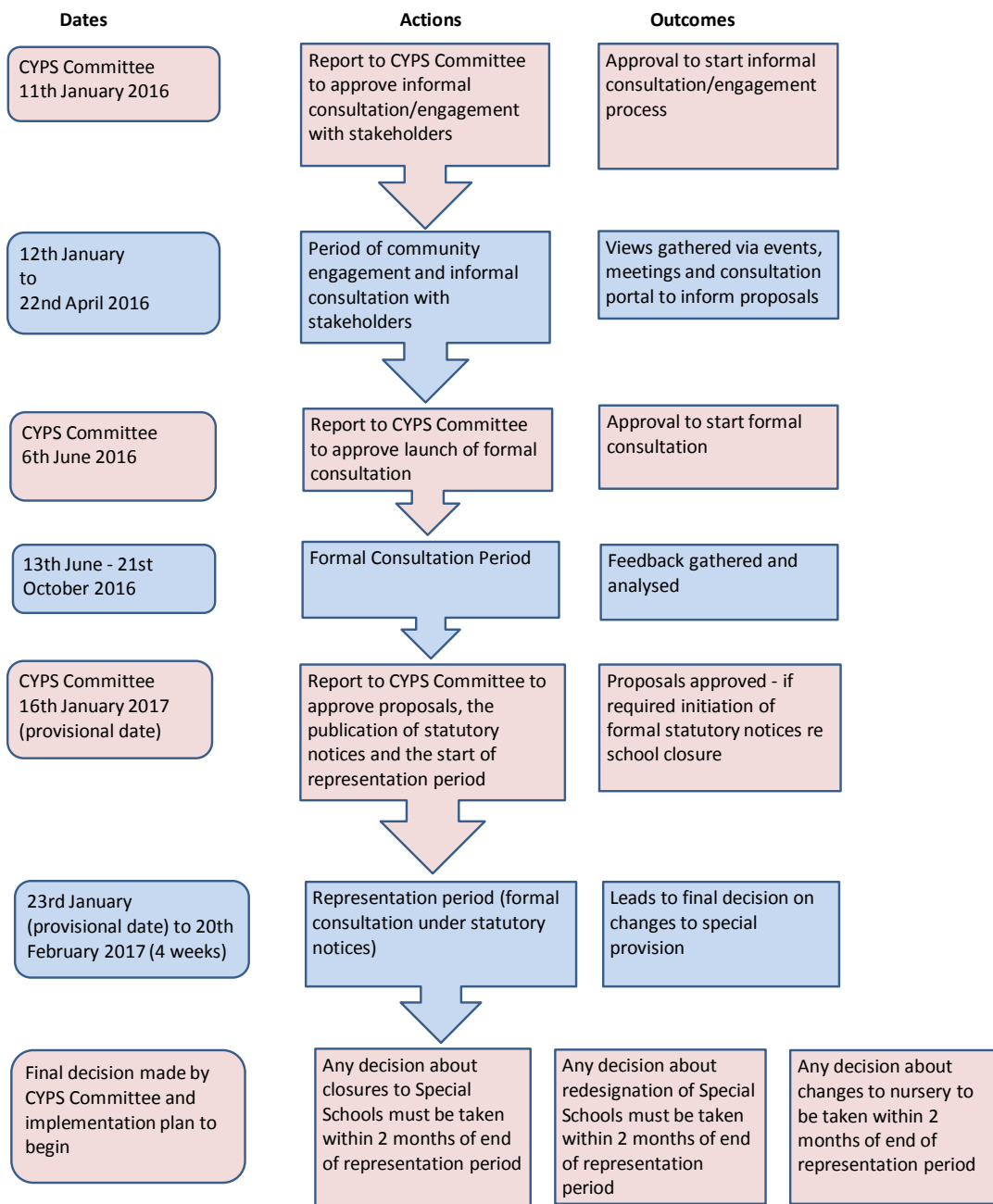
1. None

### **Background Documents**

1. Special Educational Needs and Learning Disability (SEND-LD) Strategy- Next Stage proposals -report to a joint meeting of the Health and Wellbeing Board and the Children, Young People and Skills Committee 10<sup>th</sup> November 2015.



**Appendix 1 - timeline for the process of change**



**Statutory stages of closure process**  
 Statutory formal consultation period of at least 6 weeks, is followed by publication of statutory notices and a representation period of 4 weeks. The final decision on closure must be taken within 2 months of end of representation period.

Proposals for prescribed alterations (change of age range, re-designation, expansion) also require a consultation period (not a statutory requirement but is expected) followed by publication of statutory notices, a 4 week representation period and decision as above.

For proposed changes to PRUs there is no statutory process to follow. A period of consultation is required and then a decision can be taken





<b>Subject:</b>	<b>School Admission Arrangements 2017/18</b>		
<b>Date of Meeting:</b>	<b>11 January 2016 Children Young People and Skills Committee 28 January 2016 Brighton &amp; Hove City Council</b>		
<b>Report of:</b>	<b>Pinaki Ghoshal, Executive Director of Children's Services</b>		
<b>Contact Officer:</b>	<b>Name:</b>	<b>Richard Barker, Head of School Organisation</b>	<b>Tel: 290732</b>
	<b>Email:</b>	<a href="mailto:Richard.barker@brighton-hove.gov.uk">Richard.barker@brighton-hove.gov.uk</a>	
<b>Ward(s) affected:</b>	<b>All</b>		

**FOR GENERAL RELEASE/ NOT FOR PUBLICATION [****1. PURPOSE OF REPORT AND POLICY CONTEXT**

- 1.1 When changes are proposed to admission arrangements, all admission authorities must consult on their admission arrangements (including any supplementary information form) that will apply for admission applications the following school year. Where the admission arrangements have not changed from the previous year there is no requirement to consult, subject to the requirement that admission authorities must consult on their admission arrangements at least once every 7 years, even if there have been no changes during that period.
- 1.2 The School Admissions Code states who must be consulted with and this includes parents of children between the ages of two and eighteen; other persons in the relevant area who in the opinion of the admission authority have an interest in the proposed admissions; all other admission authorities within the relevant area and any adjoining neighbouring local authorities where the admission authority is the local authority.
- 1.3 The consultation takes place approximately 18 months in advance of the school year in which pupils will be admitted under the proposed arrangements. The consultation papers for the 2017/18 admission year for the City of Brighton & Hove are attached as Appendix 1.
- 1.4 Although the city council made no alterations to its proposed admission arrangements for 2017/18 a full consultation exercise was undertaken to ensure that stakeholders had an opportunity to comment upon the current arrangements.
- 1.5 Local Authorities must also set out schemes for co-ordinated admissions, including key dates in the admission process, and also the arrangements for consultation with own admission authority schools in the city and with other local authorities. They also establish the area (the "relevant area") within which the admission consultation should take place.

- 1.6 The consultation process must have been concluded by 31 January 2016, with a minimum of 6 weeks consultation time. This requirement has been fulfilled. The City Council must have reached its decisions and confirmed its admission arrangements for 2017/18 by 28 February 2016 in order to conform to the requirements of the School Admissions Code.
- 1.7 At the time of drafting the report, the consultation process has not been concluded and it must be assumed that further responses will be received. All recommendations should be read with this in mind.

## **2. RECOMMENDATIONS:**

- 2.1 That the proposed school admission numbers set out in the consultation documents (Appendix 2) be adopted for the admissions year 2017/18.
- 2.2 That the admission priorities for Community Schools set out in the Consultation documents be adopted for all age groups.
- 2.3 That the co-ordinated schemes of admission be approved.
- 2.4 That the City boundary be retained as the relevant area for consultation for school admissions.

## **3. CONTEXT/ BACKGROUND INFORMATION**

- 3.1 The admission numbers in the consultation reflect those previously agreed for 2016/17. This year there has been a representation from the Portslade Partnership of Schools requesting that Brackenbury Primary School reduces their Published Admission Number from 60 to 30, with the proviso that this could be increased in future if the demand for places in Portslade increases. The school have also made a representation seeking a reduction to a one form entry primary school. These are attached as Appendix 7.
- 3.2 The proposed admission arrangements and priorities for community primary and secondary schools are set out in detail in the attached Appendix 1, the consultation document sent to schools, neighbouring local authorities and the diocesan authorities. The Brighton Aldridge Community Academy and Portslade Aldridge Community Academy will retain the same admission priorities as Community Secondary Schools for the admissions year 2017/18, although they act as their own admission authorities. City Academy Whitehawk will likewise retain the same admission priorities as Community Primary Schools for the admissions year 2017/18.
- 3.3 In the course of the school and governor consultation process the council asked schools to use their newsletters and other forms of regular parental communications to inform parents of the parental consultation process via the Council website (and hard copy if required). A letter was also sent to local early years providers asking them to draw parents' attention to the consultation. The parental consultation was published on the website and was available via a link to the Council's consultation portal. This is attached as Appendix 3.

- 3.4 The co-ordinated schemes of admission for primary and secondary schools (Appendices 4 and 5) set out the admission arrangements and relevant dates for each part of the school admission exercise and the arrangements for coordination between admission authorities. The overall purpose of co-ordination is to ensure that each pupil receives one offer of a school place, so that different admission authorities are not holding open places for pupils that will not be taken up. It also ensures that the admission process takes place in a timely fashion. The in-year arrangements (Appendix 6) are not subject to set time scales, so the same document can be used from year to year, although annual consultation will still take place.
- 3.5 Periodically the Local Authority must determine what is known as the “relevant area for consultation”. This area will include the schools and other admission authorities (such as voluntary aided schools) that should be consulted on admission arrangements. A relevant area may be either the Local Authority area, less or more than that, or may include part of neighbouring Local Authority areas. The whole of the Local Authority must be included in one or more relevant areas. Some larger Local Authorities sub-divide into smaller areas for consultation purposes. In Brighton & Hove the relevant area has been set as the city boundary. Whilst there is some cross-border movement of pupils, in the region of 3%-5% of the cohort live outside Brighton & Hove, it has not been seen as significant enough to warrant a cross-border relevant area. The proposal in this year’s consultation is to retain a relevant area coterminous with the city boundary.

#### **4. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS**

- 4.1 The Local Authority proposed to keep admission arrangements the same as the previous year. Despite not requiring a consultation exercise to be undertaken the exercise took place to ensure stakeholders could comment on current arrangements.
- 4.2 The responses received indicated that specific schools and groups of schools had a wish to reduce their Published Admission Number (PAN) for 2017/18.
- 4.3 The Local Authority has a duty to ensure that there are sufficient school places available for all children who require one. At this time whilst the projected pupil numbers indicate that there are likely to be surplus places in primary schools in 2017/18 it could have been that no change to school PANs was proposed.
- 4.4 If no reduction was proposed schools which are undersubscribed could be faced with further uncertainty in their budget setting activities and this would have an impact on plans to deliver an effective education to their pupils.
- 4.5 Further options to reduce other school’s PANs could have been proposed however it is essential to consider the duty to ensure sufficient places and it was felt that further analysis of the data which projects pupil numbers into the future should be undertaken prior to any decision to alter any other PANs.

#### **5. COMMUNITY ENGAGEMENT & CONSULTATION**

- 5.1 The Council scrutinised the Voluntary Aided (VA) Schools and Free Schools’ proposed admission arrangements for 2017/18. VA schools are required to consult their religious authority (in this case the Diocesan Authority) before

consulting others. The Council will review the final document published by the Governing Bodies before deciding whether it should comment or act further.

- 5.2 Parental responses to the consultation will be set out in Appendix 7.
- 5.3 School responses to the consultation will be set out in Appendix 7.
- 5.4 No responses to the Councils proposed arrangements for Community Schools have yet been received from neighbouring local authorities or the Church of England or Roman Catholic Diocesan authorities.

## **6. CONCLUSION**

- 6.1 The School Admissions Code requires admission authorities to determine admission arrangements for school and to have consulted upon these proposals in line with the stipulated requirements.
- 6.2 A consultation activity has been undertaken between 9 November and 24 December 2015 and the responses and proposals have been outlined in the report.
- 6.3 It is proposed that the recommendations relating to the school's admission numbers, admission priorities, co-ordinated scheme and relevant area are agreed.

## **7. FINANCIAL & OTHER IMPLICATIONS:**

### Financial Implications:

- 7.1 It is not possible to quantify in detail the financial implications of these recommendations. However, any changes to admission arrangements or patterns may impact on the numbers of pupils at individual schools and therefore individual school budget allocations which are largely driven by pupil numbers

*Finance Officer Consulted: Andy Moore*

### Legal Implications:

- 7.2 Section 88C of the School Standards and Framework Act 1998 as amended by the Education and Skills Act 2008 requires admission authorities to determine before the beginning of the school year, the admission arrangements which are to apply for that year. The determination must be preceded by consultation with the Governing Bodies of Schools within the area of the Local Authority for which the Local Authority is the admission authority, with parents and with neighbouring admission authorities. Consultation must be completed by 31 January in the year preceding the admission round, and should be for a period of no less than 6 weeks. Admission Authorities must determine their admission arrangements following that consultation by 28 February

- 7.3 Admission arrangements must conform to the Admissions Code which sets out acceptable and unacceptable admission arrangements and priorities. Any person or body who considers admission arrangements for either maintained schools or an Academy to be unlawful or contrary to the provisions of the Admissions Code can make an objection to the Schools Adjudicator. .

*Lawyer Consulted:*

*Serena Kynaston*

*Date: 09.12.15*

Equalities Implications:

- 7.4 Planning and consultation for school admissions procedures and school places and the operation of the admission process are conducted in such a way as to avoid potentially discriminatory admissions priorities or planning processes. The city council and own admission authority schools' governing bodies must be mindful of bad practice with regard to equalities issues as described in the School Admissions Code.

Sustainability Implications:

- 7.5 School admission arrangements are intended so far as it is possible to provide pupils with local places where they have asked for them. The planning of school places for the city takes into account the changing population pattern and resultant demand for places. The current pattern of parental preference is reflected in different schools operating both over and under capacity. In planning for school places the council will have regard to sustainability priorities and seek to provide local places and places which are accessible by safe walking and where possible cycling routes and public transport wherever this is possible.

**SUPPORTING DOCUMENTATION**

**Appendices:**

1. Admission consultation document for schools including proposed admission numbers.
2. Proposed Admission Numbers.
3. Parental consultation document.
4. Coordinated scheme of admissions – secondary.
5. Coordinated scheme of admissions – primary.
6. Coordinated scheme of admissions – in year
7. Summary of school and parental responses to the consultation

**Documents in Members' Rooms**

1. Consultation responses from schools and parents.

## **Background Documents**

1. Consultation documents from schools and parents.

### Crime & Disorder Implications:

- 1.1 Balanced school communities with firm parental support contribute to orderly and harmonious communities.

### Risk and Opportunity Management Implications:

- 1.2 Any change to school attendance patterns and pupil numbers will impact directly on resource allocation both revenue and capital, and on the Council's ability to meet parental expectations on school places. Pupil data and broader population data is used to identify the numbers of school places required and where they should be located. This feeds into the capital programme so that resources are allocated where they will have the most beneficial effect.

### Public Health Implications:

- 1.3 None known.

### Corporate / Citywide Implications:

- 1.4 The allocation of school places affects all families in all parts of the city and can influence where people choose to live. Failure to obtain the desired choice of school can create a strong sense of grievance. The process of expressing a preference and if disappointed, entering an appeal can create intense anxiety for many families in the city. Admission arrangements together with school place planning are framed in such a way as to be mindful of supporting the needs of communities.

## **Admission Arrangements for Brighton & Hove Schools 2017/18**

Governing Bodies of all maintained schools and Academies in the City are invited to give their views on the proposals for admission arrangements to Community Schools. The responses to this consultation will be presented to the Children and Young People Committee at a meeting on 11 January 2016. The admission arrangements will be ratified by a meeting of the full Council. The consultation will also invite comment from parents in the City who have a child or children between the ages of 2 and 18 years of age. Parents will be directed to the consultation materials through a press release and may access the consultation through the Council website, or by accessing a hard copy. Schools are also asked to draw parents' attention to the consultation by inserting the following paragraph into their newsletters:

**We would like to inform parents that Brighton & Hove City Council is currently consulting on admission arrangements for the 2017/18 admission year. The consultation proposals may be found on the Council's website [www.brighton-hove.gov.uk/schooladmissions](http://www.brighton-hove.gov.uk/schooladmissions). Alternatively a hard copy can be obtained from the School Admissions team by telephoning (01273) 293653 or e-mailing [schooladmissions@brighton-hove.gov.uk](mailto:schooladmissions@brighton-hove.gov.uk). All parents are invited to comment upon the proposed admission arrangements.**

At the same time the admission arrangements for BACA, PACA and Voluntary Aided and Free Schools must also be consulted upon (unless the arrangements are unchanged from last year and the governing body has chosen not to consult). As in the past the Council will provide access for other schools to view own admission authority schools' policies via the schools' section of the Wave, and will make them available for public comment on the Council website or by providing hard copy. Please read the section below about own admission authority school consultation.

In line with current guidance and regulations from the Department for Education, the consultation process must conclude by 31<sup>st</sup> January 2016, and must run for a period of at least 6 weeks. This also means that Voluntary Aided Schools, Free Schools and Academies must provide their draft admission priorities for consultation before 11<sup>th</sup> December 2015 (unless they are not consulting, in which case they will need to specify this). All VA schools, Free schools and Academies will need to consult the current [School Admissions Code](#) and [Appeals Code](#) which came into force in December 2014 to ensure that their draft admissions priorities comply with their requirements.

Admission authorities that have not changed their admission priorities only need to consult every seven years. However all admission authorities must determine their arrangements by 28<sup>th</sup> February 2016 even if they have not changed and there is no consultation.

**Own admission authority schools must then publish their arrangements on the school's website and send a copy to the Local Authority by 15 March each year.**

### **Admission Arrangements for Community Secondary Schools, BACA and PACA**

This part of consultation is about the process for the secondary schools admissions system which remains a catchment area system with random allocation being used as the tie breaker in each admission priority in the event of oversubscription.

No changes are proposed to the over subscription priorities for community secondary schools, BACA and PACA which are applied in the context of an equal preference system as required by the Admissions Code. They are currently:

1. Children in the care of a local authority (looked after children), and children who were previously in the care of a local authority but have ceased to be so because they were adopted (or became subject to a residence order or special guardianship order).
2. Compelling medical or other exceptional reasons for attending the school.
3. The sibling link (providing the family home is within the catchment area for the school).
4. Those pupils living in the designated catchment area for the school.
5. Other children.

The areas of the City which switched from the Hove Park/Blatchington Mill catchment to the Portslade or Dorothy Stringer/Varndean catchment areas for 2013-14 will have the sibling link allowed for both areas until 2017-18 admissions.

**The Aldridge Community Academies currently share these admission priorities and are also asked to comment upon them.**

### **Admissions Arrangements for Community Infant, Junior and Primary Schools and City Academy Whitehawk**

No changes are proposed for the admission arrangements to community infant, junior and primary schools. The over subscription priorities are applied in the context of an equal preference system as required by the Admissions Code. The over subscription priorities are:

1. Children in the care of a local authority (looked after children) and children who were previously in the care of a local authority but have ceased to be so because they were adopted (or became subject to a residence order or special guardianship order).
2. Compelling medical or other exceptional reasons for attending the school.
3. The sibling link
4. For junior schools only: children attending a linked infant school
5. Other children.

Within all these priorities, the tie break is home to school distance (measured by the shortest available route).

More detail about the current primary and secondary admission arrangements can be found in the two school admission booklets. Schools have copies of the booklets which can also be viewed on the Brighton & Hove City Council web site.

### **Relevant Area for Consultation**

The relevant area for school admissions in the city is currently defined as the area within the city boundary. This is the area which the LA uses when consulting on admissions arrangements, and can include other admission authorities and voluntary aided schools outside the city. The area can be larger than LA boundary, or smaller through the operation of a number of different relevant areas within the LA. The use of a relevant area was a requirement of the School Standards and Framework Act 1998, and this requirement remains in force. It is currently defined as the area within the Brighton & Hove city boundaries, so all voluntary aided schools within the city are required to consult all schools within the city boundary about their proposed admission arrangements. No change is proposed to the relevant area for 2017/18.

### **Academies, Free and Voluntary Aided Schools Consultation**

Academies, Free and Voluntary Aided schools are required to consult with all other city schools, with the LA and with parents in the City who have children between the ages of 2 and 16 about their proposed admission arrangements for 2017/18 *unless the arrangements*



*are unchanged from last year and have been consulted upon within the last seven years.* We will continue to publish proposed arrangements on the schools' section of the Wave, but in order to allow the parental consultation we will also publish on the Council's website. Schools not wishing to use this method of consultation, but still needing to consult, must conduct their own consultation process. In any event they must consult the LA and other City schools before finalising their admission arrangements. Consultation, if taking place, must be completed by 31<sup>st</sup> January 2016, and the Governors must have settled the final version of their admission arrangements by 28<sup>th</sup> February 2016.

If schools whose admission arrangements have changed do not consult then their admission arrangements will be open to challenge by parents and by appeal panels. I cannot emphasise strongly enough that failure to consult will lead to very difficult consequences for the schools concerned. Church of England and Roman Catholic VA schools are reminded that in law they must consult their diocesan authority with their proposed admission priorities before consulting anyone else.

In order to comply with the DfE regulations VA schools, Free Schools and Academies which are changing their admission arrangements must consult for a period of 6 weeks before 31<sup>st</sup> January 2016. This means that those schools wishing to use the LA website and schools section of the Wave to meet their consultation requirements must provide an electronic copy (Word or pdf format please) by 11<sup>th</sup> December 2015 at the latest. Diocesan Authorities have already been in contact with schools about the consultation requirements. Schools which are not consulting should notify the School Admissions team by the end of the autumn term.

This process is the same as last year. The Code has made consultation less frequent if no changes are made as above. However if there have been any changes, or you have not consulted in the last seven years, consultation must be conducted.

### **Published Admission Numbers**

The proposed admission numbers for each school are attached to this bulletin. Schools are asked to comment on whether they agree with the number shown. These numbers are based on the net capacity range of each school, or in some cases a higher figure. As previously, this list includes the expected admission numbers for voluntary aided schools, academies and free schools which act as their own admission authorities and set their own admission number. I should be grateful for a response from all schools as to whether they agree with the number shown on the attached list.

### **Co-ordinated Admission Schemes for 2016/17**

The coordinated schemes are attached for comment. There is no longer a legal requirement to co-ordinate in year admissions (as of 2013/14) however Brighton & Hove City Council has drafted a scheme for doing so as it makes the process less arduous for parents. All VA schools and academies are required to take part in the operation of coordinated schemes of admission for admission at normal point of entry.

### **The Admission Timetable for 2017/18**

The dates for applications and allocations for admission for the 2017/18 school year will be:

Infant, Junior and Primary Schools:	Closing date	15 January 2017
	Decisions to parents/carers	17 April 2017
Secondary schools:	Closing date	31 October 2016
	Decisions to parents/carers	1 March 2017

These dates are set out in more detail in the co-ordinated schemes.

## The Consultation Timetable

- 11 December 2016** Voluntary Aided Schools to have provided the LA with their proposed admission arrangements for 2017/18 for publication if they wish to make use of the LA school and public consultation process using the schools' section of the Wave and the Council website.
- 24 December 2015** Schools and others to have returned any response to the Community School admission arrangements for 2017/18.
- 11 January 2016** Children and Young People Committee to consider admission arrangements for Community schools, taking into account the consultation responses. The arrangements will then go to full Council to be ratified. The proposed admission arrangements for Voluntary Aided schools, Free Schools and Academies may also be discussed at this meeting and may be commented upon. Schools and other admission authorities will be notified of the Council's conclusions within 2 weeks of the meeting.
- 28 February 2016** Deadline for Voluntary Aided Schools to have finalised their proposed admission arrangements.

### Documents attached

1. Reply form
2. Proposed Admission Numbers
3. Coordinated scheme – secondary
4. Coordinated scheme – primary
5. Coordinated scheme- In-year

### Consultation Responses

Governing Bodies are asked to respond to this bulletin as soon as possible, using the attached response form. The closing date for responses is **24 December 2015**. Please note that this consultation bulletin and its attachments are being sent to all schools. The neighbouring Local Authorities of East and West Sussex are also being consulted in accordance with the Admissions Code requirements, and views will also be sought from the Church of England and the Roman Catholic Diocesan authorities. VA colleagues are again reminded that they must have determined their proposed admission arrangements by **28 February 2016** and sent them to the admissions team by **15 March 2016** for inclusion on the Council website consultation.

<p><b>Contact Name: Saul Johnson</b> <b>Telephone: (01273) 293653</b> <b>Email: <a href="mailto:schooladmissions@brighton-hove.gov.uk">schooladmissions@brighton-hove.gov.uk</a></b> <b>Address: King's House, Grand Avenue, Hove</b></p>	
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**Reply Form – Please return this form to School Admissions, 3<sup>rd</sup> Floor, King’s House, Grand Avenue, Hove, by 24 December 2015.**

**School Admissions Consultation - Admissions for the 2017/18 academic year**

**Name of School:**

**Name of Respondent:  
(Please print)**

**Signature:**

**School Admission Arrangements and Over Subscription Priorities – Community Secondary Schools, Brighton Aldridge Community Academy and Portslade Aldridge Community Academy**

Please set out below any comments or changes you would propose to the published arrangements.

**School Admission Arrangements and Over Subscription Priorities – Community Infant, Junior and Primary Schools & City Academy Whitehawk**

Please set out any comments or changes you would propose to the published arrangements.

**Published Admission Number**

This school agrees/disagrees\* with the proposed admission number.

Comments on admission number.

**Own Admission Authority Schools' Admission Priorities** (for completion by Own Admissions Authority schools only)

I confirm that this school will formally consult with maintained schools in the LA area (the Relevant Area), with the LA, parents and carers and with other consultation partners as required in law about the school's proposed admission arrangements for 2017/18 and will/has provide(d) draft admission arrangements for publication on the schools' section of the Wave. (Please tick the box.)

I confirm that this school is not proposing to consult as the admission arrangements are unchanged from last year and the school has consulted within the last two years.

**Coordinated Schemes of Admission**

Please set out any comments or changes you would propose to the coordinated schemes. Please notice the proposal to restrict waiting lists/reallocation pools at secondary level.

Appendix 2

<b>Primary Admissions Numbers 2017/18</b>	
<b>Name of School</b>	<b>Planned Admission No. 2017-18</b>
<b>Aldrington CE Primary</b>	<b>60</b>
<b>Balfour Primary</b>	<b>120</b>
<b>Benfield Primary</b>	<b>60</b>
<b>Bevendean Primary</b>	<b>60</b>
<b>Bilingual Primary</b>	<b>90</b>
<b>Brackenbury Primary</b>	<b>60</b>
<b>Carden Primary</b>	<b>60</b>
<b>Carlton Hill Primary</b>	<b>30</b>
<b>City Academy Whitehawk</b>	<b>60</b>
<b>Coldean Primary</b>	<b>60</b>
<b>Coombe Road Primary</b>	<b>60</b>
<b>Cottesmore St Marys RC</b>	<b>60</b>
<b>Davigdor Infant</b>	<b>120</b>
<b>Downs Infant</b>	<b>120</b>
<b>Downs Junior</b>	<b>128</b>
<b>Elm Grove Primary</b>	<b>60</b>
<b>Fairlight Primary</b>	<b>60</b>
<b>Goldstone Primary</b>	<b>90</b>
<b>Hangleton Primary</b>	<b>90</b>
<b>Hertford Infant</b>	<b>60</b>
<b>Hertford Junior</b>	<b>60</b>
<b>Hove Junior School (Holland Road)</b>	<b>128</b>
<b>Hove Junior School (Portland Road)</b>	<b>128</b>
<b>Middle Street Primary</b>	<b>30</b>
<b>Mile Oak Primary</b>	<b>90</b>
<b>Moulsecoomb Primary</b>	<b>90</b>
<b>Our Lady of Lourdes</b>	<b>30</b>
<b>Patcham Infant</b>	<b>90</b>
<b>Patcham Junior</b>	<b>96</b>
<b>Peter Gladwin Primary</b>	<b>30</b>
<b>Queens Park Primary</b>	<b>60</b>
<b>Rudyard Kipling Primary</b>	<b>60</b>
<b>Saltdean Primary</b>	<b>90</b>
<b>Somerhill Junior</b>	<b>128</b>
<b>St Andrews CE Primary</b>	<b>90</b>
<b>St Bartholomew CE Primary</b>	<b>30</b>
<b>St Bernadettes RC Primary</b>	<b>30</b>
<b>St John The Baptist RC Primary</b>	<b>30</b>
<b>St Josephs RC Primary</b>	<b>30</b>
<b>St Lukes Primary</b>	<b>90</b>
<b>St Margarets CE Primary</b>	<b>30</b>
<b>St Marks CE Primary</b>	<b>30</b>
<b>St Martins CE Primary</b>	<b>30</b>
<b>St Mary Magdalen RC Primary</b>	<b>30</b>
<b>St Marys RC Primary</b>	<b>30</b>
<b>St Nicolas CE Primary</b>	<b>60</b>

Appendix 2

<b>St Pauls CE Primary</b>	<b>30</b>
<b>St Peters Community Primary</b>	<b>30</b>
<b>Stanford Infant</b>	<b>90</b>
<b>Stanford Junior</b>	<b>96</b>
<b>West Blatchington Primary</b>	<b>60</b>
<b>West Hove Infant (Portland Road)</b>	<b>120</b>
<b>West Hove Infant (Connaught Road)</b>	<b>120</b>
<b>Westdene Primary</b>	<b>90</b>
<b>Woodingdean Primary</b>	<b>60</b>
<b>Secondary Admisssion Numbers 2017-18</b>	
<b>Name of school</b>	<b>Planned admission no. 2017-18</b>
<b>BACA</b>	<b>180</b>
<b>Blatchington Mill</b>	<b>300</b>
<b>Cardinal Newman</b>	<b>360</b>
<b>Dorothy Stringer</b>	<b>330</b>
<b>Hove Park</b>	<b>300</b>
<b>King's</b>	<b>100</b>
<b>Longhill</b>	<b>270</b>
<b>Patcham High</b>	<b>215</b>
<b>PACA</b>	<b>180</b>
<b>Varndean</b>	<b>270</b>

## **SCHOOL ADMISSIONS CONSULTATION WITH PARENTS AND CARERS**

### **Admission Arrangements for Brighton & Hove Schools 2017/18**

#### **Admission Arrangements for Secondary Schools**

No changes are proposed for the admission arrangements for community Secondary schools.

The Council uses a catchment area system with random allocation being used as the tie breaker in each admission priority in the event of oversubscription. These arrangements are also used by Brighton Aldridge Community Academy (BACA) and Portslade Aldridge Community Academy (PACA). Cardinal Newman Catholic School and King's School have their own admission priorities which they are consulting on separately (please visit [www.brighton-hove.gov.uk/schooladmissions](http://www.brighton-hove.gov.uk/schooladmissions) for details).

The over subscription priorities are applied in the context of an equal preference system as required by the School Admissions Code. They are:

1. Children in the care of a local authority (looked after children), and children who were looked after but ceased to be so because they were adopted (or became subject to a residence order or special guardianship order).
2. Compelling medical or other exceptional reasons for attending the school.
3. A sibling link applied for those living within the designated catchment area only.
4. Those pupils living in the designated catchment area for the school(s).
5. Other children.

Within all these priorities, the tie break is random allocation.

The current catchment areas are set out in the [attached map](#). It also includes information about which post codes are in each of the catchment areas.

The areas of the City which switched from the Hove Park/Blatchington Mill catchment to the Portslade or Dorothy Stringer/Varndean catchment areas for 2013-14 will have the sibling link allowed for both areas until 2017-18 admissions.

For the purposes of this priority a sibling is defined as a child living within the same household as another.

#### Random allocation

Random allocation is only used as a tie break within each of the over subscription priorities. So far, in the initial allocation process, it has only been used at priority 4 (children living in catchment area) when one of the schools in a dual catchment has had more applications than places left, or at priority 5 (children living outside the catchment area) when there are places left over in a catchment which can be offered to pupils living outside. Random allocation is not used as a priority in itself, only in conjunction with the published over subscription priorities 1 - 5.

For a full description of how the over subscription priorities operate, please use this link to the Admissions Booklet for 2016/17.

The council welcomes your comments on any aspects of the secondary school admission arrangements, suggestions as to how they might be improved and your views on how they have operated to date.

### **Admissions Arrangements for Community Infant, Junior and Primary Schools**

No changes are proposed for the admission arrangements to Community Infant, Junior and Primary schools. The over subscription priorities are applied in the context of an equal preference system as required by the Admissions Code. They are:

1. Children in the care of a local authority (looked after children), and children who were looked after but ceased to be so because they were adopted (or became subject to a residence order or special guardianship order).
2. Compelling medical or other exceptional reasons for attending the school.
3. The sibling link.
4. For junior schools only: children attending a linked infant school
5. Home to school distance (measured by the shortest available route).

Within all these priorities, the tie break is home to school distance (measured by the shortest available route).

More detail about the primary admission arrangements can be found in the [school admissions booklet](#). Schools have copies of the booklet which can also be viewed on the Brighton & Hove City Council web site. Your views about the primary school admission arrangements are invited.

### **Relevant Area for Consultation**

The statement of a 'relevant area' for school admissions is a requirement of the School Standards and Framework Act 1998. The relevant area is the area which the Local Authority (LA) uses when consulting on admissions arrangements, and may include other admission authorities and voluntary aided schools outside the city. The area may be larger than the LA boundary, or smaller through the operation of a number of different relevant areas within the LA.

For Brighton & Hove, the 'relevant area' is currently defined as the area within the Brighton & Hove city boundaries, so all voluntary aided schools, free schools and Academies within the city are required to consult all schools within the city boundary about their proposed admission arrangements. No change is proposed to the relevant area for 2017/18.

### **Own Admission Authority Schools Consultation**

Schools whose governors are responsible for their own admission arrangements (Free Schools, Academies and Voluntary Aided Schools) are required to consult with all other city schools, with the LA and with parents in the city who have children



between the ages of 2 and 18 about their proposed admission arrangements for 2017/18 *unless the arrangements are unchanged from last year*. These proposed arrangements will be on the Council's website or available from the schools. Consultation, if taking place, must be completed by 31 January 2016 and the Governors must have settled the final version of their admission arrangements by 28 February 2016. Parents may wish to send their comments on own admission authority schools' proposed admission arrangements direct to the school or can send them to the Council which will pass them on to the individual school governing bodies. Those governing bodies are responsible for deciding admission arrangements for their own school.

### **Published Admission Numbers**

The proposed admission numbers for each school are attached to this document. You are invited to comment on whether you agree with the number shown. These numbers are based on the net capacity range of each school, or in some cases a higher figure. The net capacity is a nationally required means of measuring how many pupils a school can take. As previously, this list includes the expected admission numbers for own admission authority schools who set their own admission number.

### **Co-ordinated Admission Schemes for 2017/18**

The coordinated schemes are attached for comment. They set out the arrangements, including dates, for the coordination of secondary and primary admissions and in-year applications. The purpose of this coordination is to ensure that all parents and carers receive one offer of a school place for their child within published timescales. The scheme applies to all maintained (ie state) schools in Brighton & Hove, including Academies, Free Schools and Voluntary Aided schools.

### **The Admission Timetable for 2017/18**

The dates for applications and allocations for admission for the 2017/18 school year will be:

Infant, Junior and Primary Schools:	Closing date	15 January 2017
	Decisions to parents/carers	16 April 2017
Secondary schools:	Closing date	31 October 2016
	Decisions to parents/carers	1 March 2017

These dates are set out in more detail in the co-ordinated schemes.

### **Final admission arrangements and right of objection**

Once the Council, Academies and Voluntary Aided schools have determined their admission arrangements following this consultation, the Council will publish a document on its website by 15 March 2016 confirming those arrangements. Once the arrangements have been published, parents and carers will have a right of formal objection to the Schools Adjudicator. Details of that objection process will be given in the document on the council's website.



## **BRIGHTON & HOVE CITY COUNCIL**

### **Scheme for co-ordinated admissions to secondary schools – Admissions Year 2017/18 (Admissions to year 7 in September 2017)**

#### **Introduction**

The main purpose of the co-ordinated scheme is to ensure that every parent of a child living in Brighton & Hove who has completed a school preference form receives one offer of a secondary school place at the conclusion of the normal admission round for pupils transferring from primary to secondary school. The scheme is designed to foster clear communications on school admissions between the City Council, community schools, Academies (for the purposes of this document Free Schools are included as Academies), Cardinal Newman School, which as a voluntary aided secondary school acts as its own admission authority, and neighbouring Local Authorities (LAs) and admission authorities. It fulfils the requirements of the School Admissions (Admission Arrangements and Co ordination of Admission Arrangements (England)) Regulations 2012 and more detailed arrangements set out in the School Admissions Code 2014.

The scheme does not affect the rights of the different admission authorities mentioned to set their own admission priorities, and consider applications on the basis of those priorities. It is intended to set out a process and time scale for the exchange of pupil information between the parties to the scheme, resulting in the offer of a single school place. This should represent a preference listed by the parent/carer that it is possible to meet following the application of the admission priorities by this LA or by other admission authorities. Where it is not possible to allocate a place at any of the preferred schools for a child living in Brighton & Hove, a place will be offered at the nearest school to their home address within the city boundaries with a place available. This will not preclude parents from seeking an alternative place elsewhere if they are unhappy with the offer, nor will it prevent them from lodging an appeal with the admission authority for their preferred school.

All residents of Brighton & Hove should apply using the City Council's common application form (online or paper) even if they are seeking a place at a maintained school in the area of another Council.

The time scales set out in the scheme work towards the prescribed date (1<sup>st</sup> March or the first working day following 1<sup>st</sup> March where it falls at a weekend) on which secondary school place decisions must be notified to parents/carers. It will also be broadly in line with the time scales used by neighbouring LAs.

#### **Key dates**

- Online application facility available 1 September 2016
- Distribution of admission leaflets by 12 September 2016
- Distribution of admission booklets on demand
- Closing date for applications 31 October 2016
- Preference data exchanged with Cardinal

- |   |                                |
|---|--------------------------------|
| Newman School, King's School and neighbouring LAs   | 16-20 November 2016            |
| • Cardinal Newman & King's School provide LA with provisional ranking order of applicants.                            | 18 December 2016               |
| • Neighbouring LAs asked for provisional list of offers to B&H residents, B&H provides Provisional list to those LAs. | 18 December 2016               |
| • Consider qualifying late applications.  | 22 January 2017                |
| • Finalise allocations and exchange offer details with Cardinal Newman, King's school and neighbouring LAs            | Between 25 January- 5 Feb 2017 |
| • Notification e-mails sent to parents, decisions posted to applicants using paper forms                              | 1 March 2017                   |
| • Deadline date for acceptance of places and appeals to be heard in the main round.                                   | 15 April 2017                  |

### Process and detailed time scale

1. The school admissions leaflet published by the City Council will be distributed to parents at the beginning of September 2016. This LA will have identified those pupils entering Year 6 in city maintained schools (the transfer cohort) from primary school records. Neighbouring LAs will be asked to provide records of Brighton & Hove children attending schools in their areas so that admission leaflets can be sent to their parents/carers. Brighton & Hove will in return provide information to other LAs about their residents attending Brighton & Hove schools.
2. Parents/carers will be invited to list 3 preferences for a school place ranked in order of priority. These may be at a City Community School, an Academy, a Free School or a voluntary aided secondary school (Cardinal Newman), or any maintained school outside the City of Brighton & Hove. Those resident in the City must use the Brighton & Hove school admission preference form to indicate their preferred schools, either the paper or online form. No other form of application will be valid. The LA allocates places on the basis of equal preference, and each preference listed will be prioritised in accordance with the published admission priorities for community and own admission authority secondary schools in the City. If it is possible to offer more than one place on the basis of those priorities, the one ranked higher on the preference form will be offered.
3. Parents and carers are strongly advised to apply online through the facility available on the Brighton & Hove City Council website. This will provide them with a response which confirms their preference listing and acts as proof of application. Alternatively the paper form should be completed and returned to the child's primary or junior school in the City, or to the Admissions Team at King's House **by Saturday 31 October 2016**. Applicants for Cardinal Newman and/or King's School will need to return their supporting information directly to the school as well as submitting an online application or paper form to the Council. If supporting information is returned to the Local Authority, the documents will be shared with the school. This closing date has been set in order to conform with the law

and to the admission timetables of neighbouring LAs and assist coordination of applications. As it will fall during half term schools will need to advise parents applying on paper and/or completing a paper SIF of arrangements for returning forms during half term (King's House will be open during half term between 9am and 5pm Monday-Friday).

4. Where as part of its admission priorities a voluntary aided school, free school or academy within the City or beyond requires additional supporting information, such as a Governors' form, or proof of denominational commitment, that form or proof should be completed and returned by the same closing date. This is to ensure that target dates for the exchange of pupil information between authorities and the notification date for parents/carers can be met. Provided the LA common application form has been completed and returned, that additional information may be given direct to the school, or handed in with the preference form. Parents/carers will be advised through the admissions booklet of Brighton & Hove or neighbouring LAs, or through school published parent information, of any such additional information requirements for own admission authority schools.
5. If using an application form rather than online application parents and carers whose children attend maintained primary schools in the City are strongly advised to return the form via the school. Parents who prefer to post the form should understand that proof of posting is not proof of receipt, and they will not have confirmation of receipt in the same way as those applying online or returning the form to their child's school. All maintained junior and primary schools in the city will return secondary preference forms they receive to the LA in batches as they are received, with the final batch as soon as possible after the closing date. Schools should maintain a list to record the date on which each form was received, the school preferences, and if required will provide proof of receipt to the parent/carer. This ensures that on time applications and late applications are clearly recorded as such. It also provides assurance for parents should the school or the LA subsequently mislay the form.

**No later than 20 November 2016.**

- ∇ LA will identify the number of preferences (first, second or subsequent) received for each school.
- ∇ Cardinal Newman School and King's School will be provided with details of any parental preference (via form or online applications) where it gives the school as a preference (first, second or subsequent) received by the LA. It will apply its oversubscription criteria to prioritise all preferences. Where pupils have a Statement of Special Educational Needs and must be offered a place as first priority this will be indicated. (Statemented pupils must be given priority for school of preference in accordance with the SEN and Admissions Codes of Practice.)
- ∇ West and East Sussex and other LA's as necessary will be forwarded the details of preferences (forms and Online applications) expressed for their schools by Brighton & Hove parents/carers (first, second and

subsequent). Where the pupil has a Statement of Special Educational Needs this will be indicated.

- ∇ West and East Sussex will be asked to provide a list of pupils living in those areas who have expressed a preference for a Brighton & Hove school (first, second or subsequent), indicating those who have a Statement of Special Educational Needs.

### **No later than 18 December 2016**

- ∇ Cardinal Newman School and King's School will provide the LA with a list showing children in priority order for places at the school. The list will show which admission criterion was applied to each child and the point at which the final place would be offered. The school will advise the LA of such additional information as is necessary to inform parents of the reason for its decision when allocation letters and emails are sent on 1 March 2016.
- ∇ Brighton & Hove will apply its admission priorities to all preferences received for community schools, and where the children are resident in other LAs, will inform that LA.

### **Between 25 January and 5 February 2017**

- ∇ Brighton & Hove will establish whether more than one offer could be made on the basis of the application of its own admission priorities and those of voluntary aided schools, free schools/Academies and other LAs. It will determine in each case which is the highest parental ranking.
- ∇ Final lists of school allocations will be prepared.
- ∇ Emails and letters to parents/carers will be prepared.
- ∇ Consideration will be given to late applications received before the allocation date, as set out in Appendix A below.
- ∇ Neighbouring LAs will be sent final details of children living in their area offered a place at a Brighton & Hove school, and for whom they will need to send allocation letters.

### **1 March 2017**

Online applicants will receive their decisions by e-mail. Letters will be sent to parents/carers who have not applied online or who have specifically requested this. The LA email or letter to parents will contain the following:

- ∇ If they have not been allocated a school of preference, the reason why not.
- ∇ How places at all Brighton & Hove schools were allocated.
- ∇ Where it is an own admission authority school, the fact that the offer is made on behalf of the governing body of the school.
- ∇ Where it is a school maintained by another LA, the fact that the offer is made on behalf of that LA.
- ∇ The right of appeal to an independent panel, and how to arrange an appeal for a community school, a voluntary aided school, and in the case of schools in other LA's, who to contact.

### **15 April 2017**

Parents and carers should accept offers of places by this date in order to allow schools and the LA ample planning time for the new intake. This does not affect their right to appeal if the place they are accepting is not their highest preference. Parents should also have exercised their right to appeal by this date if they want to be assured of having their appeal heard in the main round of appeals.

### **Proof of address**

The LA may require parents/carers to provide proof of address if they apply for a place at a community school. Own admission authority schools may also request proof of address from their applicants.

## **Appendix A – Changes of address and late applications**

### **New arrivals in the city**

Parents/carers moving into the City in the course of the admission process who are making an application on the basis of their new address must provide evidence of either a tenancy agreement of six months or more or an exchange of contracts if they are purchasing a property. Applicants should return their preference form by the closing date if possible, especially if their move took place before the closing date, forwarding proof of the move at the earliest opportunity. If they provide the form and the evidence of the move by 22 January 2017 their application will be included in the main admissions round.

### **Late applications received before the allocation date.**

- I. With the exception of families moving into the area and cases as described at V below, forms received after the closing date will not be considered by the LA until school allocations have been made for those received by the closing date. Any received for Cardinal Newman School and/or King's School will be forwarded to the school, which will decide whether or not to include the application in the main admission round.
- II. Any preference forms for community schools received in respect of children in public care will be included in the main admission round as valid first preferences at any time up to the allocation date on **5 February 2017**. Where such applications are received after that date, the LA will, if attendance at that school is seen as a necessity for the welfare of the child, seek to offer places at the school of first preference, if necessary negotiating with that school to admit beyond the published admission number in order to do so. If, however, it is acceptable to offer a place at a lower ranked school without going over numbers, the LA will discuss that possibility with the social worker for the child. Applications for Cardinal Newman School, King's School or schools in other LA areas for children in public care will be considered in line with the admission arrangements for those schools and the requirements of the Admissions Code.

- III. Applications received after the closing date but before the allocation date on 5 February 2017 will be sent a letter allocating a school place on 1 March 2017 or as soon as possible after that date if the volume of late applications is high. Applications received after the allocation date will be sent an allocation letter as soon as possible after 1 March 2017.
- IV. Parents/carers living in the City who change a preference as a result of a change of address within the city, and who return the new form and evidence of the address change will have that change considered in the main round of allocations if it is received by **22 January 2017**. They will have to provide evidence of the address change. Those preference forms received after that date will be considered as late applications.
- V. Other late applications where there is good reason for the delay will be considered in the main round of allocations if received by **22 January 2017** where independent evidence is given by a third party (usually a professional source such a doctor or social worker) to support the reason for the delay.

#### **Late applications received after the allocation date**

- I. Where an application is received after the allocation date, from a parent/carer living in the City, they must use the Brighton & Hove online application service or paper preference form. If the preference(s) is for a community school, the LA will allocate a place if the school remains under subscribed. If the school(s) is fully subscribed, a place will be allocated at the nearest school to the home address that has a vacancy. Brighton & Hove will seek to make a decision as soon as possible after receiving the application. Where a preference is given for a free school, an Academy, Cardinal Newman School or a school in a neighbouring LA, the form will be passed to that admission authority for a decision. They will be asked to reach a decision within fourteen days of receiving the form. Brighton & Hove will endeavour to send a decision to the parent /carer as soon as possible once it has either reached a decision, or been informed of a decision by the other admission authority.
- II. If a change of preference or preference order is received following the decision letter on 1 March 2017 and the home address has not changed (and there has been no other relevant change of circumstances), that changed preference will not be considered until after 30 June 2017. This allows reasonable time for the consideration of late first applications and the operation of the reallocation pool where places have been offered and refused.
- III. All applications received after the beginning of the autumn term will be regarded as outside the admission round. Nonetheless, Brighton & Hove will act as the point of contact for all preferences for parents/carers living in the City, and will liaise with Cardinal Newman School, King's School, BACA, PACA and other LAs over applications for admission to schools other than Brighton & Hove Community Schools. The Brighton & Hove online or paper form should be used in all cases by City residents and returned to the Brighton & Hove Admissions Team. The same arrangements will apply to applications



for admission to schools for year groups other than the normal admission group in Year 7. Where the LA, Cardinal Newman School, King's School, BACA, PACA or another admission authority is not able to offer a place in accordance with a parental preference, the LA will offer a place at the nearest school to the home address of the applicant with a vacancy in the appropriate year group. This may be an Academy or a VA school. Admissions to Years 12 and 13 in those schools that make such provision will be regarded as transfer admissions rather than admission at a normal point of entry. (The majority of such pupils will have attended the school from Year 7, or transferred to the school in Key Stage 3 or 4.) Should any other schools adopt Academy status, this paragraph will also apply to them.

### **Re-allocation Pool**

- I. Brighton & Hove will operate a re-allocation pool system for its community schools, BACA and PACA. (Cardinal Newman School and King's School will operate their own waiting list/reallocation arrangements.) The ranking within this system will be based on the Brighton & Hove admission criteria. All children will be automatically placed in the re-allocation pool for the community school for which they have expressed the highest preference. Parents/carers will be asked to indicate if they also wish to be placed in the re-allocation pool for a different preferred school when the allocation emails and letters are sent on 1 March 2017. Places will be offered to children from the pool as soon as a place becomes available at an over subscribed school and the admission priorities have been applied. This LA will notify other LAs as appropriate if it offers a place from the pool at a Brighton & Hove school to a pupil living outside the City. The pool will operate until the end of the Autumn Term.
- II. Other admission authorities will operate a re-allocation or waiting list system. If they are able to place a child resident in Brighton & Hove in one of their schools they are asked to notify this LA at the earliest opportunity.

### **School Admission Appeals**

- I. Parents/carers wishing to appeal against the LA's or a voluntary aided school's decision not to offer a place at a preferred school should do so in writing or using the online appeal facility by 15 April 2017 if they want to be assured of having their appeal heard in the main appeal round.
- II. The LA will not arrange an appeal, or ask an own admission authority school to arrange an appeal for a school that was not included on the original application. It will only arrange an appeal for a school that was listed as a preference, as it will not have given a decision to the parent/carer for schools not included on the form. If a parent/carer wishes to receive a decision for a school not included in their original preference, and thus acquire a right of appeal, they must complete a further preference form. However, unless there is a change of address or other change of circumstances leading to the change of preference this new form will not be considered until after 30 June 2017.

- III. Parents/carers will receive 10 school days notice of the date of the appeal hearing, and will receive copies of any documentation relating to the appeal 7 days in advance of the hearing.
- IV. Whilst the City Council, other LAs and the Governing Bodies of Academies and voluntary aided schools will make every effort to hear appeals within 40 school days of the deadline for submitting appeals, as suggested in the Appeals Code, they cannot guarantee this time scale. The volume of appeals to be heard and the availability of the appeal panel members, who are volunteers, will have a direct affect on the timing of the appeal hearings.
- V. Appeals for late applications and school transfers outside the normal admission round will be arranged as soon as practicable after the decision to refuse a preference has been conveyed to the parent/carer or if appropriate to the student, and in any case within 30 school days of the appeal being lodged.
- VI. Appeals will be heard for refusals to places in Years 12 and 13 on the basis that they are school transfers.

## BRIGHTON & HOVE CITY COUNCIL

### Scheme for co-ordinated admissions to infant, primary and junior schools – Admissions Year 2017/18 (Admissions to Reception or year 3 of Junior School in September 2017)

#### Introduction

The main purpose of the co-ordinated scheme is to ensure that every parent of a child living in Brighton & Hove who has completed a school preference form receives one offer of an infant, primary or junior school place. This will be on a set date following the conclusion of the normal admission round for pupils seeking admission to school. The scheme is designed to foster clear communications on school admissions between the City Council, community schools, and voluntary aided schools which act as their own admission authority.

The scheme does not affect the rights of voluntary aided schools and Academies to set their own admission priorities, and consider applications on the basis of those priorities. It is intended to set out a process and time scale for the exchange of pupil information between the parties to the scheme, resulting in the offer of a single school place. This should represent a preference listed by the parent /carer following the application of the admission priorities by the Local Authority (LA) or by own admission authority schools. Where it is not possible to allocate a place at any of the preferred schools for a child living in Brighton & Hove, a place will be offered at the nearest school to their home address within the city boundaries with a place available. This will not preclude parents from seeking an alternative place elsewhere if they are unhappy with the offer, nor will it prevent them from lodging an appeal with the admission authority for their preferred school.

All residents of Brighton & Hove should apply using the City Council's common application form (online or paper) even if they are seeking a place at a maintained school in the area of another Council.

The time scales set out in the scheme will be broadly in line with the time scales used by neighbouring LAs. **Please be aware that VA schools' and Academies' governing bodies will need to meet between 20 February 2017 and 10 March 2017 when the ranking order needs to be returned to the Local Authority.**

#### Key dates

- Online application facility available 1 September 2016
- Distribution of admission booklets on request
- Closing date for applications 15 January 2017
- Preference data exchanged with Voluntary aided schools and other LAs. 12 February 2017
- Voluntary Aided schools provide Council with provisional ranking order of all applicants. 10 March 2017
- Data exchanged with VA schools and

- neighbouring authorities 10 March 2017
- Consider qualifying late applications. 10 March 2017
- Finalise allocations and provide schools with offer details. 24 March 2017
- Decisions emailed to parents/carers, Letters posted to parents who applied on paper. 17 April 2017
- Deadline for acceptance of places and appeals to be heard in the main round. 19 May 2017

### **Process and detailed time scale – infant, junior and primary schools**

1. The school admissions booklet published by the City Council will be distributed on request to parents/carers applying for infant or primary school places. A publicity campaign will be launched in September 2016 encouraging parents to apply online. This will include a leaflet sent via the post, schools, other council services, early years settings, the press and other media to parents of those pupils seeking places in school. Schools will be asked to act as a collection point for information about pupils seeking school places.
2. Parents/carers will be invited to list 3 preferences for a school place ranked in order of priority. These may be for Community Schools or voluntary aided schools within the city. The Brighton & Hove school admission preference form must be used to indicate their preferred schools, either paper or online version. No other form will be valid. They should list the schools in order of priority (e.g. 1, 2, 3). The LA allocates places on the basis of equal preferences, and each preference listed will be prioritised on the basis of the published admission priorities for community and voluntary aided schools. If it is possible to offer more than one place on the basis of those priorities, the one ranked higher on the preference form will be offered.
3. Parents and carers are strongly advised to apply online through the facility available on the Brighton & Hove City Council website. This will provide them with a response which confirms their preference listing and acts as proof of application. Alternatively the paper form should be completed and returned to their local infant/primary school or to the Admissions Team at King's House, Grand Avenue, Hove **by 15 January 2017**.
4. Where as part of its admission priorities a voluntary aided school requires additional supporting information, such as a Governors' form, or proof of denominational commitment, that form or proof should be completed and returned by the same closing date. This is to ensure that target dates for the exchange of pupil information and the notification date for parents/carers can be met. Provided the LA preference form has been completed and returned, that additional information may be given direct to the school, or handed in with the preference form. Parents/carers will be advised through the admissions booklet for Brighton & Hove, and through school published information, of any such additional information requirements for voluntary aided schools. Parents/carers with queries

about voluntary aided school admission requirements should contact the school for further information.

5. If using an application form rather than online application parents and carers are strongly advised to send their form via a preferred school. Parents who post the form should understand that proof of posting is not proof of receipt, and they will not have confirmation in the same way as those applying online or returning the form to a school. All maintained infant and primary schools in the city will return preference forms to the LA in batches as they are received, with the final batch as soon as possible after the closing date. Schools should maintain a list to record the date on which each form was received, and if required will provide proof of receipt to the parent/carers. This ensures that on time applications and late applications are clearly recorded as such. It also provides assurance for parents should the school or the LA subsequently mislay the form.
6. **No later than 12 February 2017**
  - ∇ LA will identify the numbers of preferences (first, second and third) received for each school.
  - ∇ Voluntary aided schools, free schools and academies will be provided with details of parental preferences where their school is given as a preference (via form or online). They will apply oversubscription criteria to prioritise all preferences. Where pupils have a Statement of Special Educational Needs (naming the school) and must be offered a place as first priority this will be indicated. (Statemented pupils must be given priority for school of preference in accordance with the SEN and Admissions Code. This applies to all maintained schools, including Voluntary Aided.)
  - ∇ West and East Sussex and other LA's as necessary will be forwarded the details of preferences (forms and Online applications) expressed for their schools by Brighton & Hove parents/carers (first, second and third). Where the pupil has a Statement of Special Educational Needs this will be indicated.
  - ∇ West and East Sussex will be asked to provide a list of pupils living in those areas who have expressed a preference for a Brighton & Hove school (first, second or third), indicating those who have a Statement of Special Educational Needs.
7. **No later than 10 March 2017**
  - ∇ Voluntary aided schools, free schools and academies will provide the LA with a list showing children in priority order for places at the school. The list will show which oversubscription criterion was applied to each child, and relevant information to apply any necessary tie-break. The school will advise the LA of such additional information as is necessary to inform parents of the reason for its decision when allocation letters are sent on 17 April 2017.
  - ∇ Other LAs will provide Brighton & Hove LA with a list of which Brighton & Hove pupils could be offered places in their schools. They will advise

Brighton & Hove of the reason where a preference cannot be met for inclusion in the allocation letters on 17 April 2017.

- ∇ Brighton & Hove will apply its admission priorities to all preferences received for community schools, and where the children are resident in other LAs, will inform that LA.
- ∇ The LA will apply its own admission priorities for all community school preferences.

#### **8. No later than 24 March 2017**

- ∇ Brighton & Hove will establish whether more than one offer could be made on the basis of the application of its own admission priorities and those of voluntary aided schools, free schools, academies and other LAs. It will determine in each case which is the highest parental ranking.
- ∇ Final lists of school allocations will be prepared.
- ∇ Emails to parents/carers will be prepared.
- ∇ Consideration will be given to qualifying late applications received before 10 March 2017.
- ∇ Discussions will take place with other admission authorities as necessary to resolve any remaining unallocated applications.
- ∇ Neighbouring LAs will be sent final details of children living in their area offered a place at a Brighton & Hove school, and for whom they will need to send allocation letters.

#### **9. 17 April 2017**

Online applicants will receive their decisions by e-mail. Letters will be sent to parents/carers who did not apply on line. The LA email or letter to parents will contain the following:

- ∇ If they have not been allocated a school of preference, the reason why not.
- ∇ How places at the preferred schools were allocated.
- ∇ The right of appeal to an independent panel, and how to arrange an appeal for a community school or a voluntary aided school.

#### **10. 19 May 2017**

Parents and carers should accept offers of places by this date in order to allow schools and the LA ample planning time for the new intake. This does not affect their right to appeal if the place they are accepting is not their highest preference. Parents should have also exercised their right to appeal by this date if they want to be assured of having their appeal heard in the main round of appeals.

#### **11. Proof of address**

The LA may require parents/carers to provide proof of address if they are applying for a community school place.

## Appendix A – Changes of address and late applications

### New arrivals in the city

Parents/carers moving into the City in the course of the admission process who are making an application on the basis of their new address must provide evidence of either a tenancy agreement of six months or more or an exchange of contracts if they are purchasing a property. Applicants should return their preference forms by the closing date if possible, especially if their move took place before the closing date, forwarding proof of the move at the earliest opportunity. If they provide the form and the evidence of the move by 10 March 2017 their application will be included in the main admission round.

### Late applications received before the allocation date

- I. With the exception of families moving into the area and cases as described at V below, forms received after the closing date will not be considered by the LA until allocations have been made for those received before the closing date. Any received for an own admission authority school will be forwarded to the school. The school will decide whether or not there is a good reason to include these late applications in the main admission round, but will only consider them if they are received before **10 March 2017**.
- II. Any preference forms received for community schools in respect of children in public care will be included in the main admission round as valid preference at any time up to **24 March 2017**. Where such applications are received after that date, the LA will, if attendance at that school is seen as a necessity for the welfare of the child, seek to offer places at the school ranked highest on the preference form. If, however, it is acceptable to offer a place at a lower ranked school without going over numbers, the LA will discuss that possibility with the social worker for the child. Applications to voluntary aided schools, free schools and academies received on behalf of children in public care will be considered in line with the published admission policy for each school and the requirements of the School Admission Code.
- III. Applications received after the closing date will be sent a letter allocating a school place as soon as possible after the main notification date of **17 April 2017**.
- IV. Parents/carers living in the City who change any preference as a result of a change of address, and who return the new form by **10 March 2017** will have that change considered in the main round of allocations. They will have to provide evidence of their new address and will not have their changed application accepted without that evidence.
- V. Other late applications where there is a good reason for this will be considered in the main round of allocations if received by **10 March 2017** where independent evidence is given by a third party (usually a professional source such as a doctor or social worker) to support the reason for the delay.

## Applications received after the allocation date

1. Where an application is received after the allocation date, from a parent/carer living in the City, they must use a Brighton & Hove preference form. If the preference(s) is for a community school, the LA will allocate a place if the school remains under subscribed. If the school(s) is fully subscribed, a place will be allocated at the nearest school to the home address that has a vacancy. Brighton & Hove will seek to make a decision as soon as possible after receiving the form. Where a preference is given for an own admission authority school or a school in a neighbouring LA, the form will be passed to that admission authority for a decision. They will be asked to reach a decision within fourteen days of receiving the form. Brighton & Hove will endeavour to send a decision to the parent /carer either as soon as possible once it has reached a decision, or has been informed of a decision by the other admission authority.
  
11. If a change of preference or preference order is received following the decision letter on **17 April 2017** and the home address has not changed, that changed preference will not be considered until after **30 June 2017**. This allows reasonable time for the consideration of late first applications and the operation of the waiting list where places have been offered and refused.
  
111. All applications received after the beginning of the autumn term 2016 will be regarded as outside the admission round. Nonetheless, the LA will act as the point of contact for all preferences from parents/carers living in the City. The LA will liaise with own admission authority schools over applications for admission to those schools, and will inform parents of their admission decisions, if necessary allocating an alternative school place. The LA online or paper preference form should be used in all cases. The same arrangements will apply to applications for admission to schools for year groups other than the normal Reception year. (See also School Transfers below.) This ensures that the LA has a full record of pupil admissions, and supports both the schools and the LA in their responsibilities for pupil tracking and safety.

## Waiting List

- I. Brighton & Hove will operate a waiting list system for its community schools. (Own admission authority schools make their own waiting list arrangements). The waiting list ranking will be based on the LA admission criteria. Rankings within each priority will be determined by home to school distance. All children will be automatically placed on the waiting list for the community school for which they have expressed a first preference, although parents will be given the option of also asking to go on the waiting list for a different preferred school place when places are allocated on **17 April 2017**. Places will be offered to children from the waiting list as soon as a place becomes available at



- an over subscribed school and the admission criteria have been applied. The waiting list will operate until the end of the Autumn Term.
- II. Parents/carers wishing to keep their child's name on the list for longer than the end of the Autumn Term must inform the LA. They must renew the waiting list place each term thereafter. Applicants outside of the main admission exercise will be placed on waiting lists for one term, and must ask for the child's name to remain on the waiting list each term thereafter.

### **School Admission Appeals**

- I. Parents/carers wishing to appeal against the LA's decision not to offer a place at a preferred school should do so by **19 May 2017** if they want to be assured of having their appeal heard in the main appeal round.
- II. The LA will not arrange an appeal or ask a voluntary aided school to arrange an appeal for a school that was not included on the original application. It will only arrange an appeal for a school which was listed as a preference, as it will not have given a decision to the parent/carer for schools not included on the form. If a parent/carer wishes to receive a decision for a school not included in their original application, and thus acquire a right of appeal, they must complete a further application. However, unless there is a good reason for a change of preference this new form will not be considered until after **30 June 2017**.
- III. Parents/carers will receive 10 school days notice of the date of the appeal hearing, and will receive copies of any documentation relating to the appeal 7 days in advance of the hearing.
- IV. Appeals for on-time applications must be heard within 40 school days of the closing date for appeals to be lodged. The volume of appeals to be heard and the availability of the appeal panel members, who are volunteers, will have a direct effect on the timing of the appeal hearings.
- V. Appeals for late applications and school transfers outside the normal admission round will be arranged as soon as practicable after the decision to refuse a preference has been conveyed to the pupil and the parent/carer, and in any case within 30 school days.



## **BRIGHTON & HOVE CITY COUNCIL**

### **Scheme for co-ordinated admissions In Year allocations – Admissions Year 2017/18**

#### **Introduction**

The requirement for In-Year co-ordination was abolished by the School Admissions Code 2012, however there is still a requirement for the LA to retain a monitoring role in in-year allocation of school places. In view of this it is proposed to retain in-year co-ordination between maintained schools in Brighton & Hove. The co-ordination referred to in this document will be offered to schools free of charge. However, it may be possible for own admission authority schools to purchase additional services should they wish to do so.

This scheme for in-year admissions will come into force from 1 September 2017.

#### **Procedure**

1. Parents may name up to three preferences on the Brighton & Hove application form and all preferences expressed by parents will be treated equally. This means that each preference will be measured against the published oversubscription criteria only, without reference to the order stated by the parent. Only one school place will be offered, and this will be the highest possible preference expressed by the parent that can be agreed.
2. Where it is not possible to offer any of the named preferences, the applicant will be advised to remain at their current school if possible, or an alternative school place within Brighton & Hove will be offered. This will normally be the nearest school appropriate to the child's age and educational needs with a place available.
3. In order for parents to make a valid application for a maintained school place in Brighton & Hove, parents must complete a common application form provided by Brighton & Hove City Council. The Brighton & Hove application form will be available in paper form or can be accessed directly online or as a download from the Brighton & Hove City Council website.
4. Schools where the governing body is the admission authority may require additional information in order to apply their oversubscription criteria and in the case of voluntary aided church schools will provide a supplementary information form to the parent. Where the parent fails to complete the supplementary form, the governing body will rank the application according to the information given on the application form only. Where the parent completes the supplementary form but fails to complete the application form, this will not constitute a valid application.
5. Completed supplementary information forms will be returned to the individual schools, and not the School Admissions Team.

## **Preferences for own admission authority schools.**

1. Where the parent names an own admission authority school in Brighton & Hove (ie a Voluntary Aided school, a free school or an Academy), the child's details, (i.e. name, address, date of birth and any supporting documents) will be sent to the governing body. They will rank the preferences according to their published admission criteria and confirm with the City Council, no later than **five school days** after receipt of the form, whether it would be possible to offer a place. Should any other schools become Academies before or during the 2017/18 academic year, this paragraph will also apply to them.

2 Any applications submitted by parents/carers to schools in error must be forwarded to the City Council admissions team.

3 Brighton & Hove admissions authority acting for BACA and PACA will rank admissions priorities as these Academies are at the present time retaining the same arrangements as other Brighton & Hove Community Schools.

## **Notifying parents of the outcome of their applications.**

1. The City Council will notify parents of the outcome of their applications. This is regardless of whether the City Council is the admission authority. This will be done by email or letter as appropriate, and will advise parents to contact the allocated school to arrange a mutually convenient start date.

2. Parents are expected to confirm acceptance of the offer of a school within fourteen days after the date of the offer.

## **Postdated Applications and changes of address**

1. Parents who apply for a school place for a date which is more than half a school term in the future will be sent a holding letter explaining that their application will not be processed until the half term before the date the place is required. Their application will be considered along with any others which are outstanding at that point.

2. Parents who are moving into, or within, Brighton & Hove, may apply at any time during the moving process. However, their application will not be processed until the City Council has received proof of the new address (e.g. evidence of exchange of contracts or a copy of a signed tenancy agreement). This allows the Council to apply the appropriate priority for admission based on the new address.

## **Appeals**

1. Parents will be informed of their statutory right of appeal when they receive the outcome of their applications. Parents can appeal for any preference expressed but not allocated, even if it was a lower preference than the one offered.

2. Parents will be allowed 20 school days from the date of the notification letter to submit a written appeal. Appeal forms will be available from individual admission authorities. Parents are entitled to appeal at any point during the remainder to the academic year of their application.

3. Appeal forms for Brighton & Hove community primary and secondary schools will not automatically be sent with the notification letter, but will be available on request. They can also be downloaded from the Brighton & Hove website. Appeal details for voluntary aided schools and Academies will be available from the individual governing bodies.

### **Waiting lists**

1. Waiting lists for all Brighton & Hove community **primary** schools will be held by the City Council, but schools where the governing body is the admission authority will maintain their own waiting lists and advise on the ranking of these lists in accordance with their published oversubscription criteria.

2. All community **primary** school waiting lists or re-allocation pools will be cleared at the end of each term, and any parents wanting their child to remain on waiting lists for schools will need to contact the admission authority to request this.

3. There is no requirement to maintain waiting lists after the end of the Autumn term of the year of entry (ie Reception, year 3 or year 7). This being so, Brighton & Hove City Council proposes to close re-allocation pools for **secondary** schools at the end of the autumn term of year 7. Other admission authorities may continue to maintain waiting lists.



## Appendix 6

### **Summary of Responses to Public Consultation:**

A total of one partnership of primary schools and no members of the public responded to the consultation.

No comment was made about the proposed admission arrangements other than a request to reduce the Published Admission Number of one school due to the surplus of school places in the area.

A review of the projected pupil numbers in 2017 through to 2019 predicts a surplus of places in the Portslade area. However in the neighbouring planning area there is a shortfall of places and it is expected that a proportion of those pupils will be offered places at schools in the Portslade area. Over the planning period, the anticipated surplus of places falls in the region of surplus places expected to allow for parental preference and unanticipated arrivals. Therefore no reduction in the Published Admission Number is proposed.







Portslade Partnership of Schools  
c/o Benfield Primary School  
255 Old Shoreham Road  
Portslade  
BN41 1XS

Richard Barker  
Schools Admissions Team  
Brighton & Hove City Council  
King's House  
Grand Avenue  
Hove BN3 2SU

10<sup>th</sup> December 2015

Dear Richard,

**Response to Consultation on School Admission Arrangements for 2017-18**

The Portslade Partnership have met and considered your proposals for the admission arrangements for Brighton & Hove Schools for 2017-18 and our comments are as follows:

A number of Schools in Portslade are suffering financially due to insufficient numbers, we understand there will be a surplus of places in Portslade Schools of 32.5% in September 2017. This has also had a major affect on staffing stability.

In view of this we suggest that Brackenbury Primary School is reduced to one form of entry from September 2017 with the proviso that this could be increased in future with a bulge class if the demand for places in Portslade increases.

We also request that adequate contingency funds are provided to support schools with falling rolls.

The Portslade Partnership look forward to hearing the results of this consultation.

Yours faithfully,

Helen Horsley  
**Joint Chair of the Portslade Partnership of Schools**

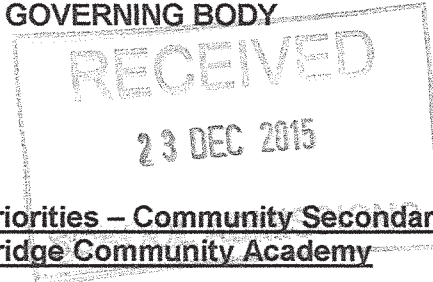


Reply Form – Please return this form to School Admissions, 3<sup>rd</sup> Floor, King’s House, Grand Avenue, Hove, by 24 December 2015.

School Admissions Consultation - Admissions for the 2017/18 academic year

Name of School: BRACKENBURY PRIMARY SCHOOL

Name of Respondent: BRACKENBURY PRIMARY SCHOOL GOVERNING BODY  
(Please print)



Signature:

School Admission Arrangements and Over Subscription Priorities – Community Secondary Schools, Brighton Aldridge Community Academy and Portslade Aldridge Community Academy

Please set out below any comments or changes you would propose to the published arrangements.

**Published Admission Number**

This school disagrees\* with the proposed admission number.

*The Governors and staff would like Brackenburg Primary to become a 1 form entry Primary School for a number of reasons:*

1. **Budget Implications:** *A number of Schools in Portslade are suffering financially due to insufficient pupil numbers, including ourselves*
  
2. **Quality of provision:** *Brackenburg Primary School is a school that is high on the Local Authority radar to raise standards and improve. Issues around admission numbers have become a real burden and taken up a disproportionate amount of time – distracting school leaders from focussing on the real priority of school improvement. Operating 2 small classes in Year Reception and Year 2 has a big impact on the school budget. It also means that resources that could have been targeted into raising standards and improving the school are being used in another manner.*
  
3. **Stability for a vulnerable school:** *There will be a surplus of places in Portslade Schools of 32.5% for September 2017. This has also had a major effect on our staffing stability. Brackenburg Primary school has now undergone 4 restructures and has had to employ inexperienced staff in order to keep within budgetary restraints*

**Own Admission Authority Schools’ Admission Priorities** (for completion by Own Admissions Authority schools only)

I confirm that this school will formally consult with maintained schools in the LA area (the Relevant Area), with the LA, parents and carers and with other consultation partners as required in law about the school’s proposed admission arrangements for 2017/18 and will/has provide(d) draft admission arrangements for publication on the schools’ section of the Wave. (Please tick the box.)

I confirm that this school is not proposing to consult as the admission arrangements are unchanged from last year and the school has consulted within the last two years.

**Coordinated Schemes of Admission**

Please set out any comments or changes you would propose to the coordinated schemes. Please notice the proposal to restrict waiting lists/reallocation pools at secondary level.



<b>Subject:</b>	<b>Closing the Gap in Educational Achievement in Brighton &amp; Hove schools</b>		
<b>Date of Meeting:</b>	<b>Children and Young People's Committee 11 January 2016</b>		
<b>Report of:</b>	<b>Executive Director Children's Services</b>		
<b>Contact Officer:</b>	<b>Hilary Ferries</b>		
	<b>Name:</b>	<b>(Head of Standards and Achievement)</b>	<b>Tel: 293738</b>
	<b>Email:</b>	<b>Hilary.ferries@brighton-hove.gov.uk</b>	
<b>Ward(s) affected:</b>	<b>All</b>		

**FOR GENERAL RELEASE/ NOT FOR PUBLICATION****1. PURPOSE OF REPORT AND POLICY CONTEXT**

This report outlines the gaps in achievement for different pupil groups in the city and the actions being taken to raise achievement.

**2. RECOMMENDATIONS:**

That the Committee notes this report.

**3. CONTEXT/ BACKGROUND INFORMATION**

We believe that all children, regardless of their circumstances should be able to achieve well and their backgrounds should not limit the opportunities they have in life. The data shows that some pupils living in deprivation, with English as an additional language or with a special educational need are not achieving as well as their peers. Our priority is to close the achievement gap for pupils in the city. Attached is the draft strategy (Appendix One) that outlines the way ahead and there will be an action plan which clearly states what the LA will do to support and challenge governing bodies and senior leadership teams. This will be published next term as part of the strategy.

This report looks at the outcomes of each of the vulnerable groups in turn

**3.1 Closing the Gap for pupils living in Deprivation**

In addition to their school budgets, there is also funding for pupils living in disadvantage: the Deprivation Pupil Premium (DPP). The Deprivation Pupil Premium is part of an overarching government strategy to improve support for the most disadvantaged children, young people and families. It takes the form of additional funding allocated to schools on the basis of the numbers of children entitled to and registered for free school meals any time in the last six years (ever six) and children who have been looked after continuously for 1 day or adopted from care. The expectation is that this additional funding will be used to support these pupils and close the achievement gap between them and their peers.

- 3.2** In the 2014 to 2015 financial year, schools received the following funding for each child registered as eligible for free school meals at any point in the last 6 years:
- £1,300 for primary-aged pupils
  - £935 for secondary-aged pupils
- 3.3** Schools have autonomy over the spending of this funding. The Department for Education expects headteachers to make informed decisions, drawing on evidence as well as their professional judgement, when deciding how to spend their Deprivation Pupil Premium.
- 3.4** Every school has to publish the way they spend this money on their school websites. The achievement of all vulnerable pupils is closely scrutinised by Ofsted when they inspect schools and highlighted in school RAISEonline reports.

#### 4.0 Summary

The best consistent measure we have, which can all provide a reliable trend over time is the gap in attainment between pupils on Free School Meals (FSM) and pupils who are not. Overall, the Free School Meals gap is closing. It can be seen from the data below, that it is particularly the case in the Early Years, Key Stage One writing and maths, in Key Stage Two outcomes for reading writing and maths combined and in the progress pupils make from Key Stage Two to Key Stage Four.

#### 4.1 EYFS

The gap at EYFS between those pupils with FSM and their peers has closed by 8ppt since 2013. This year has been a narrowing of 6ppt.

Year	EYFSP Cohort	All % GLD	FSM Pupils	FSM % GLD	Not FSM Pupils	Not FSM % GLD	EYFSP FSM Gap
2015	2938	64.7	442	51.6	2496	67.1	15.5
2014	2801	60.1	466	41.8	2329	63.5	21.7
2013	2831	44.3	495	26.1	2416	49.8	23.7

#### 4.2 Key Stage One

In Key Stage One gaps have closed slightly in writing and maths, but widened by 1ppt in reading. This reflects a small decrease in the percentage of disadvantaged pupils achieving level 2 in reading and a higher percentage of 'other' pupils achieving level 2.

KS1 Reading Level 2+	2008	2009	2010	2011	2012	2013	2014	2015
<b>B&amp;H FSM</b>	68.0%	67.0%	66.0%	68.4%	69.5%	80.0%	79.9%	79.4%
<b>B&amp;H Non FSM</b>	87.0%	88.0%	87.0%	88.3%	90.0%	92.0%	92.9%	93.2%
<b>B&amp;H FSM Gap</b>	19.0%	21.0%	21.0%	19.9%	20.5%	12.0%	13.0%	13.8%

KS1 Writing Level 2+	2008	2009	2010	2011	2012	2013	2014	2015
<b>B&amp;H FSM</b>	62.0%	61.0%	62.0%	64.3%	59.9%	73.0%	72.1%	74.5%
<b>B&amp;H Non FSM</b>	85.0%	85.0%	84.0%	84.6%	86.2%	88.5%	89.6%	91.0%
<b>B&amp;H Gap</b>	23.0%	24.0%	22.0%	20.3%	26.3%	15.5%	17.5%	16.5%

<b>KS1 Maths Level 2+</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
<b>B&amp;H FSM</b>	81.0%	80.0%	81.0%	82.4%	79.6%	85.0%	86.7%	87.6%
<b>B&amp;H Non FSM</b>	93.0%	93.0%	92.0%	93.2%	94.5%	95.0%	95.1%	95.6%
<b>B&amp;H FSM Gap</b>	12.0%	13.0%	11.0%	10.8%	14.9%	10.0%	8.4%	8.0%

### 4.3 Every Child a Reader (ECaR) 2010 – 15

As part of the Closing the Gap Strategy, Brighton & Hove has continued to invest in and promote ECaR. This strategy works intensively with children in year one to bring them back on track with their reading and also throughout the school to ensure that the children go back to a good learning environment and teaching. This has proved to be very effective and the tables below show the impact on improved percentage of pupils maintaining gains of early intervention and attaining at age related expectations (ARE) and above in statutory assessments.

<b>Schools/Year</b>	<b>Total Schools using ECaR</b>	<b>Reading % below ARE KS1</b>	<b>ARE Gap between ECaR/ non ECaR schools</b>	<b>Reduction in pupils below ARE 2010-15</b>	<b>% at ARE and above</b>
<b>ECaR Schools 2010</b>	15	32%	<b>21%</b>		68%
<b>Other schools 2010</b>	31	11%		89%	
<b>ECaR Schools 2015</b>	25	10%	<b>2%</b>	<b>22%</b>	90%
<b>Other schools 2015</b>	20	8%		<b>3%</b>	92%

<b>Schools/Year</b>	<b>Total Schools using ECaR</b>	<b>Writing % below ARE KS1</b>	<b>Gap between ECaR/ non ECaR schools</b>	<b>Reduction in pupils below ARE 2010-15</b>	<b>% at ARE and above</b>
<b>ECaR Schools 2010</b>	15	35%	<b>21%</b>		65%
<b>Other schools 2010</b>	31	14%		86%	
<b>ECaR Schools 2015</b>	25	14%	<b>3%</b>	<b>21%</b>	86%
<b>Other schools 2015</b>	20	11%		<b>3%</b>	89%

Using Reading Recovery early reading and writing intervention and associated Quality First Teaching and intervention training, the Every Child a Reader service has improved local KS1 outcomes closing the gap in attainment for pupils vulnerable to low progress in literacy learning. Since 2010 KS1 Reading gap has closed by 22% in ECaR schools. KS1 Writing gap has closed 21 percentage points. ECaR schools serve pupils across Brighton and Hove with 47% pupils living in

disadvantage. ECar schools and families will continue to work to the goal of most pupils working at age related expectations in Reading and Writing early in their education, so they can continue to access learning with success and enjoyment.

#### 4.4 Key Stage Two

This gap has been calculated using the pupils entitled to pupil premium. It shows a 4 percentage point improvement from 2014, in the percentage of pupils who achieved Level 4+ in reading, writing and maths. The data also shows an increase in the achievement of pupils in disadvantage over time. 'Disadvantage' here means pupils eligible for the deprivation pupil premium and the children looked after pupil premium, however with the recent addition by the DfE of the 'adopted from care' pupil premium, these pupils are also now included in the disadvantaged group.

KS2 RWML4+	2012	2013	2014	2015
<b>B&amp;H Disadvantaged</b>	59%	62%	64%	68%
<b>B&amp;H Other</b>	81%	85%	88%	88%
<b>B&amp;H Gap</b>	22%	23%	24%	20%

#### 4.5 Key Stage Four

In terms of progress the gap between pupils entitled to FSM and their peers is narrowing over time, as seen by the first two tables. For attainment (the third table), the gap is widening but represents a gain in both pupils entitled to FSM and their peers.

Percentage of pupils gaining 5 GCSE A\*-C

KS4 Results	2012	2013	2014	2015
<b>B&amp;H FSM</b>	27%	31%	22.2%	28.3%
<b>B&amp;H non FSM</b>	62%	68%	59.3%	64.7%
<b>B&amp;H KS4 Gap</b>	35%	37%	37.1%	36.4%
<b>B&amp;H FSM cohort</b>	332	351	351	314

Learners eligible for Free School Meals gap in percentage achieving expected progress in Mathematics at the end of key stage 4

Maths Progress Results	2013	2014	2015
<b>B&amp;H FSM</b>	37.9%	29.8%	39.1%
<b>B&amp;H non FSM</b>	72.0%	66.2%	70.4%
<b>FSM Maths Progress Gap</b>	34.2%	36.4%	31.3%

Learners eligible for Free School Meals gap in percentage achieving expected progress in English at the end of key stage 4

English Progress Results	2011	2012	2013	2014	2015
<b>B&amp;H FSM</b>	40%	54%	54%	49.9%	54.6%
<b>B&amp;H non FSM</b>	68%	73%	77%	73.2%	78.5%
<b>English Progress FSM Gap</b>	28%	19%	23%	24.2%	23.9%



## 4.6 Where next?

Research from the Sutton trust - Education Endowment Fund and other organisations shows that the key to tackling these issues is to know pupils well, to understand and address the barriers they have at school and, most importantly, to ensure high quality teaching in all lessons and subjects.

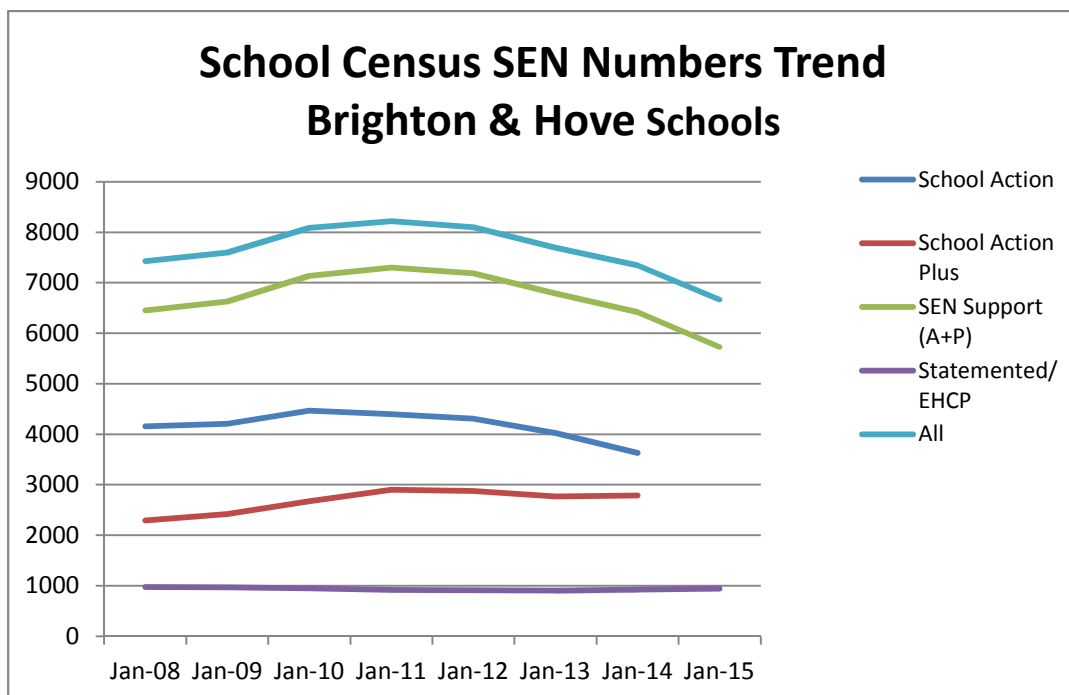
In Brighton & Hove there is a network of Pupil Premium champions in each school. They share best practice both locally and from national research. The recent Challenge Partners (a national initiative) visit to Blatchington Mill confirmed their practice in this area as outstanding and other schools are also seeing the impact of the strategies they employ. The Secondary Schools Partnership and many of the primary schools have a focus on Growth Mindset, which has shown to make a difference to outcomes for young people.

## 5. Closing the Gap for pupils with Special Education Needs (SEN)

### 5.1 Summary

Whilst we can see some improvement in this area, we are committed to ensuring we continue to prioritise and focus on those pupils with special educational needs. The data would suggest that there has been a widening of the gap in some areas. However, this could be due to the cohort having more complex needs as a whole because of the identification work being done to remove the label of SEN for pupils who may be underachieving.

### 5.2 Context



In January 2015, Brighton and Hove had 20.9% of pupils with special educational needs, which is above the National figure of 15.5%

- § 2.9% (941) of our pupils had a Statement or Education, Health & Care Plan (National 2.8%)
- § 17.9% of our pupils had SEN Support (SEN, without a statement or Education, Health & Care Plan) (National 12.6%)

The SEN Framework changed with effect from Academic year 2014/15 and the old categories of school action and school action plus have been replaced with one category of SEN Support and changed at the termly review.

Statements are being reviewed onto Education, Health and Care Plans and the timescale for this is until April 2018.

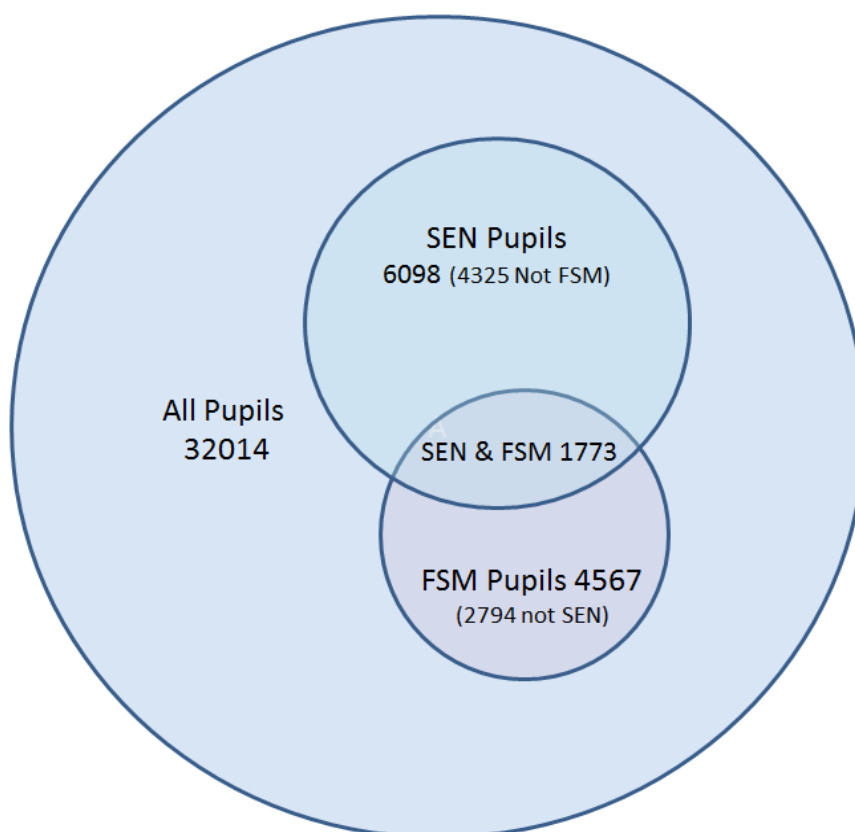
In order to show a continuation in trend, the 'SEN Support' trend line in the above graph has been produced using the combined school action and school action plus figures with the actual 2015 SEN support figure.

Over-identification of pupils as SEN Support has been a focus and we are working closely with settings where we feel this may be the case.

Data from the October 2015 school census show a 1.8 percentage point drop in overall SEN to 19.1%.

There is a correlation with SEN and deprivation. From the most recent school census data, the whole cohort is 32,014, of whom 6098 pupils have SEN and 4567 have applied for and are deemed eligible for free school meals (FSM).

The overall FSM percentage is 14%, however 29% of SEN pupils are eligible – double the proportion. This diagram illustrates the numbers and the overlap:



Governors and school leaders are expected to consider the progress of disabled pupils and those with SEN in relation to the progress of pupils nationally with similar starting points and examine the impact of funded support for them on closing any gaps in progress and attainment. The expectation is that the identification of SEN leads to additional or different arrangements being made and a consequent improvement in progress.

### 5.3 Early Years Foundation Stage Profile (EYFSP)

Year	EYFSP Cohort	All % GLD	Pupils with SEN	SEN % GLD	Not SEN Pupils	Not SEN % GLD	EYFSP SEN Gap
2015	2938	64.7	294	20.7	2644	69.6	48.9
2014	2801	60.1	374	21.9	2421	65.8	43.8
2013	2801	44.3	415	12.3	2416	49.8	37.5

\*GLD - a good level of development (expected or exceeded (2+) in all the Prime Learning Goals plus expected of exceeded 2+ in all elements of Literacy and Maths)

The National and Statistical Neighbour benchmarking data has not yet been published for EYFSP. This table shows that the SEN gap has widened 10 percentage points over time at Early Years stage. The current EYFSP framework started in 2013 and is due to change again after 2016.

Brighton and Hove overall pupils with are in line with the statistical neighbour average benchmarks at the end of year 1 and 1 percentage point above National. However, for those pupils with a statement or EHCP, our pupils are 5 percentage points below the benchmarks.

### 5.6 Key Stage 1

The KS1 Cohort of pupils with SEN has reduced year on year, whilst the overall numbers on roll has increased:

Year	SEN Pupils
2011	707
2012	699
2013	666
2014	631
2015	537

This means that the cohort identified as having SEN in 2015 possibly has more complex needs than in 2011.

Whilst there has been a reduction in numbers over time, the Brighton and Hove SEN support identification is still higher than statistical neighbours and National. This may have had an impact on the statistical significance of historic progress data.

KS1 2015 SEN Cohort	% SEN	% SEN Support	% Statement or EHCP
England KS1	16	14	2
Statistical Neighbour Average	15	13	2
Brighton and Hove	19	17	2

#### Benchmarking - Percentage of Pupils Achieving Level 2 and Above

- The KS1 Reading SEN gap is has widened but is lower than statistical neighbours and National
- The KS1 Writing SEN gap has narrowed and is lower than statistical neighbours and National

- The KS1 Maths SEN gap has widened but is lower than statistical neighbours and National.

<b>KS1 Reading</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
<b>B&amp;H SEN</b>	55.7%	60.9%	67.0%	68.9%	66.1%
<b>B&amp;H Non SEN</b>	96.3%	96.4%	97.8%	97.5%	97.1%
<b>B&amp;H SEN Gap</b>	40.6%	35.5%	30.8%	28.6%	31.0%
<b>KS1 Writing</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
<b>B&amp;H SEN</b>	49.1%	48.8%	57.0%	56.7%	57.2%
<b>B&amp;H Non SEN</b>	93.8%	94.3%	95.5%	96.1%	96.0%
<b>B&amp;H SEN Gap</b>	44.7%	45.5%	38.5%	39.4%	38.8%
<b>KS1 Maths</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
<b>B&amp;H SEN</b>	73.7%	75.0%	76.0%	78.3%	75.0%
<b>B&amp;H Non SEN</b>	98.4%	98.4%	98.8%	98.6%	99.1%
<b>B&amp;H SEN Gap</b>	24.7%	23.4%	22.8%	20.3%	24.1%

Whilst two gaps have widened this year, possible due to the small cohort with more complex needs, all gaps at KS1 are smaller than our statistical neighbours and KS1 pupils nationally:

<b>KS1 2015 SEN % L2 +</b>	<b>Reading Non-SEN</b>	<b>Reading SEN Support</b>	<b>Reading S/EHCP</b>	<b>Reading All SEN</b>	<b>Reading All SEN Gap</b>
England	96	64	27	59	37
Statistical Neighbour Average	96	65	28	61	35
Brighton and Hove	97	69	38	66	31

<b>KS1 2015 SEN % L2 +</b>	<b>Writing Non-SEN</b>	<b>Writing SEN Support</b>	<b>Writing S/EHCP</b>	<b>Writing All SEN</b>	<b>Writing All SEN Gap</b>
England	95	55	21	51	44
Statistical Neighbour Average	95	55	22	52	43
Brighton and Hove	96	60	33	57	39

<b>KS1 2015 SEN % L2 +</b>	<b>Maths Non-SEN</b>	<b>Maths SEN Support</b>	<b>Maths S/EHCP</b>	<b>Maths All SEN</b>	<b>Maths All SEN Gap</b>
England	98	73	29	67	31
Statistical Neighbour Average	98	73	30	68	30
Brighton and Hove	99	80	35	75	24

## 5.7 Key Stage 2

The KS2 cohort of pupils with SEN has reduced year on year, whilst the overall numbers on roll has increased:

Year	SEN Pupils
2011	649
2012	633
2013	629
2014	627
2015	550

There has been a general downward trend over time in SEN identification, meaning that this cohort in 2015 possibly has more defined needs than in 2011.

At Key Stage 2 the expectation is for pupils to achieve level 4 and above in reading and writing and maths (RWM). The individual subjects are also included in the table below:

<b>KS2 RWM L4+</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
<b>B&amp;H SEN</b>	25%	33%	40%	42%	44%
<b>B&amp;H Non SEN</b>	80%	90%	93%	94%	93%
<b>B&amp;H SEN Gap</b>	54%	57%	53%	52%	50%
<b>KS2 Reading L4+</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
<b>B&amp;H SEN</b>	52%	67%	66%	72%	69%
<b>B&amp;H Non SEN</b>	95%	97%	97%	98%	98%
<b>B&amp;H Gap</b>	43%	30%	31%	27%	29%
<b>KS2 Writing L4+</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
<b>B&amp;H SEN</b>	35%	45%	52%	55%	60%
<b>B&amp;H Non SEN</b>	87%	95%	97%	97%	98%
<b>B&amp;H Gap</b>	52%	50%	45%	42%	38%
<b>KS2 Maths L4+</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
<b>B&amp;H SEN</b>	52%	57%	63%	63%	61%
<b>B&amp;H Non SEN</b>	90%	94%	96%	97%	96%
<b>B&amp;H Gap</b>	39%	37%	33%	34%	35%

The headline provisional 2015 data been published, however the National contextual data (FSM, EAL, SEN etc) will not be available until 10th December 2015, so the benchmarks relate to 2014 data.

- In 2015 the level 4+ RWM performance of pupils with SEN increased by a further 2 percentage points to 44%.
- The performance of pupils not registered with SEN decreased by 1 percentage point, to 93%.
- The SEN gap has narrowed to 50% (which is lower than the 2014 National gap of 51% and the 2014 statistical neighbour gap of 53%).
- For individual subjects, the performance of pupils with SEN in reading decreased from 72% to 69%, in writing it significantly increased from 55% to 60% and in maths it decreased from 63% to 61%.

## 5.8 Key Stage 4 GCSE (Provisional)

This table shows the number of pupils in each school in Year 11 that are identified as having Special Educational needs

School	Pupils			GCSE % 5 A* - C Inc E & M		
	S & E	SEN Support	No SEN	S & E	SEN Support	No SEN
Cardinal Newman	3	87	256	0.0	37.9	75.8
Dorothy Stringer	1	15	296	0.0	33.3	75.3
Blatchington Mill	11	52	237	18.2	28.8	81.0
Hove Park	3	36	252	33.3	19.4	67.9
Varndean	5	86	176	20.0	31.4	71.0
Longhill	10	54	163	20.0	24.1	57.7
Patcham	2	43	163	50.0	20.9	68.7
PACA	0	14	100	N/A	7.1	67.0
BACA	4	36	61	0.0	5.6	42.6
Cedar Centre	16	0	0	0.0	N/A	N/A
Patcham House	10	0	0	0.0	N/A	N/A
Homewood	8	0	0	0.0	N/A	N/A
Downs Park	8	0	0	0.0	N/A	N/A
Hillside	4	0	0	0.0	N/A	N/A
Downs View	4	0	0	0.0	N/A	N/A
<b>LA Total</b>	<b>89</b>	<b>423</b>	<b>1704</b>	<b>5.6</b>	<b>26.5</b>	<b>70.7</b>

### 5.8 Trend Data (2015 figures based on provisional DfE data released to the LA)

GCSE 5 A* - C Inc E & M	2011	2012	2013	2014	2015
<b>B&amp;H SEN cohort</b>	690	585	608	636	512
<b>B&amp;H Non SEN cohort</b>	1632	1628	1686	1662	1708
<b>B&amp;H SEN</b>	21.6%	18.8%	25.0%	19.9%	23.2%
<b>B&amp;H non SEN</b>	65.6%	68.5%	75.7%	66.2%	70.7%
<b>B&amp;H Gap</b>	44.0	50.7	50.7	46.3	47.5
<b>Statistical Neighbour Gap</b>	49.5	49.5	49.0	50.5	TBA
<b>England Gap</b>	47.6	48.8	49.1	46.7	44.0
<b>Statistical Neighbours SEN</b>				17.5%	TBA
<b>England SEN</b>	22.1%	22.5%	23.3%	20.5%	19.4%

- In 2015, 23.2% of all Brighton and Hove pupils with SEN obtained 5 or more A\*-C grade GCSE qualifications (or equivalent) including English and maths, compared to 70.7% of non-SEN pupils.
- Since last year there has been a rise of 3.3 percentage points. 2014/15 national SEN result was 19.4%, Brighton and Hove was above this benchmark.
- The 2014/15 the SEN attainment gap was 47.5%. This widening of the gap was due to a larger rise in attainment in the non-SEN groups.

- The Brighton & Hove SEN gap is wider than the 2013/14 national SEN of attainment gap of 43.8%
- The percentage of SEN pupils making expected progress in English in 2014/15 was 55.8%, a 4.9 percentage point rise from 50.9% in 2013/14. This was above 2014/15 national result of 48.1%.
- The percentage of SEN pupils making expected progress in in maths 2014/15 was 37.4%, a rise of 3.9 percentage points from the 2013/14 result of 33.5%. This was above the 2014/15 national result of 37.2%.

## **5.9 Key Stage 5, A Level (school sixth forms only)**

The data for our school sixth forms shows that the average grade for non SEN (288 candidates) and SEN (49 candidates) learners in the city is the same (C). The average point score for the two groups is also the same.

## **5.10 What is happening in the City to address this?**

The performance of pupils with SEN is a key priority for schools and for the city as a whole. In 2013 we published the Closing the Gap in Educational Achievement for Vulnerable Groups in the City which outlines our approach. This strategy is currently being reviewed and updated.

Since the publication of this strategy, to achieve improved outcomes for this group, we have worked with school partners to share best practice, including holding a closing the gap conference. We have also sent several school and LA staff to National Conferences and are building on the information and leadership expertise shared at these.

What we do know is that closing the gap for one group, has an impact on other groups as many SEN pupils 'tick more than one box' i.e. are also in receipt of free school meals, so we are ensuring that there is a joined-up approach in closing the gap activity.

All schools are being consulted on the Special Educational Needs and Disability and Behavioural, Emotional and Social Difficulties (SEND/BESD) review to look at provision across the city.

### **Primary School Support and challenge**

An SEN expert has been commissioned to visit primary schools with the widest gap in achievement in outcomes for pupils with SEN to:

- Understand the challenges these pupils face
- Understand what interventions are in place and which services (i.e. Education Psychologists, Learning Support) are involved
- Have discussions about the progress data of these pupils.
- Carry out a range of observations in school including pupil interviews
- Create a report for each school and an overarching report for the LA to share with groups such as governors and councillors

## **Secondary School Support and challenge**

A National Leader of Education (NLE - Accredited expert head teacher within Brighton and Hove) with specialist expertise in this area has been commissioned to visit all secondary schools to:

- Support and challenge all secondary schools through visits to look at how the schools identify and then adapt the curriculum and their teaching for pupils with SEN, with a focus on key stage 3.
- Work closely with the School Data Service to analyse the outcomes of the GCSE results and in-year data for the performance of all vulnerable groups and use this to have informed conversation with school leaders.

### **5.11 Where next?**

The recent reforms in SEN are having a further impact on the numbers of learners with SEN and allocation of resources. Locally we are undertaking a full review of our provision and services to better target resources to need. We are also likely to have an inspection of our SEN Services to judge our effectiveness in fulfilling the new duties and this work will also provide valuable evidence for this.

## **6. Closing the achievement gap for Children in Care**

It should be noted that the numbers in each cohort are small: for example in KS2 there were eight children. This means that each child's results equates to more than 10ppt.

### **6.1 Key Stage One**

There has been a significant increase in Reading, Writing and Maths compared to 2014 which has narrowed the gap between Children in Care and all children.

Results for KS1 in Reading (78% L2+) and Writing (78% L2+) are above those for Children in Care nationally (2014: 71% and 61%) and below those of all children locally and nationally. The result for Maths (67% L2+) is slightly below the national average for Children in Care (2014:72%). There were 9 pupils in the cohort.

### **6.2 Key Stage Two**

The 2015 result for Reading, Writing and Maths Level 4+ is 44% (8 pupils), last year's result was 54%, and last year's national average for children in care was 48%.

2015 results in all subjects in 2014/15 are below 2013/14. This brings results broadly into line with results achieved in 2012/13.

6/18 had statements of special educational need or education, health and care plans. This is a significant increase from last year (15 to 33%)

### **6.3 Key Stage Four**



In 2014/15 21.4% (9) of Brighton & Hove Children in Care (age 16 and looked after continuously for 12 months from 1 April 2014) achieved 5 A\* - C including English Language and Maths. The percentage is broadly in line to 2013/14 (24.3%). The figure this year is above national attainment for Children in Care (12.0% in 2013/14). The gap between Children in Care and all Children remains significant. There were 42 in the cohort.

16 young people achieved a grade C or above in English Language and 13 a grade C or above in Maths. 11 achieved both English and Maths grade C or above.

#### **6.4 Key Stage Five**

The KS5 cohort for the academic year 2014/15 was 40 children. 14% had achieved 5 A\*-C including English and Maths at GCSE (far below the average for their peers), and three had moderate to severe learning difficulties.

Results for 2015 were as follows:

- 9 young people achieved level 3 qualifications (2 at A level and 7 at AS level).
- 12 young people achieved a level 2 qualification.
- 5 young people achieved a level 1 qualification.
- 3 continued in specialist provision.
- 4 young people have been in part time/ full time employment.
- 5 young people remained, or had been in and out of, NEET and not made any significant progress in their education or training. Out of the 5, 3 have significant barriers including being a parent or being in custody.

Outcomes for the cohort are also monitored. These include:

- Out of the 40 young people 35 have progressed to higher level programmes or into employment. All young people who achieved at Level 3 are continuing in education, training or employment.
- 2 young people who achieved good grades at A Level and have been offered places at Sussex and Westminster University.
- 1 young person is on a Level 2 Traineeship and she is making good progress towards an apprenticeship.
- 2 teenage mums are re-engaging with education and are returning to college.
- 4 young people have acquired various types of work mainly part time positions to help them in their future careers. One young person for example has acquired a customer service position which will help her in her application to join the Police.
- The 5 young people who are Not in Education, Employment or Training (NEET) have completed courses, training, work placements and employability skills to help them to move into positive destinations.
- Two young people have had offers to study at University this year who are 18 and in this cohort. However there are another 10 Brighton and Hove Care Leavers who will be starting at University this year who are between the ages of 19 and 23.

#### **6.5 Next Steps**

The Virtual School for Children in care continues to improve systems and procedures to ensure our most vulnerable children are given the best opportunities possible. We have commissioned

intensive support for pupils in the early years and we regularly support and challenge the schools across the country that our young people attend.

## 7. Closing the Achievement Gap for Children with English as an Additional Language and children from an ethnic minority

### 7.1 Context

As of Jan 2015, 23.7% of pupils in Brighton and Hove schools were from minority ethnic groups. This has increased from 15.2% in 2007.

As of January 2015, there were 7375 BME pupils in Brighton and Hove schools. The distribution is heavily weighted towards primary school as shown in the table below:

Age range	BME	Number of Pupils (reception year and above)	Percentage BME
Primary	4682	18495	25.3%
Secondary	2593	12058	21.5%
PRU	13	78	16.7%
Special	87	431	20.2%
<b>All</b>	<b>7375</b>	<b>31062</b>	<b>23.7%</b>

### 7.2 Early Years Foundation Stage

Year	EYFSP Cohort	All % GLD	EAL Pupils	EAL % GLD	Not EAL Pupils	Not EAL % GLD	EYFSP EAL Gap
2015	2938	64.7	408	49.8	2346	67.8	18.0
2014	2801	60.1	357	59.9	2444	61.5	1.6
2013	2801	44.3	113	31.7	2475	46.1	-14.4

The EAL % of GLD in EYFS has remained higher than 2013 but is 10% lower this year.

The gap between pupils with EAL and their peers has widened this year. Based on research it is not possible for a bilingual child who has only been exposed to English for a year or two to have acquired the Cognitively Academic Language Proficiency required to fulfil the demands of EYFS assessments and the fall represents the high number of new arrivals in the city.

### 7.3 Key Stage One

Both the writing and Maths gap have narrowed; writing significantly by 5%.

Reading EAL gap has widened slightly but is lower than Statistical Neighbours

KS1 Reading	2012	2013	2014	2015
B&H EAL Gap	11.0%	7.0%	4.8%	5.0%
SN EAL Gap	7.0%	5.4%	5.0%	6.0%
England EAL Gap	4.0%	3.0%	4.0%	3.0%

Writing EAL gap has significantly narrowed (by 5 percentage points)

KS1 Writing	2012	2013	2014	2015
B&H EAL Gap	12.0%	10.0%	9.0%	4.0%
SN EAL Gap	7.0%	6.2%	7.0%	5.0%
England EAL Gap	4.0%	4.0%	4.0%	4.0%

Maths EAL gap has narrowed and is lower than Statistical Neighbours

KS1 Maths	2012	2013	2014	2015
B&H EAL Gap	4.0%	6.0%	3.7%	3.0%
SN EAL Gap	5.0%	4.1%	5.0%	4.0%
England EAL Gap	3.0%	3.0%	3.0%	2.0%

#### 7.4 Key Stage Two

Pupils included as Black Minority Ethnic (BME) in the KS2 cohort are less than 1% below non ethnic minority pupils for Brighton and Hove.

Brighton & Hove	No of pupils	LV4 RWM
Not Ethnic Minority	1870	80.3
Ethnic Minority	520	79.4
Not known	17	41.2

## Key Stage 2 results by ethnicity

Ethnicity description	Pupils	% RWM Level 4+
White - British	1862	82.0
Any Other White Background	134	83.6
Any Other Mixed Background	66	83.3
White and Asian	55	89.1
White and Black African	52	76.9
White and Black Caribbean	41	82.9
Any Other Asian Background	37	86.5
Bangladeshi	31	74.2
Any Other Ethnic Group	29	72.4
Other Black African	27	74.1
Indian	19	89.5
White - Irish	18	83.3
Chinese	16	100.0
Black - Sudanese	12	83.3
Any Other Black Background	10	80.0
Black Caribbean	5	60.0
Pakistani	4	100.0
Information Not Yet Obtained	2	50.0
Refused	1	100.0
Traveller of Irish Heritage	1	0.0

It is significant that most groups are improved by several percentage points from the results in 2014. White and Black Caribbean have increased by 14% and Any other Asian background by 16%.

## Key Stage Two results by EAL

There is a continued decrease in the EAL gap in Brighton and Hove for EAL pupils

KS2 RWML4+	2012	2013	2014	2015
B&H EAL	64%	70%	76%	80%
B&H Non-EAL	75%	80%	81%	82%
B&H EAL Gap	12%	9%	5%	3%

The gap is virtually negligible in reading and maths and is 4% in writing. EMAS delivered Talking Maths training this year to focus on Closing the gap for KS2 EAL Maths.

## BME and FSM at KS2

There does appear to be a correlation between lower achievement and FSM for most ethnic groups. Some groups (highlighted in red) have wider gaps than the white British FSM cohort. There are very small numbers for some ethnic groups, so data has been suppressed where there are fewer than 5

pupils (see table below)

Ethnicity	FSM group	Pupils	% RWM Level 4+
White - British	FSM	271	59.0
	Not FSM	1591	85.9
Any Other White Background	FSM	11	81.8
	Not FSM	123	83.7
Any Other Mixed Background	FSM	14	71.4
	Not FSM	52	86.5
White and Asian	FSM	x	x
	Not FSM	52	92.3
White and Black African	FSM	12	50.0
	Not FSM	40	85.0
White and Black Caribbean	FSM	8	50.0
	Not FSM	33	90.9
Any Other Asian Background	FSM	6	66.7
	Not FSM	31	90.3
Bangladeshi	FSM	x	50.0
	Not FSM	29	75.9
Any Other Ethnic Group	FSM	x	x
	Not FSM	25	80.0
Other Black African	FSM	5	40.0
	Not FSM	22	81.8
Indian	Not FSM	19	89.5
White - Irish	FSM	x	x
	Not FSM	14	92.9
Chinese	FSM	x	x
	Not FSM	14	100.0
Black - Sudanese	FSM	x	x
	Not FSM	9	77.8
Any Other Black Background	FSM	x	100.0
	Not FSM	7	71.4
Black Caribbean	FSM	x	x
	Not FSM	x	x
Pakistani	FSM	x	x
	Not FSM	x	x
Information Not Yet Obtained	Not FSM	x	x
Refused	FSM	x	x
Traveller of Irish Heritage	Not FSM	x	x

## 7.5 Key Stage Four

### BME Key Stage Four

As a group, the BME cohort outperformed the White British Cohort both in 5 ACEM and 8 VA and progress measures. See chart below:

Group	Pupils	% 5ACEM	% Maths Expected Progress	% English Expected Progress	Average of Best 8 VA score divided by 10	Average of 'EBacc English' VA score	Average of 'EBacc Maths' VA score	Average of KS2 APS (VA)
White British	1791	58.7	63.4	73.9	-9.4	0.5	-1.1	27.3
BME	420	63.6	70.0	70.5	16.2	1.6	1.0	23.4
Unclassified	9	44.4	33.3	33.3	17.5	1.5	4.4	18.7

The results are still positive when looking at specific Ethnicity groups both for progress and AV 8. The groups of concern are highlighted in red. The Bangladeshi cohort had a high proportion of SEN. English is the main first language in the Any Other Black, Black Caribbean, and White and Black Caribbean ethnicity groups with attainment below average.

Student's ethnicity	Pupils	% 5ACEM	% Maths Expected Progress	% English Expected Progress	Average of Best 8 VA score divided by 10
Chinese	7	71.4	85.7	85.7	9.07
AOTH	26	76.9	80.8	84.6	4.37
APKN	6	66.7	66.7	83.3	4.08
AIND	15	73.3	80.0	80.0	3.93
WIRI	16	81.3	81.3	87.5	3.52
BAOF	25	40.0	48.0	56.0	3.40
WOTH	90	72.2	73.3	70.0	3.18
Refused	5	80.0	60.0	60.0	1.75
MWAS	48	72.9	79.2	85.4	1.69
OOTh	31	64.5	77.4	61.3	1.61
Black Sudanese	17	47.1	52.9	47.1	1.52
Mixed Other	55	63.6	67.3	70.9	0.49
Black Other	7	28.6	42.9	57.1	0.22
Unknown	4	0.0	0.0	0.0	
Black Caribbean	3	0.0	33.3	33.3	-0.15
White British	1791	58.7	63.4	73.9	-0.94
Mixed White Black African	35	60.0	65.7	74.3	-1.07
Bangladeshi	17	58.8	76.5	64.7	-2.45
Mixed White Black Caribbean	22	36.4	54.5	50.0	-2.97
Grand Total	2220	59.6	64.5	73.1	-0.51

## EAL Key Stage Four

A calculation at the level of Brighton & Hove on % 5ACEM or level 2 threshold including English and maths shows EAL has risen about 7 percentage points and non EAL by about 6 percentage points since 2014. See charts below:

Year	EAL	% of cohort	% 5ACEM	Change
2014	EAL	8.40%	52.6	N/A
2014	Non EAL	91.60%	53.7	N/A
2014	All	100%	53.6	N/A
2015	EAL	8.70%	59.9	7.3
2015	Non EAL	91.30%	59.7	6.0
2015	All	100%	59.7	6.1

	% EAL pupils achieving expected level of progress between KS2 & GCSE English at end KS4	% EAL pupils achieving expected level of progress between KS2 & GCSE maths at end KS4	% EAL of pupils achieving Level 2 threshold including A*-C in both English & maths GCSEs	% EAL of pupils achieving grades A*-C in both English & maths GCSEs	EAL Total average (capped) point score per pupil	EAL Total average (capped) point score per pupil (GCSEs only)
<b>Brighton &amp; Hove 2015</b>	77.4%	75.0%	59.9%	61.5%	319.7	309.3
<b>Brighton &amp; Hove 2014</b>	75.9%	72.0%	52.1%	52.6%	311.9	-
<b>National 2014</b>	77.2%	72.5%	54.7%	56.6%	310.8	-

### 7.6 Next Steps

In March 2015 the Ethnic Minority Achievement Service organised a conference on Closing the Gap.

This conference was attended by 93 delegates. It included talks and workshops on:

- The changing demographic picture of Brighton and Hove
- Being a British Muslim in school
- Unfolding Identities: a Mixed Race Perspective
- Positive Parenting Programme for Arabic speaking new film presented
- Diversity and Equalities walks in School

This was very well received and follow up visits by the EMAS team leader have seen improved practice across the city.

## **7.7 Where next?**

The EMAS team will be looking to challenge and support schools to further close the gap through direct school support and city wide approaches through training.

## **8. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS**

11.1 School representatives will be present at the meeting to talk in more detail about what they have done to close the gap

## **9. COMMUNITY ENGAGEMENT & CONSULTATION**

8.1 The data has been shared with all school leaders and with governors. All schools have had a data discussion with a School Partnership Adviser about the progress of vulnerable pupils. Closing the achievement gap is the focus of the citywide governor conference in January 2016 and the School and College Leader Business meeting in February 2016.

## **10. CONCLUSION**

## **11. FINANCIAL & OTHER IMPLICATIONS:**

### Financial Implications:

11.1 The Local Authority has a duty to ensure schools are achieving the best for all pupils and monitors their performance from within existing resources. Schools have delegated budgets and must use these to achieve the best outcomes for pupils and any activities must be met from within their existing delegated budgets. Schools also receive a specific grant for Pupil Premium and are required to report annually on this via their school website about amount spent and results achieved, and OFSTED specifically look at this as part of their inspection visits

*Finance Officer Consulted: Andy Moore*

### Legal Implications:

11.2 Local Authorities have a statutory duty under section 13A of the Education Act 1996 to ensure that their functions relating to the provision of education are exercised with a view to promoting high standards. This report informs the Committee as to how the Authority is seeking to fulfil this duty via the Closing the Gap in educational achievement strategy.

*Lawyer Consulted: Serena Kynaston*

## **SUPPORTING DOCUMENTATION**

### **Appendix 1:**

Closing the Gap in Educational Achievement for Vulnerable Groups in the City 2015 – 2020 draft Strategy



## **Appendix One**

### **Brighton & Hove City Council – Education and Inclusion**

#### **Closing the Gap in Educational Achievement for Vulnerable Groups in the City 2015 – 2020**

**DRAFT 3 December 2015**

### **1. Introduction**

This strategy outlines Brighton & Hove's vision, priorities and expectations in relation to closing the gap in educational achievement for vulnerable children and young people in the city. It builds upon the success of schools in raising attainment and progress and is ambitious for the future. We are beginning to see gaps closing as the strategy elements are put in place.

Closing the Gap in educational achievement is a moral imperative. We believe that through educational success, vulnerable children and young people will maximise their life chances and secure their future economic wellbeing. We are committed to partnership working and believe that everyone has a part to play in addressing this most serious issue.

### **2. Vision for Education**

Our vision was devised by the Learning Partnership with contributions from learning organisations across the city. It is shared by all and interpreted by each phase and school to meet the needs of the learners. It underpins everything we do.

#### **A 21<sup>st</sup> Century Vision for Learning in Brighton & Hove**

Our provision will ensure a coherent and inclusive experience that makes learning personalised, irresistible, engaging and enjoyable. To maximise the potential of every learner, each must thrive from relevant, motivating and exciting experiences that draw upon the uniqueness of our vibrant city by the sea.

We will encourage all to become confident, flexible, resilient and capable life-long learners and critical and reflective thinkers, empowered with essential knowledge, life skills, dispositions and technological capability necessary to participate as responsible citizens in the 21<sup>st</sup> century.

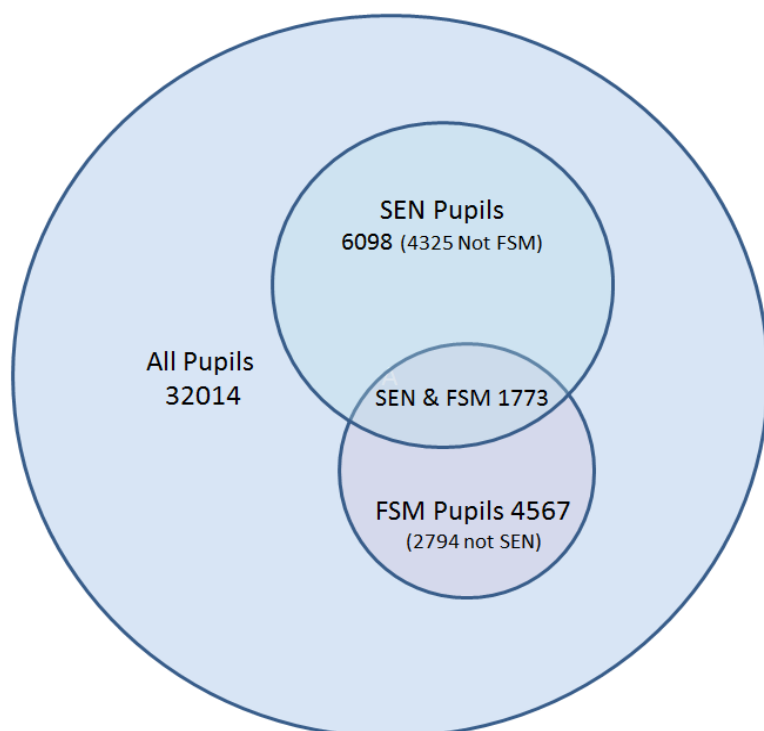
### **3. Rationale for 'Closing the Gap'**

The following is taken from an Ofsted report - the pupil premium: an update July 2014:

It cannot be right that the likelihood of a child receiving a good education should depend on their postcode or economic circumstance. Routinely, good and outstanding schools demonstrate unwavering commitment to closing the attainment gap. They target interventions forensically and have robust tracking systems in place to establish what is making a difference and what is not.

Schools that are committed to 'closing the gap' and that have robust tracking systems are showing most improvement Weak leadership and governance remain obstacles to narrowing the attainment gap.

In schools judged to be inadequate, inspectors commonly report that leaders and governors do not ensure that pupil premium funding is used effectively. In these schools, the attainment of pupils eligible for funding is poor and attainment gaps are too wide.



of pupils eligible for funding is poor and attainment gaps are too wide.

The Standards and Achievement Team carries out regular data analysis and examines the performance of the different groups of pupils in the City. Data analysis shows that the most significant gaps in performance are those between the performance of children and young people eligible for Free School Meals (FSM) and their more advantaged peers, between those children and young people identified as having special

educational needs (SEN) and their peers and for children in care (LAC/ CiC). These gaps currently widen as the young people move through our school system. The impact of large numbers of pupils, particularly pupils with FSM not achieving 5 GCSE's A\* to C with English and Maths at the end of Key Stage 4, not only has implications for the economy of the city, but also has an impact on the quality of opportunity for young people in the city. However, there are overlaps in these groups.

There is a correlation with SEN and deprivation. This diagram illustrates the numbers and the overlap.

The overall FSM percentage is 14%, however 29% of SEN pupils are eligible – double the proportion.

5.5% of pupils in the city were both in receipt of FSM and identified as having SEN.  
39% of pupils registered for FSM were also identified as having SEN.

**An Ofsted publication from March 2015 (The most able students: an update on progress since June 2013)** highlights the importance of ensuring that the distinct needs of students who are most able and disadvantaged were being met, as well as for those who have special education needs. It reports that in the schools visited (none were from Brighton and Hove) 'not enough was being done to widen the experience of these students and develop their broader knowledge or social and cultural awareness early on in Key Stage 3. The gap at Key Stage 4 between the progress made by the most able disadvantaged students and their better off peers is still too large and is not closing quickly enough'.

#### 4. Partnership working and the role of the Local Authority

Brighton and Hove is committed to working in partnership to 'Close the Gap' in educational achievement for vulnerable groups.

Although schools are being given increased levels of autonomy, it is still the responsibility of the LA to ensure that there is robust self-evaluation by the management of the school, particularly in relation to pupil progress. A key task for this LA is to further develop our work to ensure schools are effectively addressing the needs of their vulnerable groups of pupils, and that good progress is made towards 'Closing the Gap' in educational achievement in all schools. We would want to support schools to find their own solutions that will work effectively in the different contexts of the schools.

In its role as champion of children and families, the LA can facilitate, broker and commission support. Every team in Education and Inclusion has Closing the Educational Achievement Gap as the main priority and will offer guidance, information, support and challenge for schools in this area.

## 5. The Provision of Pupil Premium and SEN funding

### Pupil Premium (information as at December 2015)

There are several types of premium and funding:

- **Disadvantaged Pupil Premium** - Ever 6 Free School Meals - £1,320 per pupil of primary-school age and £935 per pupil of secondary-school age registered in the School Census as eligible for free school meals at any point in the last 6 years.
- **Children Adopted from Care or Who Have Left Care/Follow on from Care** - £1,900 per eligible pupil who:
  - has been adopted from care (under the Adoption and Children Act 2002);
  - has left care under a special guardianship order (under the Children Act 1989);
  - has left care under a residence order (under the Children Act 1989);
  - has left care under a child arrangement order (under the Children Act 1989);
- **LAC Pupil Premium** - £1900 per eligible pupil who has been in local authority care for at least one day in the previous year.
- **Service Premium (Ever 5 Service Child)** - £300 per pupil if they meet the following criteria:
  - one of their parents is serving in the regular armed forces
  - one of their parents served in the regular armed forces in the last 3 years
  - one of their parents died while serving in the armed forces and the pupil is in receipt of a pension under the Armed Forces Compensation Scheme (AFCS) and the War Pensions Scheme (WPS)
- **Early Years Pupil Premium** - £300 per 'disadvantaged' nursery pupil aged 3 or 4, eligible if their parent/guardian receives one of the following benefits:
  - Income Support
  - Income-based Jobseekers Allowance
  - Income-related Employment and Support Allowance
  - Universal Credit
  - Support from the National Asylum Support Service under part 6 of the Immigration and Asylum Act 1999
  - The guarantee element of State Pension Credit
  - Child Tax Credit (with no Working Tax Credit) with an annual income of no more than £16,190
  - Working Tax Credit run-on

## SEN Funding

Funding for deprivation and SEN is delegated to mainstream schools through the funding formula operated by the Local Authority. The weightings applied to the deprivation and low attainment (used as a proxy indicator for SEN) factors are significantly higher than the national average. The table below shows the position for Brighton and Hove in comparison to the national position:

	Percentage of budget allocated through deprivation factor 2015	Percentage of budget allocated through low attainment factor 2015
Brighton & Hove	9.43%	6.82%
National median	7.79%	4.21%

The notional SEN budgets for mainstream schools in 2015/16 total £12.8m. This is before top-up funding for high needs pupils and additional resources for pupil premium. Top up funding is additional funding given for pupils who have high needs and comes from the High Needs Block.

High needs top-up funding for 2015/16 is estimated at £2m,

### 6. Best Practice: What makes the difference?

National research ('What works in raising attainment and closing the gap': research evidence from the UK and abroad - **Education Endowment Fund & Steve Higgins - Durham University**) has identified a range of actions that have helped to raise the attainment and progress of vulnerable pupils:

#### School Level Actions:

- Effective leadership
- A clear focus on improving learning
- Agreed structures and processes in school
- The importance of staff skills and professional development
- Making learning challenging
- Ensuring effective relationships for teaching and learning
- Building partnerships around the school

#### Promising classroom strategies to 'close the gap'

- Focus on improving teaching and learning processes and methods
- Collaborative and co-operative learning
- Peer involvement in learning (*peer tutoring, team approaches*)
- Meta-cognitive strategies, making learning explicit
- Specific subject strategies (*e.g. phonics instruction in reading, computer assisted instruction in maths*)
- Effective scaffolding practices by teachers

**In Brighton and Hove schools** that have been most effective in raising the progress of vulnerable pupils, and have closed the gap are likely to have the following in place:

- The deliberate and systematic involvement of pupils, at all stages, with taking responsibility for their own progress and learning;
- Appropriate management structures, quality assurance and data collection;

- Quality First Teaching in the classroom, setting intervention into a context in which the progress secured can be developed and sustained;
- Effective leadership on the issue of intervention from the school's senior management team;
- The identification of strategies that are right for the particular setting and needs of the pupils - all of the selected interventions being subject to a rigorous process of cost/benefit analysis;
- The careful selection, training and support of intervention staff, recognising that intervention requires a different range of skills to that of class teaching;
- Integration of intervention staff into the work of the whole school - particularly that of the class/subject teacher;
- Suitable assessment processes that fully and accurately informs intervention, enabling progress to be monitored across a range of learning needs.

We have also seen the gap narrow in a number of schools across the city. Discussion with leaders of those schools also identified the following key points

### **What do schools think makes the difference?**

'We have high expectations from the top down and the bottom up'

'We make sure we do it well for every child – and there are no excuses'

'We make sure that teachers are aware of their responsibility and accountability for every pupil '

'There is a focus on tracking and assessment – making sure no one veers off track '

'We ensure high quality teaching and learning for all '

'ECAR (Every Child a Reader) and ECC (Every Child Counts) are very valuable and have a positive impact '

Some special initiatives and projects local and national had lifted aspirations for all and accelerated progress e.g. (MfL) project

### **Woodingdean Primary School**

#### **Pupil Premium Case Study**

The delegation of any pupil premium funding we have received at Woodingdean has been solely driven by a collegiate understanding and core belief around what we are continuously aiming to do; raise the aspirations, expectations and achievements of our most disadvantaged children.

We believe the main factor in the perceived 'detriment by disadvantage' is around self-perception and more importantly, self-esteem. The main aim therefore was to ensure resources and opportunities were in place that cemented a real sense of equality.

Not only have we invested heavily in staffing, training and resources but we have also put a major stake in getting the nurture bits right. We offer all of our children in receipt of pupil premium funding the following:

- a free school uniform fleece
- a discount voucher if they return their old fleece in a reusable condition
- free book bag
- free water bottle
- free swimming hat
- free reading book
- free morning snack for KS2

As part of our whole-school policy we also ensure that we prioritise academic achievement. We ensure that all children in receipt of pupil premium funding have their recorded learning 'feedback marked' in more detail and more regularly than others, the published outcomes are always displayed and celebrated and they are given the first places in extra-curricular activities.

The final prong in our approach has been the development of the Pupil Premium Profile. Every child in receipt of pupil premium funding has their own individualised profile and action plan that is updated termly by teachers and senior leaders with specific targets and aims for their academic improvement.

The impact of this approach has been considerable; as the number of disadvantaged children has grown the gaps have narrowed. Over the last 3 years we have closed all gaps at Key Stage 1 from -6.3 APS to +0.7 and at Key Stage 2 from -4.3 APS to -1.5.

**Jonathan Whitfield**  
**Headteacher**

### **Case Study:**

**Blatchington Mill School & Sixth Form (BMS)** has made significant progress in closing the gaps between disadvantaged and non-disadvantaged students. Indeed students eligible for the pupil premium at BMS have better value added scores than both disadvantaged and non-disadvantaged students nationally. This has been achieved through ensuring strong leadership structures at both senior and middle leadership levels, quality first teaching and timely, focused interventions as required

**Quality first teaching** has been the core factor in closing the achievement gaps. Accurate identification of the needs of disadvantaged students and tailoring of provision to meet these needs has led to improved progress in the classroom. Where a student is not making sustained or expected progress teachers take timely action to help them move forward. It is particularly important to focus on **feedback**; research showing this has a significant impact on student progress.

To support quality first teaching, action research projects have been carried out across all departments in the school, focused on supporting disadvantaged students in making good progress. Studies included supporting students developing their metacognition skills, supporting students in developing resilience, use of report cards to improve work ethic, use of feedback and mastery learning. These studies have improved the teaching of individual students and classes and the outcomes have also been shared across departments.

**Curriculum access groups** have been established, focused predominantly on year 7, to

support disadvantaged students who need to improve their literacy and/ or numeracy. **Literacy support lessons** are part of students timetables for a fixed period to support students in overcoming any difficulties. **Maths mastery** sessions are also carried out in curriculum access groups to further support students who need support with their numeracy.

Disadvantaged students are closely monitored during key stage four and support quickly put in place if needed. A particular focus has been in Maths and English where interventions such as **1:1 tuition**, adapting class groupings, and tailored revisions sessions have all been utilised to support students in making good progress.

The next phase of support is to ensure that disadvantaged students have excellent **attendance and punctuality** so that they have access to all the learning and opportunities available in school. We will be making this a priority for year teams and improving the attendance monitoring and intervention systems to ensure intervention is timely if attendance issues arise.

## 7. How our strategy will work

### What we will do

- Increasingly challenge school leaders to close that gap in attainment of vulnerable pupils and their peers, including the more able
- Provide training for governors to enable them to stringently hold their school to account of the attainment of vulnerable pupils
- Encourage schools to build strong cluster partnerships so that they can challenge and support one another
- Evaluate and disseminate the national evidence into the most effective interventions, including learnings and evidence from attending National Closing the Gap conferences
- Provide individualised support and challenge for school leaders with the highest gaps in Brighton and Hove for different groups of vulnerable pupils
- Evaluate and disseminate the local evidence: e.g. Schools data and the Schools Supporting Schools projects – what is working well?
- Provide a universal offer of data analysis, advice and guidance (e.g. Intervention health check / governor support and training)
- Identify, through the data analysis and LA monitoring, schools where practice is strong and schools where the gap is particularly wide in order to share best practice and challenge and explore underachievement
- Continue to promote and facilitate the Every Child a Reader and the Every Child Counts programmes with schools along with their associated initiatives
- Extend the ‘Every Child a Reader’ programme, in a number of target schools, to encompass a broader strategy for addressing achievement in literacy, particularly in writing
- Ensure all teams have this as their priority

## **8. What success will look like?**

Year-on-year, pupil achievement for all groups in the city will improve and the gaps between pupils in vulnerable groups and their peers will close.

We will identify key milestones and targets to support and challenge schools to accelerate achievement of the most vulnerable. The milestones seek to raise aspiration and ensure that the gaps in educational achievement are in line with and then below the national average at all key assessment points.

In Brighton and Hove we are committed to the success of every pupil and the achievement of these vulnerable groups must be our priority.



## APPENDIX 1

### Brighton & Hove LA: Summary of the Comparative Achievement Data: Free School Meals/Non Free School Meals Pupils

#### Key Stage 1

In 2015 overall performance at the end of KS1 for 'all pupils' continued to be greater than that of pupils nationally. However there is a gap between those pupils who are in receipt of FSM and their peers in all subjects. The gap is widest in writing.

17% of pupils in Brighton and Hove at the end of Key Stage 1 were eligible for FSM in 2015.

KS1 Reading	2008	2009	2010	2011	2012	2013	2014	2015
B&H FSM	68.0 %	67.0%	66.0%	68.4%	69.5 %	80.0%	79.9%	79.4%
B&H Non FSM	87.0 %	88.0%	87.0%	88.3%	90.0 %	92.0%	92.9%	93.2%
B&H FSM Gap	19.0 %	21.0%	21.0%	19.9%	20.5 %	12.0%	13.0%	13.8%
England FSM Gap	17.7 %	16.6%	16.2%	15.0%	14.0 %	12.0%	12.0%	10.0%

KS1 Writing	2008	2009	2010	2011	2012	2013	2014	2015
B&H FSM	62.0%	61.0%	62.0%	64.3%	59.9%	73.0%	72.1%	74.5%
B&H Non FSM	85.0%	85.0%	84.0%	84.6%	86.2%	88.5%	89.6%	91.0%
B&H Gap	23.0%	24.0%	22.0%	20.3%	26.3%	15.5%	17.5%	16.5%
England FSM Gap	20.0%	18.8%	18.1%	18.0%	16.0%	15.0%	14.0%	13.0%

KS1 Maths	2008	2009	2010	2011	2012	2013	2014	2015
B&H FSM	81.0 %	80.0%	81.0%	82.4%	79.6 %	85.0%	86.7%	87.6%
B&H Non FSM	93.0 %	93.0%	92.0%	93.2%	94.5 %	95.0%	95.1%	95.6%
B&H FSM Gap	12.0 %	13.0%	11.0%	10.8%	14.9 %	10.0%	8.4%	8.0%
England FSM Gap	12.4 %	12.1%	12.0%	11.0%	11.0 %	9.0%	9.0%	8.0%

In 2015 there were twelve schools (out of 49 settings including special schools) where the FSM pupils did as well or better than the non-Free School Meals pupils in all three areas of the curriculum and had, therefore, closed the gap.

80% of FSM pupils reach the benchmark in reading

National 82%

75% of FSM pupils reach the benchmark in writing National 77%

88% of FSM pupils reach the benchmark in mathematics National 86%

## Key Stage 2

In 2012, the achievement benchmark in key stage 2 changed to be 'at least a level 2 in all three key curriculum subjects (reading, writing and maths)'. Comparable data goes back to 2011.

In 2015, 85% of Brighton & Hove non-FSM pupils reached this Level 4 benchmark at the end of KS2 but only 60% of FSM pupils achieved this.

17% of pupils in Brighton and Hove at the end of Key Stage 2 were eligible for Free School Meals

In 2015 there were eleven schools where the FSM pupils equalled or exceeded the percentage of all pupils achieving Level 4

## KS2 pupils achieving Level 4+ in Reading and Writing and Maths

KS2 RWML4+	2011	2012	2013	2014	2015
B&H FSM	43%	53%	58%	58%	60%
B&H Non FSM	69%	79%	83%	85%	85%
B&H Gap	26%	26%	25%	27%	25%
England Gap		19%	19%	18%	TBA

## Key Stage 4

The gap at the end of Key Stage 4 (Secondary 2011/12, achieving 5 GCSEs A\* - C with English and mathematics) had widened to -34.5% from -23% at the end of Key Stage 2 (Year 6).

Nationally the gap at the end of Key Stage 4 was 36.4% giving a gap of – 8.1% between Brighton and Hove's FSM pupils and their FSM peers nationally.

27.1% of FSM pupils reach the GCSE benchmark at the end of Key Stage 4 36.4% nationally

61.6 % of all non FSM pupils achieved the benchmark in Brighton and Hove compared to 62.8 nationally

14.7% of pupils at the end of Key Stage 4 were eligible for Free School Meals;

-there were two schools where the FSM pupils reached or exceeded the national end of Key Stage 4 benchmark (40% of pupils achieving 5 GCSEs A\* - C with English and mathematics);

-there were no schools where the FSM pupils equalled or exceeded the percentage of all pupils achieving 5 GCSEs A\* - C with English and mathematics;

**Pupils eligible for Free School Meals Gap % 5+ A\*-C GCSE including English & Maths 2007 – 2012**

<b>Results</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<b>B&amp;H FSM</b>	20%	19%	22%	22%	26%	27%
<b>B&amp;H non FSM</b>	47%	49%	48%	53%	57%	62%
<b>B&amp;H FSM cohort</b>	306	330	334	337	337	332
<b>B&amp;H non FSM cohort</b>	1998	2008	1955	2032	1987	1881



**Subject: Briefing Note – Review of Post 16 Provision in Sussex Coast Area Team, Children’s Services (Education & Inclusion)****Date of Meeting: 11 January 2016****Report Author: Rachel Carter  
Tel: 01273 294921**

## **1. PURPOSE**

This Briefing Note provides an update on the report to this committee on 16 November 2015, entitled “Review of the post 16 provision in the Sussex Coast Area”. It outlines the development in both the Sussex Area Review (SAR) and the local review of post 16 provision in the city.

## **2. SUMMARY**

- As reported in 3.2.2 of the committee report, officers met with leaders of all the providers of post 16 provision and the chairs of governing bodies, on 20 November 2015. This includes the three colleges which are part of the SAR. The key aim was to consider what the pattern of provision looks like over the next 10 years. It was agreed that the voice of the schools with 6<sup>th</sup> forms should be heard as part of this review and officers agreed to take this forward. A further meeting to consider the local provision is scheduled for 13 January 2016, and schools have been invited to provide thoughts and ideas on what provision might look like in Brighton and Hove in the future. Following this meeting, it is envisaged that any recommendations or conclusions will be shared with the SAR team.
- On 30 November 2015 officers attended a SAR meeting of all 3 local authorities and the Local Enterprise Partnerships (LEP). At this meeting the Area Review team presented data about schools across the whole region, aimed at identifying and provision gaps. This will include
  - ICT
  - engineering and construction
  - health care
  - higher level apprenticeships

All LAs were asked to submit their estimated infrastructure development plans to help capture the scale of development across the region for the next decade.

At this meeting it was agreed that the Sussex Area Review team would meet with schools with 6<sup>th</sup> forms across the region, on 6 January 2016, to dispel any myths about the process and to seek input from school leaders.

- The second steering group of the SAR took place on 3 December 2015, looking at quality, areas of specialism, learner numbers and financial health across the

11 colleges in the review. Curriculum data was also presented, again focusing on gaps in provision across the region.

All colleges were invited to share any conversations that have started about possible collaborations and possible applications for academy status, which is open to colleges arising out of the Comprehensive Spending Review.

- The next meeting of the SAR IS ON 6 January 2016 and will focus on emerging options for potential savings and curriculum rationalisation and testing early responses.

### **3. FIANNCIAL INFORMATION**

- The review of Post 16 is happening across the country and will include funding. At this stage it is not possible to quantify the financial implications for the post 16 providers in the city, although we expect that post 16 funding for school sixth forms will not increase and may fall to bring it in line with the rate of funding for sixth form colleges as part of the wider national approach.

Finance Officer: Andy Moore

### **4. SUPPORTING DOCUMENTATION**

#### **Appendices:**

Appendix 1. Terms of reference for the local review.

#### **Background information**

“Governing bodies will be responsible for deciding whether to accept agreed recommendations in relation to their institutions”

Source- HM Government document “Reviewing post 16 education and training institutions: guidance on area reviews”

Department of Education list key duties of the Local Authority as follows-

- **To ensure the sufficiency of places** in schools, early years provision and post 16 provision. This includes both places and buildings.
- **To ensure high quality education provision** for children and young people, through a framework of support and intervention
- **To provide support for vulnerable children and young people** and those with very specialist needs.

The local authority also has a key overarching role as a champion for every child and young person in relation to their safety, wellbeing and achievement.

## Appendix 1. Terms of reference for the local review

### Terms of Reference

<b>Title of Group</b>	16-19 Local Area Review aligned with Sussex Area Review
<b>Overall Purpose of Group</b>	The group has been set up to consider possible options to maintaining a sustainable solution in post 16 provision, to meet the needs of all learners in the city.
<b>Specific Objectives/Scope</b>	<ol style="list-style-type: none"> <li>1. To review existing provision to assess it meets the local needs</li> <li>2. To consider future needs as numbers of learners continue to increase, particularly post 2021</li> <li>3. To ensure continued choice and range of provision</li> <li>4. To ensure the long term viability of provision in the area</li> <li>5. To consider employer needs in the area</li> <li>6. To explore opportunities for collaboration and rationalisation of existing provision.</li> </ol>
<b>Source Documents</b>	Area Review documents, Regional Schools Commissioner and LA input document
<b>Scope of Decision Making</b>	To generate local solutions to ensure ongoing sustainable provision
<b>Accountable To</b>	Children, Young People and Skills Committee
<b>Chair</b>	Councillor Tom Bewick- Chair of Children, Young People and Skills Committee
<b>Members</b>	<p>Councillor Tom Bewick, Chair of Children, Young People and Skills Committee</p> <p>Executive Director of Children's Services</p> <p>Assistant Director Children's Services</p> <p>Head of Standards and Achievement</p> <p>Post 16 Learning and Skills Partnership Adviser</p> <p>Head teachers of all schools with 6<sup>th</sup> forms ( maintained, academies and special schools)</p> <p>Principals of 6<sup>th</sup> form colleges</p> <p>Chief Executive of City College</p> <p>Chairs of governors of all institutions</p>
<b>Minutes/Notes</b>	Notes will record the decisions and key actions agreed during the meeting.
<b>Confidentiality</b>	Notes of the meeting can be released under the FOI act, once confirmed as accurate.
<b>Frequency</b>	Next meeting in January 2015
<b>Lifespan of Group</b>	To be agreed

