





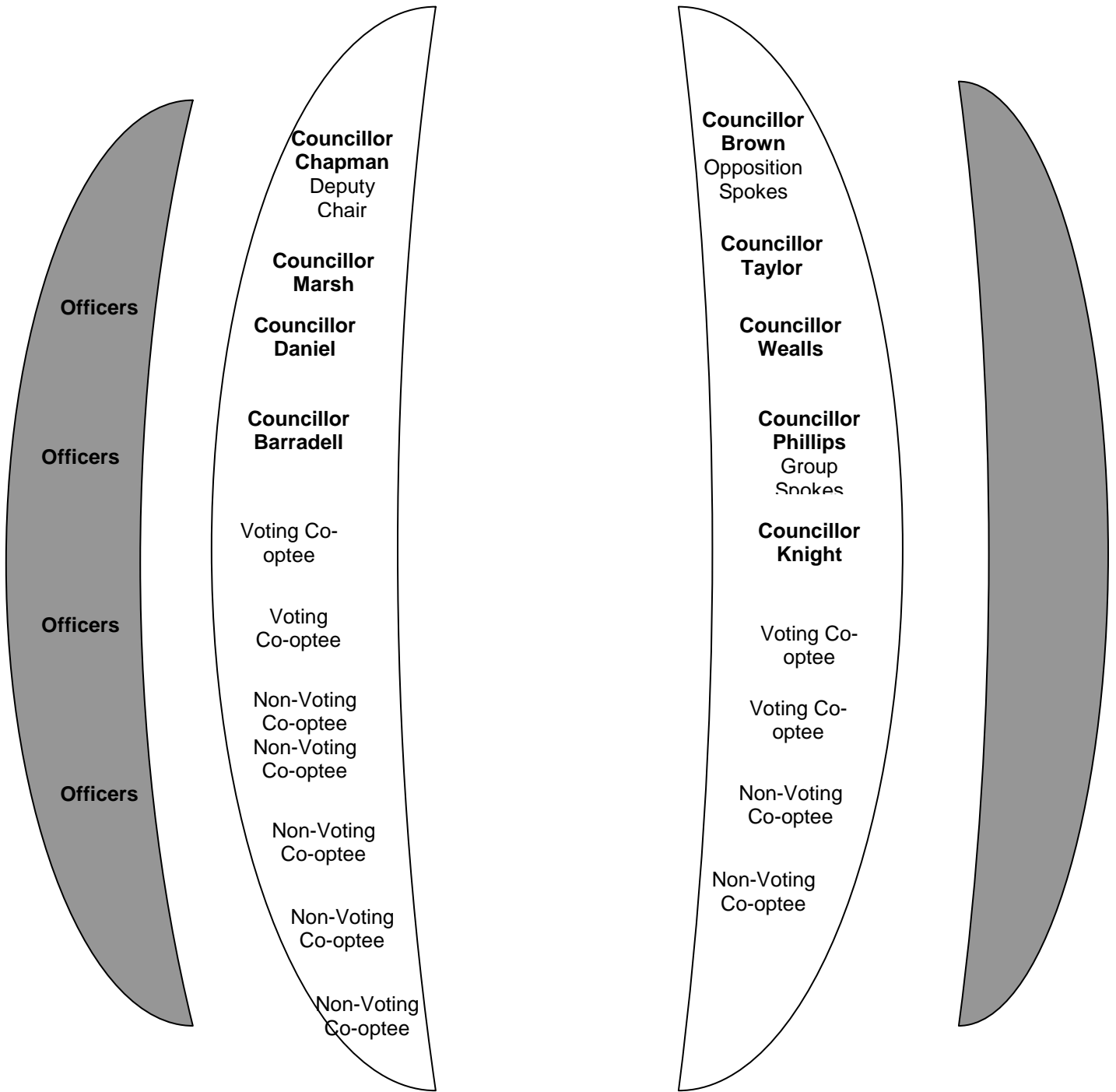
Brighton & Hove  
City Council

# Children, Young People & Skills Committee

Title:	<b>Children, Young People &amp; Skills Committee</b>
Date:	<b>6 June 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, Taylor, Penn and Wealls
	<b>Voting Co-opted Members:</b> Ann Holt, Martin Jones, Amanda Mortensen and Marie Ryan
	<b>Non-Voting Co-opted Members:</b> Eleanor Davies (Parent Forum), Ben Glazebrook (Young People's Centre), Andrew Jeffrey (Parent Forum) and Sue Sjuve (Sussex Community NHS Trust)
Contact:	<b>Lisa Johnson</b> Senior Democratic Services Officer 01273 291228 lisa.johnson@brighton-hove.gov.uk
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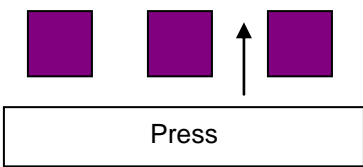
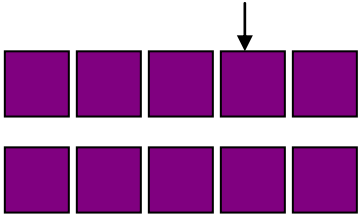
# Democratic Services: Children, Young People & Skills Committee

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

### 1 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.*

### 2 MINUTES

1 - 14

To consider the minutes of the meeting held on 7 March 2016 (copy attached).

### 3 CHAIR'S COMMUNICATIONS

### 4 CALL OVER

## CHILDREN, YOUNG PEOPLE & SKILLS COMMITTEE

- (a) Items (x – x) 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.

### 5 PUBLIC INVOLVEMENT

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;
- (b) **Written Questions:** to receive any questions submitted by the due date of 12 noon on the 31 May 2016;
- (c) **Deputations:** to receive any deputations submitted by the due date of 12 noon on the 31 May 2016.

### 6 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.

### STRATEGY 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.

### 7 OFSTED INSPECTION

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

### 8 THE ALIGNMENT OF INSET DAYS AND THE PATTERN OF SCHOOL HOLIDAYS To Follow

(Report to follow)

Contact Officer: *Richard Barker*

Tel: *01273 290732*

Ward Affected: *All Wards*

### 9 ESTABLISHING A SAVINGS FUND FOR CARELEAVERS

## CHILDREN, YOUNG PEOPLE & SKILLS COMMITTEE

(Report to follow)

### 10 YOUNG CARERS 15 - 24

Presentation to be given by Mat Thomas (presentation slides attached).

### 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.

### 11 CHILDREN'S SERVICES ANNUAL REPORT 2015/16 25 - 50

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

Contact Officer: Carolyn Bristow Tel: 01273 291288

Ward Affected: All Wards

### 12 SPECIAL EDUCATIONAL NEEDS AND DISABILITY REVIEW 51 - 78

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

Contact Officer: Edward Yeo Tel: 29-4354

Ward Affected: All Wards

### 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)

### 13 THE RECRUITMENT OF TEACHERS IN CITY AND THE SHORTAGE OF MATHS TEACHERS IN SECONDARY SCHOOLS 79 - 82

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

Contact Officer: Hilary Ferries Tel: 01273 293738

Ward Affected: All Wards

### 14 VALUE ADDED MEASURES IN SECONDARY SCHOOLS 83 - 90

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

Contact Officer: Hilary Ferries Tel: 01273 293738

Ward Affected: All Wards

### 15 EDUCATION PARTNERSHIPS IN BRIGHTON & HOVE: A RESPONSE TO THE WHITE PAPER, 'EDUCATIONAL EXCELLENCE EVERYWHERE' 91 - 112

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

Contact Officer: Hilary Ferries Tel: 01273 293738

Ward Affected: All Wards

### STRATEGIC PRIORITY 4

## CHILDREN, YOUNG PEOPLE & SKILLS COMMITTEE

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

### **16 APPRENTICESHIP DEVELOPMENTS ACROSS BRIGHTON AND HOVE** **113 - 132**

Report of the Executive Director of Children's Services (copy attached)  
*Ward Affected: All Wards*

### **17 ITEMS REFERRED FOR COUNCIL**

To consider items to be submitted to the [Insert Date] 2012 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*

## **PART TWO**

### **18 SPECIAL EDUCATIONAL NEEDS AND DISABILITY REVIEW** **133 - 272**

Part Two Appendices to Item 12 listed on the main agenda (circulated to Members only).

*Contact Officer: Edward Yeo* *Tel: 29-4354*  
*Ward Affected: All Wards*

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.

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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

## CHILDREN, YOUNG PEOPLE & SKILLS COMMITTEE

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 - Thursday, 26 May 2016





**BRIGHTON & HOVE CITY COUNCIL**

**CHILDREN, YOUNG PEOPLE & SKILLS COMMITTEE**

**4.00pm 7 MARCH 2016**

**FRIENDS MEETING HOUSE, SHIP STREET, BRIGHTON**

**MINUTES**

**Present:** Councillor Bewick (Chair)

**Also in attendance:** Councillor Chapman (Deputy Chair), Brown (Opposition Spokesperson), Phillips (Group Spokesperson), Barradell, Daniel, Marsh, Taylor and Wealls

**Other Members present:** Councillors

**PART ONE**

**63 PROCEDURAL BUSINESS**

**63 PROCEDURAL BUSINESS**

**63(a) Declarations of substitutes**

63.1 Ms B Connor declared that she was substituting for Ms M Ryan  
Ms G Wieck declared that she was substituting for Ms S Syuve

**63(b) Declarations of interest**

63.2 Councillor Bewick declared a declared a personal but non pecuniary interest in Item 76, City Employment & Skills Plan and Area Review Update as he was Managing Director of New Work Training Ltd and been granted dispensation to speak and vote on the matter.

Councillor Marsh declared a non-pecuniary interest in Item 72, Education Capital Resources and Capital Investments Programme 2016/17, as she was a Governor at Bevendean Primary School and Coombe Road Primary School.

Councillor Barradell declared a non-pecuniary interest in Item 72, Education Capital Resources and Capital Investments Programme 2016/17, as she was a Governor at Varndean Secondary School.

Councillor Barradell declared a non-pecuniary interest in Item 73, Proposed Changes and Developments to the Council's Youth Work Service as she was a trustee at the Crew Club.

Councillor Wealls declared a non-pecuniary interest in Item 72, Education Capital Resources and Capital Investments Programme 2016/17, as he was a Governor at St Andrew's C of E Primary School.

Councillor Daniel declared a non-pecuniary interest in Item 72, Education Capital Resources and Capital Investments Programme 2016/17, as she worked at Hamilton Lodge Deaf School.

Ms A Mortensen declared a non-pecuniary interest in Item 72, Education Capital Resources and Capital Investments Programme 2016/17, as she was a Governor at Down View School.

Mr B Glazebrook declared a non-pecuniary interest in Item 73, Proposed Changes to the Council's Youth Work Service and Development of a New Delivery Modal, as he worked for Impact Initiatives lead organisation for Brighton and Hove Youth Collective.

### **63(c) Exclusion of press and public**

63.3 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).

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

### **64 MINUTES**

64.1 Mr Jones noted that at the meeting he had suggested that gaps between all pupils should be considered, not just the gaps between those with and without Pupil Premium.

64.2 **RESOLVED:** That subject to the above amendment, the Minutes of the Children Young People & Skills Committee meeting held on 11 January 2016 be agreed as a correct record.

### **65 CHAIR'S COMMUNICATIONS**

65.1 The Chair stated that since the last meeting of the Committee the Secretary of State for Education had agreed a new Free School sponsored by the University of Brighton Academy Trust. The new school would open in 2018. The site of the new school would be announced in the near future.

### **66 CALL OVER**

66.1 The following items on the agenda were reserved for discussion:

Item 69	Ofsted Inspection
Item 70	Review of Learning Support Services: Report From the External Reviewer
Item 71	Secondary School Admission Arrangements 2018/19
Item 72	Education Capital Resources and Capital Investment Programme 2016/17
Item 73	Proposed Changes and Developments to the Council's Youth Work Service
Item 76	City Employment & Skills Plan and Area Review Update

## **67 PUBLIC INVOLVEMENT**

### **67(a) Petitions**

67.1 There were none.

### **67(b) Written Questions**

67.2 The Chair stated:

We have received a number of questions relating to the details of the sensory needs service going forward. This is the service that provides support to children with hearing and visual impairment and will form part of the new integrated Learning Support Service. I do not propose to answer these individually this evening. This is because they refer to very precise details of service structure and capacity. I will say however that we have stated a commitment to retain the frontline support children with sensory needs at current capacity. We are also committed to ensure there is adequate professional leadership for this specialist area. Beyond this, the precise details of how this support will be delivered and managed will be the responsibility of the leadership of the integrated service working in partnership with parents, schools and other partners. In addition I would draw attention to the fact I have commissioned an independent review of proposals to ensure and that report is here this evening alongside final proposals. I have asked officers to provide a written response to each of the questioners outside of this meeting.

67.3 A member of the public was concerned that the Chair was denying the public their right to ask a question. The solicitor for the Committee stated that the Chair had used his discretion to answer the questions in the way that he felt appropriate, and that a written response would be sent to all those who submitted a question and those responses would be included in the minutes.

#### **(i) Learning Support Services – Ms A Jenkins**

67.4 Ms Jenkins submitted the following question:

Given that there is a reduction of at least 0.3 FTE specialist management time in relation to deaf children, can the Council confirm what will be the skills, knowledge and experience required of the 2 FTE Senior Specialist Teaching posts and to what extent this will include specialist expertise in relation to the needs of deaf children and young people.

67.5 The following response was provided in writing to Ms Jenkins:

The council is committed to ensuring that the leadership and management of the learning and communication strand of the restructured service is of the highest quality. The arrangement for the appointment to the two Senior Specialist Teaching posts has yet to be finalised and communicated to the staff concerned. However, the council recognises the need to continue to ensure professional leadership for the SEN Specialist Teachers who are supporting either deaf or visually impaired children. If this professional leadership is not available from staff appointed to the role of Senior Specialist Teacher then the council will be seeking to provide an alternative arrangement.

67.6 Ms Jenkins had provided the following supplementary question:

Should a qualified ToD be appointed to one of the 2 FTE Senior Specialist Teaching posts, please can you confirm your commitment to retaining at least 3.6 specialist teaching posts for deaf children.

67.7 The following response was provided in writing to Ms Jenkins:

As previously stated, there is a commitment to maintain frontline support at its current level for children with sensory needs.

**(ii) Learning Support Services – Ms J Gonciarz**

67.8 Ms J Gonciarz submitted the following question:

We understand that the qualified Teachers of the Visually Impaired will have their job title changed to advisory teachers, which implies that they would not undertake direct work with visually impaired children. Currently they do work directly with visually impaired children for example, through giving them essential one to one Braille training, which we understand is part of their job description. Could the Lead Councillor please verify that visually impaired children will still gain the essential direct work from qualified Teachers of the Visually Impaired?

67.9 The following response was provided in writing to Ms Gonciarz:

There is no intention that the work of the qualified teachers of the visually impaired will change substantially and we will ensure that job titles reflect the expertise in this area. We have stated there is no intent to reduce frontline support for sensory impaired children in these proposals.

67.10 Ms Gonciarz had provided the following supplementary question:

Will children not learning braille still receive the same amount of support from Teachers of the Visually Impaired as they receive now?

67.11 The following response was provided in writing to Ms Gonciarz:

I would reiterate my comments to your main question and refer you again to the revised proposals which state “there is no reduction to frontline support for sensory impaired children in these proposals”.

**(iii) Learning Support Service – Ms L Thompson**

67.12 Ms Thompson submitted the following question:

We understand that there is no intention to reduce the hours of the Sensory Needs Service's mobility instructor for visually impaired children. However, given the high level of need that visually impaired children have for this service, which teaches them basic independence skills and navigation, we feel that more hours should be available for this service. Furthermore, there is only one mobility instructor, and there is no one else to cover this role, when on any kind of leave. Please would the Lead Councillor confirm if the council would consider increasing the hours and staffing for this role?

67.13 The following response was provided in writing to Ms Jenkins:

I am pleased that you have recognised that the Council has no intention to reduce the working hours of the Habilitation Officer attached to the Sensory Needs Service. Whilst I recognise that you consider that more hours should be available I would ask that you consider the widespread pressures on Children's Services at this time and appreciate that to increase provision in one area we would need to identify savings elsewhere. However we regularly review provision and where there is evidence of an unmet need in any area, we take action to redress that.

**67(c) Deputations**

67.14 There were none.

**68 MEMBER INVOLVEMENT****68a Petitions**

68.1 There were none.

**68b Written Questions**

68.2 There were none.

**68c Letters**

68.3 There were none.

**68d Notices of Motion**

68.4 There were none

**69 OFSTED INSPECTION**

- 69.1 The Head of Standards Achievements Education and Inclusion provided an update of schools that had undergone an Ofsted inspection since the last meeting of the Committee.
- 69.2 The Committee were advised that Cardinal Newman RC Secondary School had recently been inspected, with Ofsted rating the school as 'Requires Improvement'; the previous inspection had rated the school as 'Good'. Ofsted had made a number of recommendations including, that the school 'improve attendance and reduce truancy' and 'close quickly the gaps between disadvantaged pupils and their peers and other pupils nationally'. The school said they were disappointed with the rating, but would now create and implement a school improvement plan to ensure that all the areas of concern were addressed.
- 69.3 Councillor Barradell said the results of the inspection were disappointing, but it was good that steps were already in place to address the issues raised, and asked that the Committee monitor progress made.
- 69.4 Councillor Taylor agreed that the outcome wasn't good, but said that it was useful to know which areas needed to be improved and was pleased that the school were already engaged in dealing with issues raised.
- 69.5 Mr Jones noted that no secondary schools in the city were rated as 'Outstanding', and hoped that there would be a drive to get all schools to that level.
- 69.6 Ms Mortensen said that the GCSE results at the school were very good, but closing the gap between pupils was also important and was pleased that the school would now be addressing that.
- 69.10 The Assistant Director Education and Inclusion said the Ofsted report was disappointing but the Council would be working with the school on an improvement plan. Ofsted would come back to look at the improvement plans and a progress report would come to the Committee once that had been done.
- 69.11 The Chair said that in future he would like a representative from a school, who had undergone an Ofsted inspection, to be invited to attend the Committee meeting when the report was discussed.
- 69.12 **RESOLVED:** That the update be noted.

## **70 REVIEW OF LEARNING SUPPORT SERVICES: REPORT FROM THE EXTERNAL REVIEWER**

- 70.1 The Committee considered the report of the Executive Director Children's Services on the Restructure of Educational Psychology and Learning Support Services – Final Structure and Report from the External Assessor. The report was introduced by Ms M Daly, external assessor and the Assistant Director, Children and Adult Services.
- 70.2 The Chair confirmed that the external assessor had worked within the terms of reference as agreed by the cross party working group.

- 70.3 Councillor Daniel noted that parents stated that they would welcome the possibility of having a single case holder, and asked what the current practice was. Ms Daly said that she didn't have details on the current structure, but a single case holder would be possible under the new restructure.
- 70.4 Councillor Brown was pleased that the consultation period had been extended and the concerns raised had led to a number of amendments to the proposals.
- 70.5 Councillor Wealls thanked officers and Ms Daly for the report, and said that it was important to monitor the changes and asked that a further report be provided in the due course.
- 70.6 Mr Jones thanked officers for the report and said that a restructured service with a 'one stop' service was what services users wanted. He asked if Ms Daly had spoken to schools. She said she hadn't but in her report she had referred to the duties of school and what they could do and how they could identify and meet the needs of children.
- 70.7 Councillor Phillips said she was pleased with the amendments and said that the petition opposing the original proposed changes and signed by more than 10,000 people had spurred the Council to review its original proposals. The Chair said that the petition was a good example of democracy in action.
- 70.8 The Chair asked Ms Daly if she believed that the reforms would deliver a service which better met the needs of the children than the current service arrangements. Ms Daly said that having a unified Educational Psychology and Learning Support Service could only deliver a better outcome.
- 70.9 Councillor Marsh thanked officers for the report and agreed that the restructured service would provide a more effective service. Councillor Marsh agreed with Councillor Wealls that it would be useful to have a follow up report in due course to monitor the proposed changes.
- 70.10 Ms Mortensen asked how the new service would be communicated to parents. Ms Daly said the processes were already there but agreed that the new service should be advertised.
- 70.11 Mr Jones noted that it seemed that the city seemed to be less inclusive than others and suggested that we ask what 'inclusive' actually means and that targets be set to be reviewed in the coming years. The Chair agreed and said it was important to be clear about outcomes. The Executive Director Children's Services confirmed that the annual report would show the outcomes.
- 70.12 Councillor Daniel suggested that the recommendation be amended to say that the Committee 'agreed' rather than 'noted' the revised proposals. Councillor Brown seconded the amendment. The Committee agreed the amendment.
- 70.13 Councillor Brown suggested that an additional recommendation be added to request a further report be brought back to the committee in twelve months, and suggested the following wording 'That a report on this service area be brought back to this committee

within twelve months of it being set up'. Councillor Daniel seconded the proposal. The Committee agreed the additional recommendation.

#### **70.14 RESOLVED:**

- (1) That members note the contents of the review by the external assessor and agree the revised proposals.
- (2) That a report on this service area be brought back to this committee within twelve months of it being set up

#### **71 SECONDARY SCHOOL ADMISSION ARRANGEMENTS 2018/19**

- 71.1 The Committee considered the report of the Executive Director Children's Services, Secondary School Admission Arrangements 2018/19. The report outlined the intention to undertake an engagement exercise with interested parties to elicit views on some of the proposals for change. The report was introduced by the Head of School Organisation.
- 71.2 Councillor Chapman, who chaired the Cross Party School Organisation Working Group (CPSOWG), thanked everyone involved to date and said that the CPSOWG had looked at a number of different options. The matter was now at the engagement stage and over the next 6 weeks there would be the opportunity to have a full discussion with everyone on the proposals.
- 71.3 Councillor Brown, who was a member of the CPSOWG, said that changes had to be made and accepted that any adjustments would generate strong feelings and opinions, and said that it was important that all interested parties engage in the consultation process.
- 71.4 Councillor Phillips, who was a member of the CPSOWG, thanked officers for the report, but wanted it noted that she had not been able to attend the final meeting of the Working Group and was disappointed with the three options suggested, and said that she would only have agreed to one of the options put forward.
- 71.5 Councillor Marsh said that she supported the recommendation for public engagement and formal consultation.
- 71.6 Councillor Taylor said that he had received many enquiries from parents asking about the engagement process and asked for assurance that any public meetings held would be widely advertised. The Head of School Organisation said that it was important the Working Group receive responses from all interested parties, and would speak to residents and ensure that public meetings were advertised.
- 71.7 Councillor Daniel said that her constituents welcomed the two stage process. With regard to the options, she said she would support a change to the admission criteria to prioritise those entitled to Free School Meals, but had concerns over Option 3 as she felt that it could increase travel time for some pupils.



- 71.8 Ms Mortensen said that she would also support the proposal to prioritise those entitled to Free School Meals, and that those with Special Educational Needs (SEN) but without an EHCP should also be given priority.
- 71.9 Mr Jones suggested that children who were Carers should also be given priority.
- 71.10 The Executive Director Children's Services thanked all those on the CPSOWG for their work, and also thanked Mr Michael Nix, who had recently left the Council, for his work on this matter. The Director added that the three options being taken forward for the engagement stage were only proposals, and the option which would go to formal consultation may differ from those being considered in the engagement stage.

**71.11 RESOLVED:**

- (1) That the committee notes the progress made by the Cross Party School Organisation Working Group (CPSOWG) and its commissioned task and finish group looking at secondary school catchment areas.
- (2) That the committee note the proposals being put forward to a public engagement exercise.
- (3) That the committee agree to the engagement exercise starting in March 2016 and running for 6 weeks ending on 22 April 2016.
- (4) That the committee agrees that following this public engagement exercise the CPSOWG should develop a final proposal which will be brought back to CYP&S committee with a recommendation that it should go out to formal consultation in the autumn 2016. The results of this formal consultation will be brought back to this committee for consideration before being referred to Full Council for final decision in January 2017.

**72 EDUCATION CAPITAL RESOURCES AND CAPITAL INVESTMENT PROGRAMME 2016/2017**

- 72.1 The Committee considered the report of the Executive Director Children's Services, on Education Capital Resources and Capital Investment Programme 2016/17. The report informed the Committee of the level of available capital resources allocated to this service for 2016/17 and to recommend a Capital Investment Programme for 2016/17. The report was introduced by the Head of School Organisation and Head of Education Capital.
- 72.2 Councillor Marsh referred to Appendix 1 and asked how much would be spent at each school. The Head of Education Capital said that the appendix set out work due to be undertaken in the next financial year and, if the committee agreed, the matter would then go to tender and a price agreed.
- 72.3 Councillor Wealls noted the figure of £20m for 'Additional secondary provision', and asked if that was for a Free School and if it was why it was being funded by the Local Authority. The Executive Director Children's Services said the money was from the Department for Education. A case had been made for additional secondary school

provision, and the money was to purchase and refurbish a site and the Council was acting as banker for the money. Councillor Wealls asked if the money was only allocated for a specific project, and was advised that it was provided for the provision of places, not for a specific project. Councillor Wealls said that if that was the case, why only one provider was considered for the new school as his party had wanted to open discussions with others but had been told it was not feasible given the funding issues. The Chair said that there had been cross party agreement to support the University Trust's application, and it was important that there was united support for a university backed free school.

#### **72.4 RESOLVED:**

- (1) That the level of available capital resources totalling £30.778 million for investment relating to education buildings financed from capital grant and revenue contributions be noted.
- (2) That Committee agree the allocation of funding as shown in Appendices 1 and 2 and recommend this to Policy & Resources Committee on 17 March 2016 for inclusion within the council's Capital Investment Programme 2015/16.
- (3) That Committee agree to recommend to Policy & Resources Committee that they grant delegated authority to the Assistant Director of Property & Design to procure the capital maintenance and basic need works and enter into contracts within these budgets, as required, in accordance with Contract Standing Orders in respect of the entire Education Capital Programme.

#### **73 PROPOSED CHANGES AND DEVELOPMENTS TO THE COUNCIL'S YOUTH WORK SERVICE**

- 73.1 The Committee considered the report of the Executive Director Children's Services on proposed changes to the Council's Youth Work Service and the development of a new delivery model. The report was introduced by the Assistant Director Stronger Families Youth and Communities.
- 73.2 Councillor Philips felt that the Equalities Impact Assessment was not detailed enough, and said she would not be able to support the recommendations.
- 73.3 Councillor Daniel noted that that the report says that young people were consulted but not what decision was reached following that consultation. She referred to the transition arrangements and said that it would have been useful for the report to have set out why some interventions were good.
- 73.4 Mr Darvas said that if the cuts were implanted it would be additional pressure on the youth service workers and said he hoped that other bodies would be able to pick up the work which could no longer be undertaken. He referred to paragraph 3.25 of the report and suggested that it would be useful to have a young person on any Shadow Board.
- 73.5 The Chair reminded the Committee that Central Government had made cuts to funding and Budget Council had agreed to reduce the service funding by £400k, and therefore

cuts had to be made. He said that the Council would be working with the community and voluntary sector to see what they could provide.

- 73.6 Councillor Brown said that no one wanted to cut the service, but accepted that it had to be done.
- 73.7 Councillor Wealls said that he felt that there was insufficient financial information in the report and he agreed with Councillor Phillips that the Equality Impact Assessment was not detailed enough and he would abstain from voting.
- 73.8 Mr Jones said that the Equalities Impact needed to be monitored. He said that young people had been involved in the consultation but not in the actual decisions.
- 73.9 Councillor Phillips was concerned that if the Equalities Impact Assessment did not have sufficient information that the Council could be open to a Judicial Review. The solicitor referred the Committee to the Legal Implications section in the report, and reminded members that they needed to be sure that they felt that they had sufficient information to make a decision. The Chair asked if a decision had to be made today, and the Executive Director Children's Services said it should as Budget Council had already agreed to the cut in funding and so a decision should be made. Councillor Daniel said that if the youth services had not collected the data it could not be included in the Equalities Impact Assessment (EIA). Mr Jones said that if Budget Council had agreed to the cuts the EIA must have been considered. The solicitor said that the Committee needed to be satisfied that the Council were meeting its statutory duty.
- 73.10 Councillor Brown proposed that Recommendation 2 be amended to say '*The Committee noted the changes in the council's Youth Work Service as set out in this report, given the decision of Budget Council to agree to a £400,000 saving in the budget*'. Councillor Wealls seconded the amendment. The Committee voted and agreed the amendment.
- 73.11 The solicitor suggested that if the Committee were concerned about any potential legal challenge it would be useful to add a resolution that the Committee noted the proposal to continue to commission open access youth work from the Youth Collective. Councillor Barradell therefore proposed that a third recommendation be added to read '*The Committee notes the proposal to continue to commission open access youth work from the Youth Collective as described in paragraph 3.15 of the report*'. The proposal was seconded by Councillor Daniel. The Committee voted and agreed the proposal.

### **73.12 RESOLVED:**

- (1) That the Committee note the response to consultation on proposed changes to the service and notes the full Equalities Impact Assessment of those changes.
- (2) That the Committee notes the changes in the council's Youth Work Service as set out in this report, given the decision of Budget Council to agree to a £400,000 saving in the budget.
- (3) That the Committee notes the proposal to continue to commission open access youth work from the Youth Collective as described in paragraph 3.15 of the report.

**74 EXTERNAL SCRUTINY OF CHILDREN'S SERVICES**

- 74.1 The Committee considered the report of the Executive Director Children's Services. The report provided an overview of key elements of external scrutiny that the Children's Service directorate is subjected to, covering inspection frameworks, sector led improvement approaches and key national data returns required to be made to central government.
- 74.2 **RESOLVED:** That the Committee noted the report.

**75 STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE) ANNUAL REPORT**

- 75.1 The committee considered the report of the Executive Director Children's Services on the Standing Advisory Council for Religious Education (SACRE) Annual Report. The report outlined the work of SACRE during the academic year 2014-2015.
- 75.2 **RESOLVED:** That the Committee noted the report and recorded its support for the work of SACRE.

**76 CITY EMPLOYMENT & SKILLS PLAN AND AREA REVIEW UPDATE**

- 76.1 The Committee considered the report of the Acting Executive Director Environment Development & Housing, and the Executive Director Children's Services. The report updated the Committee on progress on the development of the new City Employment & Skills Plan (2016-2020) and informed the Committee of the outcomes from the consultations, the emerging priorities and recommendations for action. The report also provided an update on the Sussex Area Review of post 16 provision and aligned the local review. The report was presented the Acting Executive Director Environment Development & Housing, the Economic Development Programme Manager and Ms C Muson-Dire (Rocket Science).
- 76.2 Councillor Wealls welcomed the report but was concerned that some of the data was not clear.
- 76.3 Ms K Kybble (Youth Council) asked if children would be consulted and was advised they would be.
- 76.4 Councillor Phillips referred to the Employer Skills Task Force (ESTF) and suggested that young people rather than employers should be central to its development. The Chair disagreed and said that apprenticeships could not be created without employers. Employers wanted to engage but weren't sure how to and that was how the ESTF could help.
- 76.5 Councillor Daniel was pleased that so many different groups were engaged in the process and hoped that there would be continued engagement with Black and Minority Ethnic (BME) groups, those in NEET and disabled groups. The Economic Development Programme Manager confirmed they would. Councillor Daniel said that many parents did not understand the value of apprenticeships, or were unaware of the variety of options available, and asked that more information be available to them.

76.6 Mr K Darvas (Youth Council) suggested that it would be useful if employers visited schools to explain more about apprenticeships, what would be involved and what employers would expect from young people. The Chair agreed and thought that would be very useful.

76.7 Councillor Wealls noted that the consultants were would be working with minority groups including those with disabilities, and suggested that the city's Autism Champion be consulted.

**76.8 RESOLVED:**

- (1) That the Committee notes the emerging priorities and recommendations for action to be taken forward for the new City Employment & Skills Plan (2016-2020).
- (2) That this City Employment and Skills Plan is also being presented to the Economic Development and Culture Committee on 10 March 2016.
- (3) That the final City Employment & Skills Plan and a full report of the Sussex Area Review and local review will be presented to this committee on 6 June 2016.
- (4) That the Committee notes the developments contained in the Committee paper "Proposed changes and developments in the council's Youthwork Service."

**77 ITEMS REFERRED FOR COUNCIL**

77.1 No items were referred to Council.

The meeting concluded at 7.50pm

Signed

Chair

Dated this

day of



# Working together for Young Carers in Brighton and Hove

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update June 2016



for brighton and hove

Sussex Community  
NHS Foundation Trust



# Presentation to Children, Young People and Skills Committee June 2016 by:

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- **Elizabeth Freeman and Chris Lau:** Young Carers Project
- **Gemma Scambler:** Adult Social Care Commissioning and Partnerships Team
- **Mat Thomas:** Early Help Hub Coordinator



To meet our duties under the Care Act 2014, the Young Carers Strategy Group have worked on 3 main areas through 2015/16

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1. Getting a picture of the scale of Young Caring in Brighton and Hove
2. Having clearer areas of responsibility within strategy and delivery
3. Developing a consolidated Pathway for Young Carers

# 1. The scale of Young Caring in Brighton and Hove

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We understand there is a difference between the number of Young Carers in the city who have to date been **formally assessed as a Carer by Adult or Children's Social Care**, and the number of young people who have caring duties but have not wanted an Assessment, or there are barriers to them 'coming forward' as a Carer.

A new **Pathway** for 2016/17 has been developed to improve identification at **all levels of caring**, allowing a better 'reach' for Young Carers Interventions and a fuller picture of the scale of need and interventions put in place.

Currently we have **294 Assessed and recorded Young Carers in Brighton and Hove**. The majority of these, **228, care for adults**.

Of these 294, **117 are registered with Young Carers Project**. 37 were newly registered in 2015.

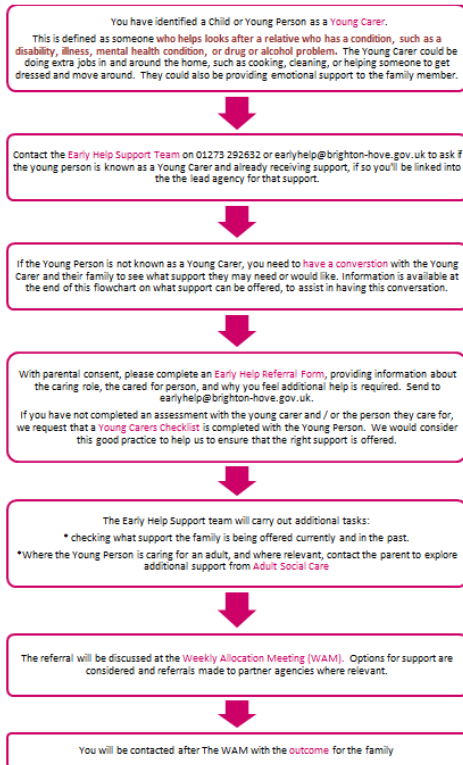
## 2.a Challenges to a consolidated pathway

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- What is a Young Carer's Assessment and who should complete it?
- What are our thresholds for intervention?
- What Consent is required?
- How do we deliver the right intervention at the right time?
- Who should lead on the wider support for the Young Carer?
- Can we reduce the number of routes into Support/Intervention?
- Can we have a simplified message for professionals and Families?

# 2.b Working together to draft a consolidated Pathway

## How to access additional support for a Young Carer - for families and professionals



Action	Notes
1. Information request from Professional	Referrers are advised to contact EH Support Team before referring a Young Person. This is to find out if they are already open to YCP. Support Team to <ul style="list-style-type: none"> <li>Contact Katie Shortt or Elizabeth Freeman / YCP to find out whether the Young Person is already receiving support from them.</li> <li>If they are open to YCP provide referrer with contact name and number of the young carers worker. No EH Referral needed.</li> <li>If they are not open to YCP, advise EH referral made.</li> </ul> If YCP are unable to support a young person where consent has been declined by the parent. If the parent would like YCP support, but not through Early Help, advise the referrer to contact YCP directly to discuss accessing their service.
2. Early Help Referral Form received by The Support Team	Two types of referrals coming in <ul style="list-style-type: none"> <li>Specific Request for Young Carers Support</li> <li>No specific request for Young Carers Support - The Support Team will identify a caring role from information given in the referral form. In this case it will be noted on the Referral Form for the 'lead worker' or service to explore Young Carers role. If Young Carer is later identified then worker to refer in to Early Help with additional information requesting YCP support</li> </ul>
3. Support Team to carry out checks and add info and recommendations to referral form	Checks include <ul style="list-style-type: none"> <li>Adult and Children's Carefirst - for information on Social Worker, ASC involvement, recent assessments (including looking at Young Carers voice in the assessment) and reviews. Include any information on home visit risk.</li> <li>Contacting Seaside View about their involvement if YC is caring for a sibling</li> <li>Contacting Mental Health Teams for involvement if mental health cited in referral</li> <li>Contacting Substance Misuse Teams for involvement if cited in referral.</li> </ul>
4. Explore Adult Social Care Support and add outcome to referral form	Where the young person is caring for an adult, and there is no previous or current ASC or MH involvement, The Support Team will contact the parent to discuss Adult Social Care Support. This will involve a conversation around what the parent can expect from an Access Point referral. Where there is current ASC involvement, and a change in need of the cared for is identified, then refer to Access Point for a review.
5. Referral discussed in WAM and options for support are considered.	In all cases additional services will be considered, as well as young carers card sent out. Possible outcomes around Young Carers element are as follows <ul style="list-style-type: none"> <li>Actual practical and / or emotional caring role identified as a child or young person who often takes on practical and/or emotional caring responsibilities that would normally be expected of an adult, or lower level caring role where there is significant impact - YCP referral</li> <li>Unclear of caring role or impact - mentoring team or allocated service to investigate caring role (using checklist / YC Needs Assessment)</li> <li>Lower level caring role, or higher level caring role with little impact / YP impacted by having a cared for person in the home - lead agency to monitor caring role and offer information and advice.</li> </ul>
6. Discussion to take place in WAM around statutory Young Carers Needs Assessment	<ul style="list-style-type: none"> <li>If Family has MH, ASC and CSC involvement then responsibility goes back to them for assessment. If an assessment has already been completed by one of these services but young carers voice not heard, young carers needs assessment to be completed and made clear in outcome.</li> <li>If no other service involvement, or no referral to these services, then WAM can recommend who completes the Young Carers Needs / Joint Family Assessment.</li> </ul> Some Young Carers won't want or need an assessment, and the allocated worker can explore this with them. There are specific tools available to assist professionals in completing this assessment with the Young Carer.
7. WAM Outcome	Email to include <ul style="list-style-type: none"> <li>Outcome for support</li> <li>All current and additional professionals.</li> <li>Recommendations on Young Carers Needs Assessment, and statement around statutory requirements.</li> <li>If Access Point referral agreed, outcome email can be used as referral.</li> </ul>

Easy to follow Guidance for Professionals who identify Young Carers

Clear internal procedures for making sure the right intervention happens at the right time.

### 3. Clear areas of responsibility

#### Adult Services

**Adult Social Care Team**  
 Completes Assessments on Adults with health needs, assessing Young Carers in process. Provides interventions to prevent and reduce Young Caring.

**Access Point** is key Referral, Advice and Information point for adult health needs.

Funding Agreements 2016/17

**Carers Centre Young Carers Project**  
 Key delivery partner and focal point for Young Carers work in the community

**Young Carers Project 6-12 age Support Worker and Teen Support Worker**, provide groups, advocacy, peer support and 1-2-1 working.

**Young Carers Project Schools Lead** delivers training and supports schools to identify and support Carers.

#### Children's Services

**Early Help Hub** manages pathways into support for identified Young Carers.

**Child Disability Team** completes assessments on disabled children, assessing Young Sibling Carers in process.

**Early Help Hub Mentor with lead for Young Carers** keyworks complex family cases, leads on pathway design

Funding agreement by **Integrated Children's Development and Disability Service** for Schools lead through 16/17.

#### Health

**School Nurses** offer Young Carers home visits for medical appointments and provide health information to Families.

**Virtual School Head and Schools Safeguarding Lead** provide strategy guidance and support on Schools involvement.

GPs who are part of the **GP Early Help Pilot** can identify and refer Young Carers directly.

**MASH** will assess and act when a Young Caring role is a safeguarding risk.

## Reviewing the successes over the year

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1. **Young Carers Report** completed Nov 2015.
2. Working well as a Strategy Group to agree a **pathway for young carers that is administered by the Early Help Hub.**
3. Adult and Children's Services agreement to jointly employ the **Early Help Mentor Lead for Young Carers through 2016/17.**
4. School Nurses joining Strategy Group and **consolidating School Nurse** offer.
5. Ongoing advice, guidance and training to professionals in the city, including **adding a Young Carers module to the BHCC Core Training Programme.**
6. **Adult Services** now represented at the **Early Help Weekly Allocation Meeting.**

# What does it look like when it works well?

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- Verbal Case study presentation by Young Carers Project

## Aspirations going forward

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1. Develop a useful 'online footprint' for advice and support for Young Carers in Brighton and Hove.
2. Achieve a sound financial position for Young Carers interventions, including exploring joint-commissioning.
3. Bring wider Health Partners into Strategy Group.
4. Achieve better Outcome mapping, linking to funding.
5. Develop wider offers of support e.g. apprenticeships
6. Bigger role for 'Experts by Experience' in strategy development



<b>Subject:</b>	<b>Children's Services Annual Report 2015-16</b>		
<b>Date of Meeting:</b>	<b>Children, Young People and Skills Committee 06 June 2016</b>		
<b>Report of:</b>	<b>Pinaki Ghoshal – Executive Director of Families, Children and Learning</b>		
<b>Contact Officer:</b>	<b>Name:</b>	<b>Carolyn Bristow</b>	<b>Tel: 29-3736</b>
	<b>Email:</b>	<b>Carolyn.bristow@brighton-hove.gov.uk</b>	
<b>Ward(s) affected:</b>	<b>All</b>		

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

- 1.1 To set out the work of the Children's Services directorate over the past 12 months and to demonstrate the progress made towards the four strategic priorities set by Committee in July 2015.

**2. RECOMMENDATIONS:**

- 2.1 That the committee note the report.

**3. CONTEXT/ BACKGROUND INFORMATION**

- 3.1 The new Children, Young People and Skills Committee first met on 1<sup>st</sup> June 2015 following the local elections in Brighton & Hove.
- 3.2 The committee has formally changed since the previous administration, adding skills to the title to emphasise a renewed focus on this area across the city.
- 3.3 The strategic priorities for this committee are to:
- 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
  - Take the council on an improvement journey to achieve excellent services for children and young people by 2019, as rated by Ofsted
  - 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)
  - Eliminate long-term youth unemployment (18-24 years old) and boost apprenticeships in the city by 2019
- 3.4 The attached report (Appendix 1) sets out a summary of activity within Children's Services over the past year
- 3.5 Members are encouraged to consider what they would like to see included in future reports.

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

- 4.1 This committee is responsible for education, children's health and social care services, public health relating to children and young people, including services to young people up to the age of 19, and exercises the council's functions as Local Education Authority. Many of these services are delivered or commissioned jointly with the Health Service and, to reflect this, the Health and Wellbeing Board has concurrent delegated powers with this Committee. The Children, Young People & Skills Committee is also the Council's Children and Young People's Trust Board for the purposes of the Children Act 2004. It is therefore important that this Committee receives an annual overview of activity from Children's Services as well as the individual reports received at each separate meeting.

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

- 5.1 The annual report sets out a summary of engagement work that is carried out with children, young people and their families.

#### **6. CONCLUSION**

- 6.1 Members are asked to note the annual report.

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

##### Financial Implications:

- 7.1 Children's Services overspent by £1,927k in 2015/16. This was predominantly as a result of higher numbers of Children in Care than budgeted for plus overspends on agency Social Workers and Home to School Transport.

Finance Officer Consulted: Louise Hoten

Date: 19/05/2016

##### Legal Implications:

- 7.2 The report sets out the work of the Children's Services directorate over the past 12 months with a view to demonstrating the progress made towards the four strategic priorities set by Committee in July 2015. The meeting of those priorities will assist the Council in meeting a range of statutory duties .

Lawyer Consulted:

Natasha Watson

Date: 23/05/2016

##### Equalities Implications:

- 7.3 The annual report sets out the ways in which Children's Services is committed to improving outcomes for the most vulnerable and excluded children & young people in the city.

##### Sustainability Implications:

7.4 N/A

## **SUPPORTING DOCUMENTATION**

### **Appendices:**

1. Children's Services Annual Report 2015/16 – Final Draft for Committee



# Children's Services 2015/16 Annual Report

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**Final draft for Committee**



**Brighton & Hove  
City Council**

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## 1 Introduction

As a political administration we believe in the importance of setting clear priorities and being accountable for their delivery.

Our priorities, and what we believe the electorate should hold us to account on, is to target increasingly stretched council budgets on the most vulnerable and disadvantaged in our communities. That means transforming and modernising how we deliver these vital public services.

Secondly, we need to continue to take this authority on an improvement journey so that Ofsted grades our children's and social services as at least good or outstanding by 2019. Thirdly, it is important that we continue to work collaboratively with our 'family of schools' – including the city's small number of academies; to raise attainment standards; and close the disadvantage gap. And fourthly, we want to end the scourge of long-term youth unemployment in our city by 2020, creating an additional one thousand apprenticeships over the next 3 years. It includes trebling the number of apprentices that the council employs.

Over the next year, we will play our part in helping to reinvent the role of the local authority in education locally as well as future-proof our schools from the kind of outside interference our parents have said they do not want.

- We will continue to press ahead with social work reforms, including boosting the number of in-house foster parents.
- We will take the council's corporate parenting role to the next level by introducing a Care Leavers' Trust Fund.
- We will keep our excellent council run nurseries in public ownership, as well as reforming the workforce to reduce the required levels of subsidy. Investing in the early years in disadvantaged parts of the city will be a major priority.
- We will establish a Youth & Apprenticeship Trust, re-focusing our youth offer around a more concerted skills and employability agenda.
- We will follow through on the recommendations of the Employer Skills Task Force ensuring business is put in the driving seat locally, particularly when it comes to economic regeneration and education.
- We will continue to push schools to hire more apprentices, which is essential if the council is to get back some of the Levy it will start paying over to government from next April.

All these things add up to one over-arching goal of this Administration:  
To ensure Brighton and Hove becomes the best place in Britain to bring up a child, the best place if you find yourself in foster care. A city where education and employment opportunities are made available regardless of the postcode in which people live. Ultimately, that is what improving life chances in our great city should be all about.



Councillor Tom Bewick  
Chairman – Children, Young People & Skills Committee  
Brighton and Hove City Council

It takes a city to raise a child and a Children's Service to ensure that all of our children and young people across the city have the very best start in life, so that they grow up happy, healthy and safe with the opportunity to fulfil their potential. Our staff are committed to this ambition, but I'm very pleased that it is a task shared by a range of partners across the city, by parents and carers and by our young people themselves.

This is the first Annual Report from Children's Services and has been produced following the direction set by the new Labour Administration in May 2015 and the announcement of four key priorities outlined above.

We started the year completing our Ofsted inspection of safeguarding services. This was a gruelling experience for staff but it was pleasing that Ofsted recognised that we are keeping children safe, that we knew ourselves very well and that our improvement plans are appropriate. We were aware that there were some areas within the service that were not as good as we would have liked and since the inspection we have continued to make the improvements necessary to ensure that we produce the very best outcomes for children. As we write this report we await news about whether we will be chosen for one of the new inspection frameworks: the Joint Targeted Area Inspection and we are halfway through an inspection of special educational needs and disability services.

Over the course of the year there have been a number of key milestones that are described in more detail within this report, including some fantastic school results over the summer including the most improved GCSE results in the country, the implementation of a redesigned social work service focussed on relationship based practice and consistency of support for young people, the development of an integrated learning support service and one of the highest percentage of two year old children taking up their free nursery places. We are also mid-way through a range of service redesigns and developing plans for new models of delivery in the future. There are also some key events coming through in the next few months including changes to our secondary school admission arrangements, a decision about changes to our SEN provision, the development of a new integrated adolescent service and continuing the success of our Troubled Families programme as we move into phase two of this development to help even more families. We will also be looking at how we can ensure that all services across the city are more child and family centred. All of our plans for the year can be seen in our Directorate Plan, referred to at the end of the document.

We would like to thank everyone who has been on this journey with us, helping to make this a fantastic city for children to grow up in



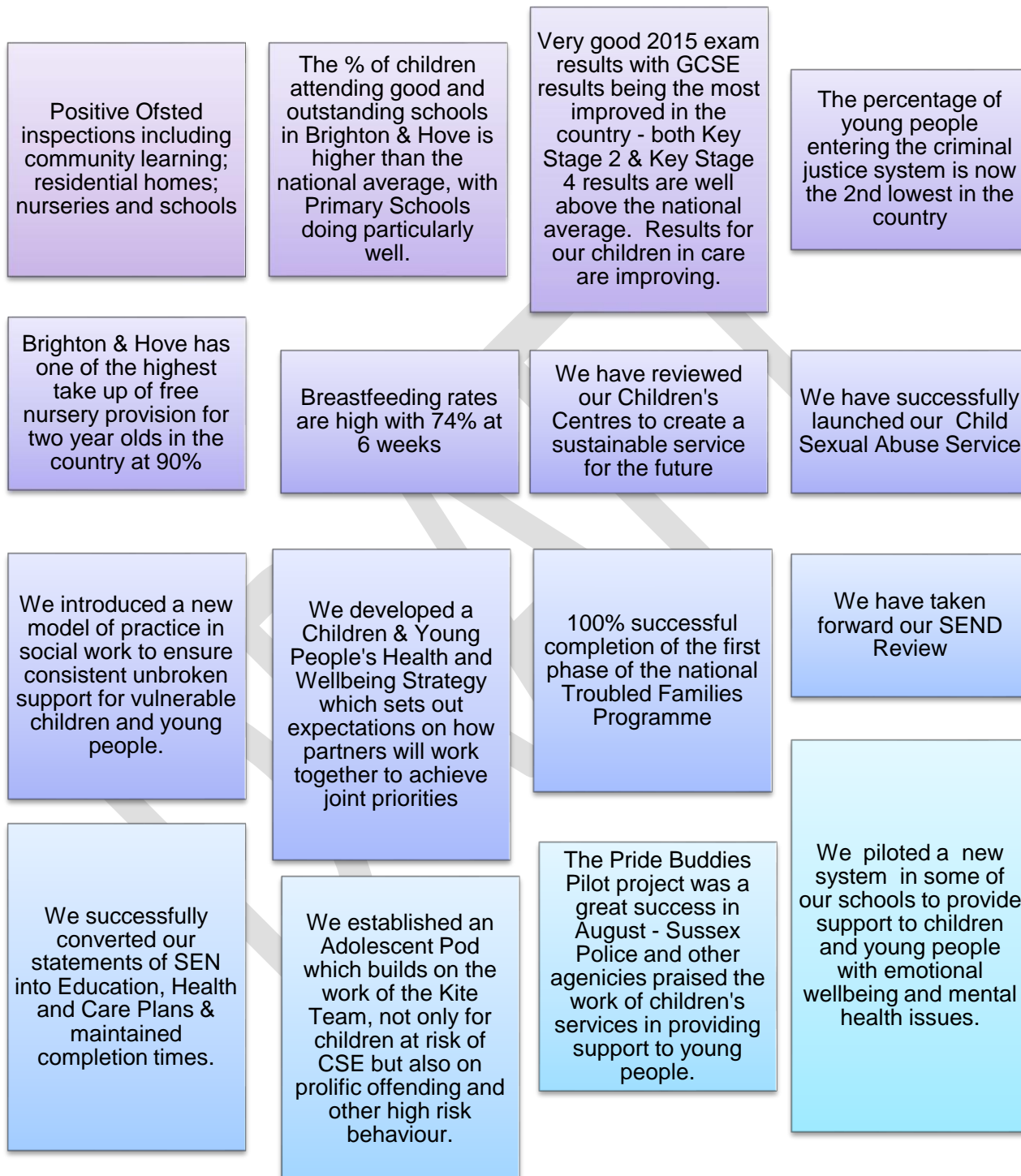
Pinaki Ghoshal  
Executive Director of Families, Children and Learning



## 2. Our key achievements and challenges in 2015/16

A great deal of activity and change has been seen across Children's Services over the past year and some of this is summarised below.

Our key achievements this year include;



However, we are clear there is still work to do.

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Areas for  
developmen;

Our most vulnerable children are not achieving as they should, for example children on free school meals

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As an employer we are not fully representative of groups with protected equality characteristics

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The number of children subject to child protection plans and the number of children who are in care are still high but a lot of work is underway in early help processes to ensure the right interventions are offered at the right time

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We are seeing a large increase in demand for mental health services across the city which is causing pressure and increased waiting lists for children, young people and their parents

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The number of young people who are reoffending is too high

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DRAFT

### 3. Our service areas

We are in the process of redesigning our directorate but here are details of how our work has been managed and taken forward over the last year.

#### Children's Safeguarding and Care – Helen Gulvin



Service responsibilities include: the MASH and Assessment Service; Children in Need, Children subject to Child Protection Plans, Children in Care, Care Leavers, Adoption, Fostering, Youth Offending Service. Contact Service, Looking Forward, RuOK, Early Parenting Assessment Programme and the Clermont Family Assessment Unit

Current focusses are to continue work with Social Work and Youth Offending Team staff to embed a unifying and consistent approach for working with children and families based on a 'Relationship Model'; consolidating work with the Police to implement Child Sexual Exploitation strategies that Prevent, Protect and Divert children from harm and prosecute perpetrators; further embed a new service for vulnerable teenagers and young adults up to the age of 25 who are at risk of serious difficulties; working with the Police and the courts to reduce further the small cohort of young people in the City who are repeat offenders

#### Education and Inclusion – Jo Lyons



Service responsibilities include: school improvement, behaviour and attendance, education other than at school, school meals, admissions and home to school transport, school leadership and governance, Virtual School, Ethnic Minority Achievement Service, Traveller Education, and the Music & Arts Service. This area is also responsible for developing the services to schools offer and the commissioning of school places and all school organisation matters including finance and emergency planning, as well as providing special education needs provision including our Pupil Referral Units (PRU's).

Current focusses are to raise standards across all phases of education; close the gap in achievement for our vulnerable groups; develop collaborative partnerships across the city to deliver our learning and skills agenda; deliver on our duty to provide school places at a new secondary school; review our secondary admissions arrangements for 2018 onwards; develop our strategy around traded services to schools and achieve greater value for money; bring together learning support services and to develop integrated provision and support for children with Social, Emotional and Mental Health providing more effective early help.

## Special Educational Needs and Disability – Regan Delf



Service responsibilities include: the Educational Psychology Service; Community Child and Adolescent Mental Health Service; assessment and learning support services for children with Special Education Needs; the Learning Disabilities Team; disability social work and key working services in the Integrated Child Disability Service (council and health services); respite and short break services run by the council for children with disabilities; the two children's homes for children with disabilities; managing a range of SEND contracts in the Community and Voluntary Sector.

This branch, working with other colleagues and partners, is leading on taking forward the recommendations of the SEND review linking with a parallel review of learning difficulties within Adult Social Care. This involves developing integrated provision for our children with the most complex needs from early years to age 25 in line with the requirements of the new Children and Families Act 2014. The changes will extend support to families and offer them more choice and control and will involve creating more effective advice, support and training for schools and working more efficiently with colleagues in health and the community and voluntary sector

## Stronger Families, Youth and Communities – Steve Barton



This area leads on our Early Help Partnership Strategy and service responsibilities include: the Early Help Hub and pathway; Stronger Families Stronger Communities - Brighton and Hove's response to the national Troubled Families Programme; Childcare Strategy and Children's Centres; Youth Work and the Youth Employability Service.

Current focusses are to consolidate the work of the new Early Help Hub in order to provide a clear Early Help referral route and through monitoring and evaluation to inform the targeted delivery of Early Help Services in the City. To work with partners and residents to ensure our services support family and community resilience, deliver high quality universal provision alongside timely early help interventions and connect effectively with specialist and safeguarding services and to develop plans to implement the extension to 30 hours of free childcare for 3 and 4 year old with working parents from September 2017.

#### 4. Listening to Children's, Young People and their families – an overview of participation and engagement work and how we collect and act on feedback

We have a range of ways in which we can speak to children, young people and their families about their experiences in working with us but also to allow them to have a genuine role in evaluating and planning our services. These include:

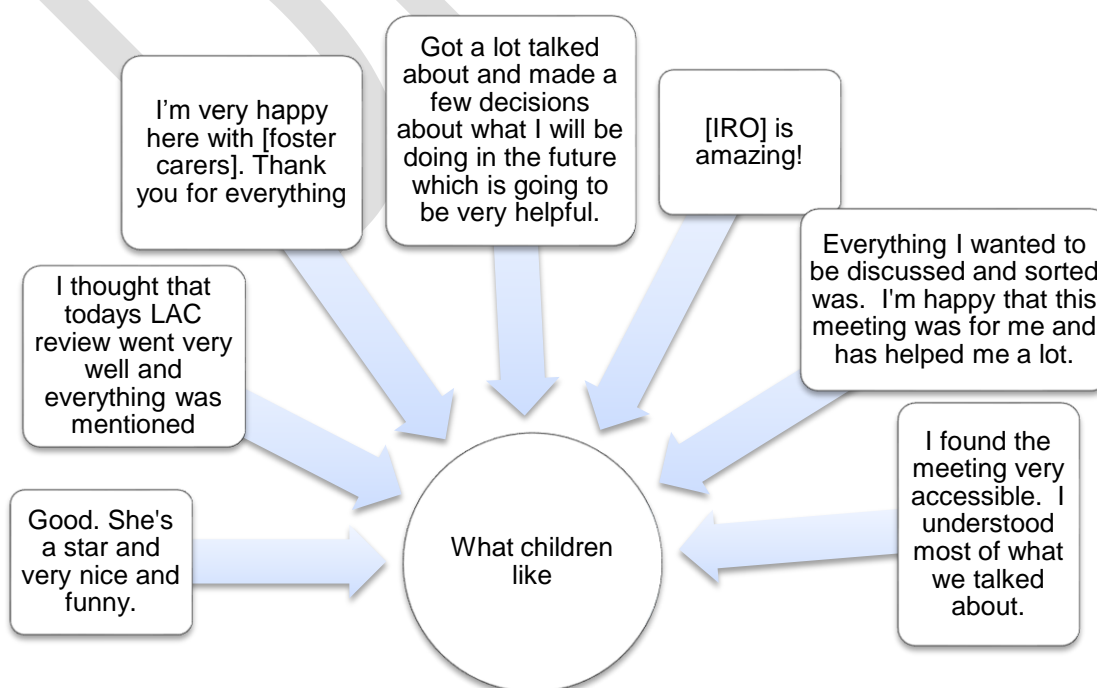
- The Participation Team that coordinates the Youth Mayor and Children in Care Council amongst other groups
- Youth Advocacy Project (YAP), a referral service that ensures children's rights are adhered to and that they have a voice
- Independent Reviewing Officers who work with families to ensure the council is doing all it should to support children in the care of the local authority
- A comprehensive complaints and compliments process that is reviewed regularly to ensure learning is taken forward
- The Safe and Well at School Survey (SAWSS) which is an anonymous online survey conducted annually by primary and secondary schools during lesson time.
- The Young Ambassadors which fully involves young people in the recruitment and selection of senior managers and staff working with children at BHCC.

We also endeavour to fully engage these key stakeholders in any service / policy redesigns we undertake. Recent examples include the Youth Review, SEND Review and most recently the School Admissions engagement events, including four events and a questionnaire with children and young people.

#### Some examples of feedback we have received from children and young people includes;

*Rate My Review:* This feedback system helps to ensure children looked after have a say about their experience of their Independent Reviewing Officer and the review process.

This is what children told us they like...



*Young Ambassadors* is a programme which involves young people in the recruitment and selection of senior managers and staff working with children at BHCC. Some of the feedback from young people who have participated in the programme includes;

I really enjoyed the experience and hope to do it again.

I would feel confident sitting on an interview panel now; I'm really glad we did the mock interview.

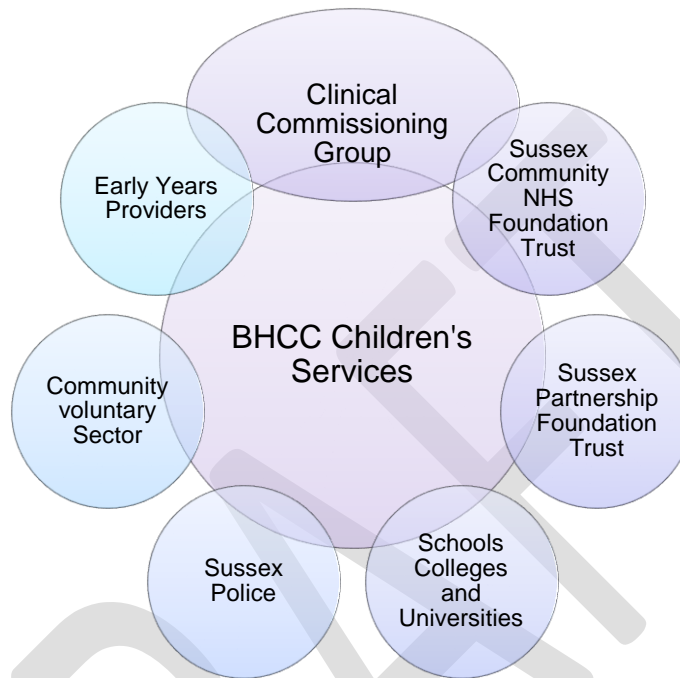
I felt really prepared because they explained things in a way I could understand. I met with them to do the shortlisting. They had a list of questions already but asked me what I would add or change and prepared me around what they were hoping to hear from the candidates in answering the questions

DRAFT

## 5. Our partnership arrangements

Partnership working is critical to the work of Children’s Services. As a single agency we cannot by ourselves ensure that our children and young people grow up happy, healthy and safe.

Key Partners outside of the council include;



Our key governance arrangements are listed on the following page. In addition, there are a number of partnerships as follows;



Key governance arrangements include:

Children and Young People Committee

- Responsible for education, children's health and social care services, public health relating to children and young people

Health & Wellbeing Board

- Brings together councillors, senior council officers, GP commissioners and local people to plan for health, public health and adult and children's social care services across the city.

Local Safeguarding Children Board

- Has oversight of the safeguarding arrangements across the city

Children's Services Partnership Forum

- Provides discussion, challenge and leadership to improve outcomes for children, young people and their families by working to a shared vision

Corporate Parenting Board

- Acts as an advisory Board to the Council, its partners and its Committee on matters related to the Council's Children in Care

Youth Offending Service Board

- Oversees the local delivery of responsibilities under the Crime and Disorder Act

Learning, Skills & Employment Group

- Has oversight of education and skills across the city following the merger of the Learning Partnership and the Employment & Skills Group.

Early Help Partnership Board

- Provides governance for our Early Help Strategy and Stronger Families Stronger Communities Programme



## 6. Our strategic priorities and work completed over the year

**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**

### **Key actions that we've taken forward in 2015/16**

- Implementing our Child Sexual Exploitation action plan
- Safeguarding young people at risk of radicalisation
- Developing an adolescent pod in social work
- Enhancing personalised support to disabled children
- Mental health pilot project started in schools
- Ofsted improvement plan being implemented
- Support community resilience
- The views of children and young people have been an essential part of our service redesigns
- Work progressed towards building a child centred city

### **Case Study – Troubled Families**

The Stronger Families Stronger Communities programme funds support for families experiencing a range of difficulties including, school attendance and behaviour, skills and employment, health issues, anti-social behaviour and crime, domestic violence and abuse and children in need of early help or social work involvement. Work with complex families takes place through the Integrated Team for Families where a Family Coach works with all the family to assess what the issues are, identify goals and then support progress towards those goals. Outcomes range from parents improving their parenting skills to children achieving better school attendance and from better managed long term health conditions to reductions in the risk of domestic violence. The aim is always to help families develop their ability to cope with life and for parents to better support their children and young people.

The number of children in care is falling, from 472 to 449 in a year

16.8% of our children are living in poverty which is better than national averages but clearly more work is needed

### **Case Study – adolescents service**

A young man was at risk of child sexual exploitation and his mother informed us she didn't feel she could keep him safe and would like him taken into care. He is out of mainstream school and attending Homewood on a reduced timetable

The adolescent pod started working with him and he became subject to a child in need plan. A package of care was developed with him and his mum. This care included allocation to 2 social workers, one primary worker focusing on developing a relationship between him and mum. This dual allocation ensures that someone is always available to work with the family, covering leave, sickness, emergencies etc. He has been allocated additional support through the YOS and a sessional worker that are able to build on his education provision, providing constructive activities during the day, including the use of Rapid English. He is supported to remain in the family home, his risk of CSE has been reduced and he is now working to a return to full time education in mainstream school.

## **Priority 2: Take the council on an improvement journey to achieve excellent services for children and young people by 2019, as rated by Ofsted**

The children's services directorate is answerable to a wide range of inspection frameworks from Ofsted. We also work closely with partners across the city who are subject to inspections. A summary of the inspections include:

- Schools in Brighton and Hove are performing well overall in terms of Ofsted inspections and the number of pupils attending good or outstanding schools in the city is above the national average. The new Ofsted common inspection framework was introduced last autumn and colleagues within the Education & Inclusion branch continue to review school performance termly and provide appropriate support and challenge.
- Early years providers also perform well with 91% having good or outstanding Ofsted judgements
- Brighton & Hove's two residential children's homes for children with disabilities are inspected yearly and were last judged to be good or outstanding.
- Children's Centres are subject to an Ofsted inspection but this framework is currently on hold due to a review, the outcome of which is expected later in 2016.
- Key to any inspection are the views and experiences of children, young people and their families and we are continuously developing ways to capture and consider these to influence service delivery.
- We are currently preparing for a new social work inspection, the Joint Targeted Area Inspection (JTAI). This is a new, multi-agency inspection between Ofsted, Probation, Police and the health inspectorate. A 'deep dive' theme will be used for every 6 months of this new framework, starting with Child Sexual Exploitation and Children Missing from Home, Care and Education.
- Ofsted have launched a new inspection in May 2016 focussing on how local areas fulfil their responsibilities towards disabled children and young people and those with special education needs and at the time of writing we are halfway through our inspection. Feedback and any actions will be provided to committee post inspection and in next years annual report.
- The Single Inspection Framework (SIF), focuses on children in need of help and protection, children in care, care leavers and the local safeguarding children's board (LSCB) and we had our SIF inspection in 2015.

### **Key actions that we've taken forward in 2015/16**

- We have redesigned the social work service to support relationships and provide containment for staff and to support safe and stable family life
- Pod Managers have received training from the Centre for Social Work Practice
- School Improvement Work continues
- Work of the SEND Reform Group progresses
- We have commissioned the National Charity, Missing People to provide a Return Home Interview Service and 1:1 support service to children and young people.
- We have made a significant investment in the Fostering Service to support a recruitment and retention project to increase the number of in-house foster carers
- Inspection prep for Nursery inspections
- We have completed a joint MASH and Early help review of all Contacts made to the MASH in May 2015 to analyse patterns and types of referrals made

### **Case Study – Benfield School**

Benfield Primary School was judged by Ofsted to be inadequate in November 2012. The Local Authority commissioned Emma Lake, headteacher of Hangleton Infants to be executive head. She appointed the deputy head as head of school and together they worked to develop the quality of teaching and learning to address under performance. She used staff from Hangleton to support in areas of need.

The LA also co opted a National Leader of Governance on to the governing body who became chair of governors and developed the governing body. The school came out of special measures very quickly (December 2013) and was judged to be good in their recent inspection, April 2016.

### **Case Study – Team around the relationship**

Families told us they wanted continuity and consistency of social worker and social workers told us they wanted to be enabled to affect change for families. Therefore, in October 2015 we re-designed our children's social work services into small teams, or pods, to support families from their first assessment and to provide a consistent service for as long as we work with them.

Initial evaluation is promising. The number of children subject to a child protection plan is now 374, it was 415 in November. Social workers have told us that 'it is helping us to think differently about cases'. Feedback from families also seems positive: "We have found [the social worker] really excellent in helping us cope with a situation that has at times felt completely overwhelming. She is a very positive influence to our child and a great help within the family for her empathy, tenacity and compassion."

**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)**

**Key actions that we've taken forward in 2015/16**

- Continued work on closing the gap
- Unifying the Learning Support Service
- Implementing School Organisation Plan
- Secure location options for new school

We have 90% take up of 2yr old education places – one of the highest in the country

82% of our schools are judged to be good or outstanding, with none in special measures

**Case Study – Every Child a Reader**

25 Reading Recovery teachers in twenty two local schools identify the lowest attaining in literacy, at age 5 or 6, and provide intensive individual lessons, every day for 30 minutes. They also work closely with the class teacher, school team and parents to support those receiving additional help, they also contribute to raising literacy standards across the school.

Using early reading and writing intervention and associated Quality First Teaching and intervention training, the ECaR service has improved local KS1 outcomes, closing the gap in attainment for pupils vulnerable to low progress in literacy learning. 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.

Since 2010 KS1 Reading gap has closed by 22 percentage points in ECaR schools

Our GCSE results were the most improved in the country with 61% of all pupils getting 5+A\*-C (incl English and Maths)

**Case Study – Virtual School**

The Virtual School has responsibility to promote the educational achievement of Children in Care. The Virtual School has done this successfully by:

- supporting and challenging all schools and social workers so they provide high quality educational support.
- training carers, schools and social workers how to intervene successfully to support children's education and attachment issues.
- implementing or streamlining systems and structures to support good progress e.g allocation of pupil premium, personal education planning (PEPS).
- commissioning or providing and monitoring direct interventions including adviser attendance at PEPs, 1:1 tuition, Every Child a Reader tutors, Letterbox reading program.

Key to the Virtual schools success for children is close monitoring, bespoke and timely intervention, assertive advocating and collaboration.

The outcome of the work has meant GCSE results, exclusions and attendance are all significantly better than National Averages. This success was recognised in 2015 Ofsted.

## Priority 4: Eliminate long-term youth unemployment (18-24 years old) and boost apprenticeships in the city by 2019

### Key actions that we've taken forward in 2015/16

- Develop 16-19 pathways for young people
  - Review of youth provision - Secure external support to explore Youth Trust options
  - Apprenticeship Pledge and local authority commitment within that - Skills task force established
- City Employment and Skills Plan development

### Case Study – the YES team

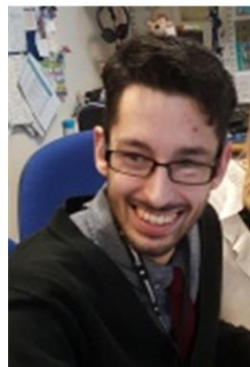
The Youth Employability Service (a small team of professionally qualified Information, Advice and Guidance (IAG) advisors who work with young people aged 16 – 19 (up to 25 with LDD) who are NEET or at risk of becoming NEET, by supporting them into post 16 learning opportunities or work. They have established an internationally recognised pioneering use of social media to engage with and support young people and are finalised for the 2016 MJ Awards. They excel in using facebook, you tube and the use of hashtags to communicate with the young people and the My Story series of videos inspires others to get involved in the service.

59% of our care leavers are in education, employment or training, considerably higher than national averages

Only 4.7% of our young people are NEET, lower than our statistical neighbours

### Case Study –Rohan

Our Children's Disability Service has been supporting, Rohan, an intern from Plumpton College. He is employed one day a week. He is also a sessional volunteer with the Federation of Disabled people and an ICT drop-in support at the library. He said: 'I am really excited to join the team properly. I've done lots of volunteering but this will be my first paid job. I will get a payslip! I've learnt loads on how things work in the department and people have been really welcoming.' The service manager said "It's been one of the most satisfying and rewarding developments I've been involved with and it's created a life changing opportunity for Rohan, I encourage others to do it. "



Rohan at work at Seaside View

## 7. Our Performance Management approach – how do we know we are making a difference?

Performance management encompasses everything the council does and it is everyone's job.

In times of reducing budgets and increasing demand for council services, the need for effective performance management has never been greater, as this allows us to:

- help improve the services and outcomes for our citizens and customers
- prioritise our goals and allocate our shrinking resources effectively
- ensure everyone is clear about their role and accountable for delivering their contributions to achieving our purpose through delivering the principles and priorities as set out in the Corporate Plan.
- ensure value for money
- motivate and engage staff
- work more effectively with other parties, e.g. partners and contractors
- Meet our statutory requirements

### Good Practice Example

For Brighton & Hove, the SIF Ofsted Inspection conducted in April-May 2015 found performance management to be positive overall;

*The performance framework is well embedded and the quarterly performance board rigorously analyses key performance indicators, progress against performance targets, risk actions, learning from complaints and audits and key people data. Helpful context and commentary is included. Managers are held to account for poor performance and the move to a culture of continual improvement is well underway. Management information is accessible, helpful and comprehensive*

An area for improvement is for managers and workers to use it consistently or effectively and an additional resource has been invested to help managers understand, interpret and use this data more effectively.

In response to this, in 2015-16 we have introduced the following;

- A new performance management framework on social work: we have moved towards a self-service model to ensure that social workers and managers have access to management information in order for them to effectively manage their caseload and key activity;
- A revised Quality Assurance Framework to reflect the new model of practice e.g. social workers to complete audits with their managers; audits to covers all aspects of the child's journey; the intelligence from audits to be used effectively to inform the content of learning & development, achieving a circular, joined-up model of learning and improvement.

## 8. Reflecting and supporting our communities – our commitment to equality and diversity

Children's Services as a directorate and through our commissioned services continues to demonstrate a commitment to improving access to services and longer term outcomes for all in the city, but especially those who may otherwise be at a disadvantage. Here are some examples over the last year to drive this work forward.

- Our Ethnic Minority Achievement Service continues to support a range of children in the city with additional needs, including one case of a young African girl with a very rare dialect. She is now settled, happy and very popular in her school in Brighton and feels that she has a strong voice.
- Work was undertaken to ensure that BME students were not over represented in school exclusion data
- Services routinely analyse attendance data to activities by children, young people and families with protected characteristics to ensure attendance reflects the local population
- Closing the Gap remains a priority for the LA. It is good to see the rising results across the city and the progress that has been made in closing the gap. However there is still a long way to go and we are working hard to ensure those who are most vulnerable are supported to do well.
- Ofsted commended the local authority on their work with children and young people with protected characteristics

This is in the context of our services completing equalities impact assessments, particularly when there are significant changes suggested and consulted on. These assessments assure that there is a robust understanding and monitoring of service delivery outcomes and impact of changes on our more vulnerable citizens.



Image from the Nothing About me, Without Me guidance recently developed for Brighton & Hove Schools to help support disabled students

## 9. Looking ahead to 2016/17 and beyond

There are some key activities underway to look at how our services will be best delivered in the future and to further develop our approach of continuous improvement and improving outcomes for our service users. These include:

- Developing thinking around new models of delivery for a range of areas including youth services, adoption arrangements and our partnership arrangements with schools in the city
- A clear drive on improving the number of apprentices employed across the city
- Future proofing our secondary school admissions arrangements to tackle rising numbers and to further plans to open a new school in 2018
- Developing plans to implement the extension to 30 hours of free childcare for 3 and 4 year old with working parents from September 2017

We are also in the process of changing some of the focus of our directorate. We are changing our name to Families, Children and Learning to reflect the bringing together of our children's services with those for adults with learning disabilities.





## 10. Where to find more information

Brighton and Hove City Council website <http://www.brighton-hove.gov.uk/>

There are a number of web pages on the Council's website that hold information about our services and teams. You can use the Children and Education tab on the opening page or you can search for a specific team or document using the site search engine. You will find information about the membership, meetings and papers of the Children and Young People's Committee and the Health and Wellbeing Board under the Council and Democracy tab.

### Children's Services on the Wave

The Council has an internal intranet known as the 'Wave' that holds information for Council officers which you will be given access to. We have a Children's Services section on this which you can reach through the 'Our Council' tab on the opening page. There is a section for schools which can be reached from the opening page and we have linked access to the health services equivalent known as 'The Pulse' which you can access via the 'Wave Links' list on the right of the opening page.

### Key partner websites:

Local Safeguarding Children Board (LSCB) <http://www.brightonandhovelscb.org.uk/>

Brighton & Hove Connected <http://www.bhconnected.org.uk/> - Information about the Sustainable Communities Strategy for the City and the various thematic partnerships.

Brighton and Hove Clinical Commissioning Group <http://www.brightonandhoveccg.nhs.uk/>

Community Works <http://www.bhcommunityworks.org.uk/> - Provides support for Community and Voluntary Sector organisations working in the City and has a Children and Young People Network group.

### Key Documents

[Children's Services Directorate Plan 2014-2017](#)

[Threshold Document](#) - Provides a framework for referrals in to our services

[Early Help Partnership Strategy 2013-2017](#)

[School Improvement Strategy 2013-17](#)

For further information please contact the Service Development Officer on 01273 293736 or [carolyn.bristow@brighton-hove.gov.uk](mailto:carolyn.bristow@brighton-hove.gov.uk)



<b>Subject:</b>	<b>Special Educational Needs and Disability Review</b>		
<b>Date of Meeting:</b>	<b>6<sup>th</sup> June 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>Wards affected:</b>	<b>All</b>		

## **1. PURPOSE OF REPORT**

1.1 The purpose of this report is to:

- 1.1.1 Inform the Committee of the outcome of the informal engagement phase of the proposed restructure of special educational provision;
- 1.1.2 Set out the governance arrangements and the revised timeline for the review and decision making process.

## **2. RECOMMENDATIONS:**

- 2.1 That the Committee endorses the changes to the engagement timeline as set out in appendix 3
- 2.2 That the Committee agrees to a further report being presented on 3.10.16 with recommendations relating to the reorganisation of provision that require further consultation
- 2.3 That the Committee notes the following appendices;
  - 2.3.1 Outcome of this first stage of the informal engagement process as set out in Appendix 1
  - 2.3.2 Governance arrangements set out in Appendix 2

## **3 BACKGROUND**

- 3.1 A wide ranging review of provision and services for children and young people with special educational needs and disabilities took place in 2014/15. The joint meeting of the Health and Wellbeing Board and Children Young People and Skills Committee on 10<sup>th</sup> November 2015 gave approval for detailed proposals to be drawn up which would:
  - 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

- offer an improved and innovative curriculum, greater extended day opportunities and more home support for families
- 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 and developing more inclusive nursery provision in the early years.

3.2 The proposed timeline for the consultation and decision making process was approved by the Children, Young People and Skills Committee on January 11<sup>th</sup> 2016 and community engagement and informal consultation with stakeholders began in February 2016.

### **3.3 The consultation**

3.3.1 The initial phase of engagement began on the 1<sup>st</sup> February 2016 and ended on 22<sup>nd</sup> April 2016. A consultation questionnaire was constructed with input from special school head teachers and the Parent and Carers' Council and meetings were arranged with stakeholders

3.3.2 The online consultation questionnaire was promoted through the council website, social media, the Local Offer, schools bulletin, via Amaze and the Parent and Carers' Council, school newsletters and direct communication to other stakeholder groups

3.3.3 Participants were given an explanation of the current proposals and then asked 7 questions. At the end of each question participants could respond with comments and there was further opportunity to comment at the end

3.3.4 In addition to the online questionnaire, a total of 28 consultation meetings were arranged, to include the following stakeholders; young people, parent carers, education service teams, social care teams, head teachers, school staff, health services, trade unions, governors and management Committees.

3.3.5 In order to engage with as many parents and young people as possible, coffee mornings for parents were attended and officers telephoned parents of young people in the Pupil Referral Units to seek their views and thus extend participation in the consultation

3.3.6 There was a range of responses to questions;

- The large majority of responses agreed with proposals to;
  - integrate services across education, health and care and to
  - to increase support for parent/carers
- Most responses supported the proposals to;
  - establish lead partner mainstream schools to work with the new integrated specialist hubs and
  - to create inclusive specialist nursery provision

Some respondents expressed reservations about how these would work in practice and whether there would be sufficient funding

- Positive and negative views were more balanced in relation to proposals to
  - create ‘virtual special school places’ in mainstream schools for young people with social, emotional and mental health needs and
  - to move to three integrated specialist hubs from the current six special schools and two Pupil Referral Units.

There was a small majority of respondents in favour of proposals in both cases but many expressed concerns about whether there would be enough funding to make the virtual special school places work in practice.

In relation to the three integrated hubs, a number of participants were concerned about change from valued current provision and were worried about having larger special schools.

- The final question allowed participants to score their highest priority about the proposals and the top three were:
  - Staff working in an integrated on-site team across education, health and care
  - Keeping the same number of places for specialist provision
  - Ensuring at least the same number of staff for children in our special schools

3.3.7 Analysis of all comments including the open comments was completed in partnership with volunteer parent and voluntary sector representatives who joined officers to review the feedback using an agreed framework to identify themes and record significant issues for further consideration.

3.3.8 A more detailed analysis of responses is contained in appendix 1 and all online portal comments have been made available to members of the Children’s Committee

## **4 Community engagement and participation**

4.1 Substantial community engagement and participation has taken place in the conduct of the review and the consultation process and will continue throughout the implementation phase. There is wide representation of stakeholders across the governance and management arrangements for the review, a summary of which is included in appendix 2

4.2 Three project groups were established for each of the 3 areas of the proposals, notably provision for:

- Learning difficulties
- Social emotional and mental health needs
- Early Years

4.2.1 Each group consists of a broad range of stakeholders who would be affected by the changes in some way and who together have a breadth of

expertise and experience to support the LA in its intention to coproduce specific options for change on which to formally consult.

- 4.2.2 The groups have been meeting together since early spring and discussions have been constructive, informed by the regular interim analysis of consultation feedback. The purpose of the groups is to form a partnership with stakeholders to coproduce specific and detailed proposals regarding future SEN provision in the city.
- 4.3 The timeline approved by the Committee on 11 January 2016 set out an engagement phase to finish on 22 April 2016 followed by specific proposals regarding the shape of future provision presented to the June Children, Young People and Skills Committee meeting before then going out to formal consultation with interested parties. However the project groups feel that more time is needed before they are able to support the drawing up of more specific proposals. This will enable full consideration of the issues that have been raised during the initial engagement phase.
- 4.4 The timeline has therefore been revised to extend the time period within which specific proposals will be drawn up. Detailed proposals will now be brought to Committee on 3 October 2016 giving time to fully consider all responses to the consultation, to ensure proposals mitigate key concerns and to allow the project groups more time to work on the detail of proposals to come back to Committee. The revised timeline still ensures that the Authority has sufficient time to comply with the statutory processes which must be adhered to in order to achieve the proposed restructure of provision. The revised timeline is attached as Appendix 3.

## **5 FOUNDATIONS FOR CHANGE**

### **5.1 Property**

Bringing together our current provision into 3 integrated 'hubs' would require a long lead in to allow for capacity assessments, design, tendering and finally construction.

It is therefore considered prudent to commence consideration of property options at an early stage in the process to ensure that these can be accommodated in the delivery timeline.

We propose therefore to undertake feasibility work looking into the possibility of the Downs View site for the integrated provision in the East and the Hillside and Downs Park sites for the integrated provision in the West. The range of sites currently occupied in the centre of the city will also need review.

A sum of £5 million has been provisionally included in the capital programme for work required to deliver the outcomes of this review over the next two years. It will be necessary to revisit this figure once the final proposals are decided upon.

It will also be necessary to have certainty over budgets for any adaptations prior to publication of the statutory notices as this is required as part of the Full Proposal Information.

## **5.2 Extending the support available to families**

Over 85% of respondents to the online questionnaire endorsed the proposal to offer more support to parents where children have complex special needs and/ or challenging behaviour. The proposal is for this support to be offered as an early intervention and to be more personalised and bespoke to the needs of each child and family.

Currently family support is provided from a range of sources, including voluntary organisations such as Amaze, Extratime and Barnados, schools, LA services and partner organisations. We plan to pull together and review the support available to parents, so as to be able to extend and personalise the offer. If proposals to create integrated specialist hubs are approved, in time the hubs will offer this support as part of their integrated education, health and care provision.

Where we can, we also hope to build on the good practice in joint commissioning services with the CCG and Public Health to ensure coherent and efficient use of resources.

## **6. CONCLUSION**

- 6.1 The purpose of proposals to re-organise our special school and PRU provision is to improve our provision for young people with the most complex needs. The aim is to enhance curriculum and extended day activities within settings offering fully integrated education, health and care support and improved support for families where children have very complex needs and/or challenging behaviour.
- 6.2 The reorganisation also needs to offer better value so that improvements to provision for children with SEND are affordable and sustainable into the future. Proposals are predicated on keeping and slightly increasing the number of specialist places and keeping the same ratio of teachers and support staff to children but consolidating and streamlining provision so that it is more cost effective to run.
- 6.3 The LA is aware of the need to be sensitive to the uncertainties caused by the prospect of change for families of vulnerable children with complex needs and for the dedicated staff teams in schools and health and care settings who support them. We will take care therefore to ensure that proposals have been fully scrutinised by all stakeholders and informed by their views as part of a co-production model.
- 6.4 The proposal in this report therefore is to delay any specific recommendations about re-organisation of provision into three integrated hubs until the October meeting of the Children Young People and Skills Committee, thus giving the project groups more time to consider feedback and develop specific proposals.

## 7. FINANCIAL & OTHER IMPLICATIONS:

### Financial Implications:

- 7.1 These proposals are about using SEN funding in the best way to meet the needs of all children and young people with high needs. The proposals state that the intention is to retain at least the same number of specialist placements for children with SEN 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. Financial analysis has shown that over 5 years, £900,000 has been spent on financial protection for special schools with low numbers and the proposals within the report mean that resources will in future be directly allocated to support the needs of children, and will not impact on the frontline support.
- 7.2 In order to facilitate the necessary property changes a sum of £5m has been set aside in the capital programme to support the SEND review.

*Finance Officer Consulted: Steve Williams Date: 11/05/16*

### Legal Implications:

- 7.3 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. The revised time line set out in Appendix 3 will still allow sufficient time for all necessary statutory processes to be completed before the target dates for implementation from 2017-2020.

*Lawyer Consulted: Serena Kynaston Date: 11/05/16*

### Equalities Implications:

- 7.4 The existing Equalities Impact Assessment will be updated when final proposals are presented to the CYPS Committee in October

### Sustainability Implications:

- 7.5 None at this stage

### Any Other Significant Implications:

- 7.6 None at this stage



## **SUPPORTING DOCUMENTATION**

### *Appendix 1*

#### **Report on the consultation and engagement process**

### *Appendix 2*

#### **Special Educational Needs and Disability (SEND) Review – Arrangements for Governance and Management**

### *Appendix 3.*

#### **The revised timeline**

#### **Circulated in Part Two**

1. A print-out of the responses to the questionnaire received via the online portal.
2. A copy of the written and email responses received

#### **Background Documents**

1. Special educational needs and learning disability strategy-next stage proposals. Paper to joint meeting on 10<sup>th</sup> November 2015 of the Health and Wellbeing Board and the Children, Young People and Skills Committee



## Appendix 1:

### Special educational needs and disability (SEND) review

#### Feedback on the informal consultation and engagement phase re the proposals for the reorganisation of special provision for children and young people with the most complex needs

##### 1. Introduction

This report provides information about the informal consultation and engagement phase, which ran from February 1<sup>st</sup> to April 22<sup>nd</sup> and summarises the feedback on the proposals gathered during that period.

##### 2. What was this consultation about?

The following is based on an extract from the consultation paper which seeks to clarify the focus of the proposals.

What the proposals were about:

- Joining together on a school or nursery site all the services our children with the most complex and severe special educational needs – that means
- all the education, disability and social care and health professionals working together as a team around the child and family
- Bringing together our six special schools and two Pupil Referral units over a four year period to form three multi-service provisions providing support for learning difficulties and for social, emotional and mental health difficulties
- Providing more integrated support for children in our special provision for mental and emotional health needs as well as physical health and therapies
- Increasing opportunities for inclusion through special schools working with lead partner mainstream schools
- Keeping at least the same number of specialist places for children with special educational needs
- Ensuring we keep at least as many special school class teachers and support assistants as now
- Providing support for an extended school day for children who need this – and activities where possible at weekends and in the holidays
- Providing more support to parents wherever needed, including at home, where children have complex needs and/or difficult behaviours
- Giving parents more control through greater use of personal budgets
- Keeping all of the money we currently spend on direct support to our young people in special provision, and running it in a way we feel will be better and more efficient and affordable in tough economic times

What the proposals were **NOT** about:

- It is **NOT** about less special school places or fewer teachers or teaching assistants – we are committed to at least the same number of places (in fact a few more) and keeping the same ratio of class teachers and teaching assistants

- It is **NOT** about disrupting learning or affecting children's well-being through too much change and uncertainty – proposals are to bring in change over four years and to make sure every child has their own personal plan and pathway devised with them and their families to ensure they continue to progress and feel secure
- It is **NOT** about our special educational needs support to mainstream schools, which is subject to a separate consultation - this is about our special schools and Pupil Referral Units although we are looking for much more joint working with mainstream schools too and more opportunities for inclusion
- It is **NOT** about deciding things now – there is a lengthy period of consultation and engagement and we commit to listening carefully to all views, suggestions and alternative ideas

### **3. Consultation process**

3.1 The initial phase of informal consultation began on 1<sup>st</sup> February 2016, after the Children Young People and Skills Committee approved the process and timeline for this stage. This included:

- Issuing a consultation paper with key questions to consider
- Arranging meetings with a range of stakeholders, alongside more bespoke meetings on request.

3.2 The consultation was promoted through:

- The council website
- Social media
- The Local Offer
- The schools' bulletin
- The Wave
- Partner organisations' own internal communication channels
- Amaze and Parent Carers' Council communications with parents
- School newsletters
- Direct communication with statutory and voluntary community groups working with children and young people with special educational needs and their families

3.3 Feedback was invited:

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

3.4 Those specifically invited to give us feedback included:

- Children and young people
- Parents and carers
- Residents
- Special and mainstream schools
- Further education colleges
- Early years providers
- Local Authority staff
- School staff
- Public health
- The Clinical Commissioning group
- Sussex Community NHS Foundation Trust
- Sussex Partnership Foundation trust
- Governors
- Trade Unions
- Brighton and Hove councillors
- Community & Voluntary Sector organisations
- Neighbouring Local Authorities
- The Anglican Diocese of Chichester
- The Roman Catholic Diocese of Arundel and Brighton
- The Police Authority

3.5 For all proposals, respondents were asked 7 questions in total and were offered the opportunity to add their specific comments at the end of each question and more generally at the end of the consultation questionnaire.

3.6 Throughout the consultation we reviewed the number and range of responses in order to make sure that all groups were represented in responses and that everyone was aware of the consultation process. We identified a number of groups whose voice seemed absent and took steps to address this. For example, we made direct contact by telephone with parents whose children attend the Pupil Referral Units, and offered to attend coffee mornings held in more distant parts of the city for parents identified by the PACC as 'hard to reach'.

### **3.7 Process for analysing responses**

3.7.1 To analyse results volunteer parent and voluntary sector representatives joined officers to review the feedback from the consultation using an agreed framework to identify themes and record significant issues for further consideration

3.7.2 The information provided as part of this report is both statistical and from comments made by participants in the engagement period.

#### 4. **More personal consultation**

We used a variety of methods to encourage responses. In total 28 meetings were scheduled within the consultation plan. These included the following stakeholders:

- Young People
- Parent Carers
- Education service teams
- Social care teams
- Head teachers
- School staff
- SENCOs
- Health services
- Governors and management committees
- Trade Unions

4.1 In addition, each special provision made their own arrangements to engage their pupils, parents, staff and governors in discussions to gather their views.

#### 5. **Feedback submitted on the consultation proposals**

5.3.1 Respondents were encouraged to participate via the council's online portal but were also able to respond via email or a voicemail service. Both the email and the voicemail service were specifically created for this consultation and will continue to be open for the length of the review

5.3.2 187 responses were submitted via the online portal and the quantitative data in this report reflects these responses. Of the 187 respondents 20 identified as representing an organisation or group and 166 responded as individuals. (1 respondent chose not to respond to this question)

<b>Please tell us in what capacity you are responding?</b>		
		Frequency
Valid	No response	1
	As yourself	166
	Representative of a organisation or group	20
	Total	187

5.3.3 The feedback summarised in this document also reflects;

- 5 written responses
- 5 email responses

- The additional responses were included in the analysis and this was added to the bank of comments in the summary section at the end of this report. Feedback from telephone contact with parents and consultation events has been treated similarly.

5.3.4 There has been a wide range of respondents and this is demonstrated in the chart below. It is important to note that people could identify with more than 1 group or choose to not select a group at all. So the chart below should be viewed as the range of respondents.

<b>Do you identify with, belong to, or work for any of the following groups or organisations?</b>		
<b>Base: All respondents responding as themselves</b>		<b>Number of Responses</b>
Iden <sup>a</sup>	Children & Young People	65
	Parents and carers	86
	Residents	18
	Special and mainstream schools	73
	Further education colleges	12
	Early years providers	12
	Local Authority staff	35
	School staff	54
	Public health	4
	The Clinical Commissioning group	1
	Sussex Community Trust	7
	Sussex Partnership Foundation trust	3
	Governors	10
	Trade Unions	9
	Brighton and Hove councillors	1
	Community & Voluntary Sector organisations	13
	Neighbouring Local Authorities	1
	The Police Authority	1
Other	2	
<b>Total</b>		<b>407</b>

5.3.5 The groups represented included; Brighton & Hove Youth Council, 6 different governors groups, Amaze, 3 different special provisions, Secondary Schools Partnership and managers of Local Authority teams

## 6.1 Consultation Portal Data - Question 1

We are proposing that our special schools and Pupil Referral Units offer integrated education, health (e.g. speech therapy, mental health support), and care services (e.g. respite, outreach, home support) with staff working together as a team around the child.

### Summary of response

Comments for this question generally matched the overwhelmingly positive responses on the portal results. The themes identified included;

- Positive on joined up services for all and improvement to process
- Positive on links to mainstream schools
- Some comments cited examples of it working currently and would like it spread further
- Positive on the additional support around the needs of the child

Some comments wanted more clarity around how the changes will be implemented and managed.

### Key Quotes

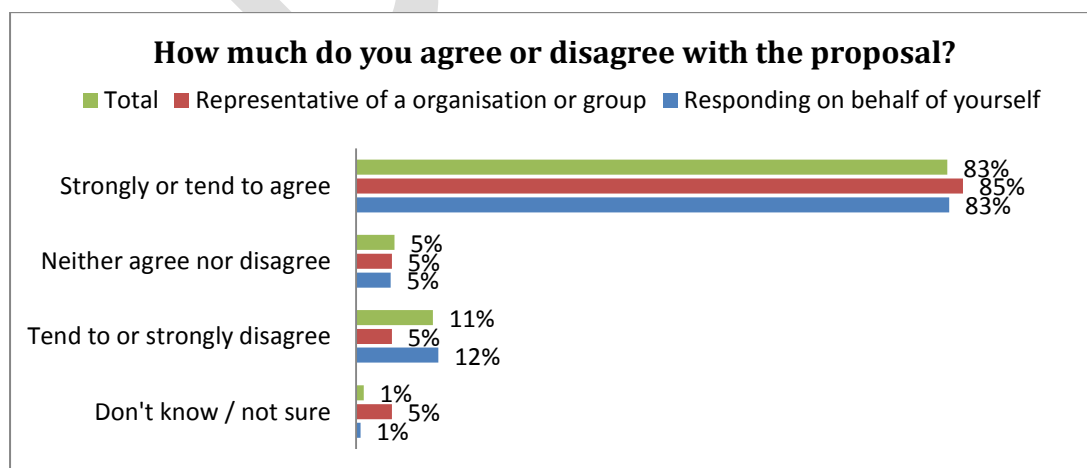
“Will lead to one story being told”

“Sounds perfect: speech therapy, mental health support, respite all working together around my child with special needs.”

“The integrated service model has been proven to work well to deliver benefits in an education setting for all children if well implemented”

“We already work very effectively with other disciplines but this proposal will enhance our ability to be more effective in school/college and share even better information with parents”

“More integrated provision for families will mean more joined up care, better communication between agencies working with the same child”





## 6.2 Consultation Portal Data - Question 2

We are proposing to bring together six special schools and two Pupil Referral Units to form three integrated special provisions, each with a school at its centre. This will enable us to create financially viable schools with an enhanced curriculum.

### Summary of response

Comments for this question should be separated between the groups who were heavily in favour of the proposals (70%) and individuals who were less in favour (42%).

- Positives from the groups recognised the need to make the system more financially viable and increased economies of scale
- Groups also recognised the need for the current good work to continue
- Positives from individuals pointed towards a broader curriculum option for children
- Individuals also appreciated the positive in a better use of funding.

There were concerns around the location, size of schools and grouping all SEMH in one provision. Also losing the specialist skills currently on offer.

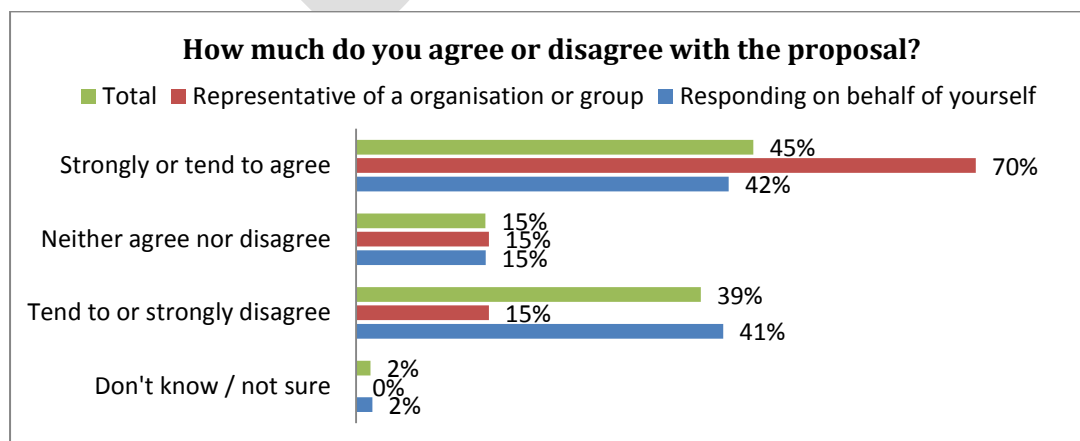
### Key Quotes

“The amalgamation of the smaller schools into larger hubs will enable the SLT service to have more flexibility in the allocation of staff to schools as well as covering a wider range of needs”

“This is a no-brainer it is the logical thing to do to make best use of limited budgets”

“It is a priority to keep good special school provision available in the city so making schools as cost efficient as possible is logical. Parents value “small” schools so some care will be needed to make sure the three hubs are structured and run in a way that preserves this within the larger whole”

“I feel that grouping all disabled children together in three large services risks creating a ‘one size fits all’ for children and young people with a really wide range of needs”



### 6.3 Consultation Portal Data - Question 3

We are proposing that the new integrated provisions for special educational needs & disabilities each work with an identified lead partner primary and secondary school. This would promote inclusive opportunities for children and provide support for all schools.

#### Summary of response

Comments on this question were quite positive and followed the positive results on the portal (55%) in favour.

- The main positive was around promoting inclusion wherever possible and sharing of skills and experience
- Some comments pointed towards a more varied timetable that could build on specific talents from some pupils
- The negative comments pointed towards concerns on choice and location of the schools being reduced
- A high proportion of comments said that SEN is an all schools problem and shouldn't be isolated to just one lead partner school per specialism

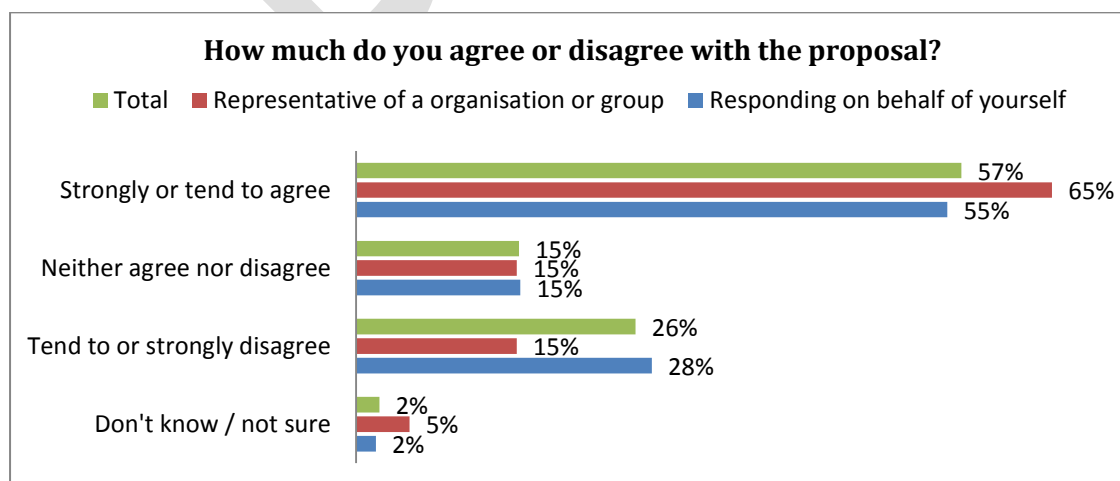
#### Key Quotes

“I have had experience of this model in other parts of the country and it works well both as a way to improve the knowledge and skills of staff as well as providing more opportunities for inclusion”

“We want joint working and active links between the special education provisions and more than one school. We do not see how one or two schools can do all this linking work, providing support for all schools”

“All primaries and secondary's should have a link with these schools and there should not be a stronger/more formal link with any one school”

“This would be very useful if the mainstream schools would take the occasional pupil from us who had a skill in one area of the curriculum”



## 6.4 Consultation Portal Data - Question 4

In these proposals we are planning to create new 'virtual' special school places for some primary and secondary children with social, emotional and health needs as an alternative to special provision. It would mean some carefully identified children getting the same high level of funding in their mainstream school as they would in a special school, with extra expert support from specialist staff.

### Summary of response

Comments on this question were very mixed and it was clear that more clarification is needed on what a 'virtual school' place is. Generally comments agreed that it was a good idea but would want to know more about what the reality was.

- Positive about more choice and flexibility to suit the needs of the young person
- Concerns about links with mainstream schools and how they would cope
- Concern about having too many children with SEMH on one site
- Some comments wanted clarification on where responsibility for the pupil would lie
- Some children will always need special provision and this would be inappropriate for them'

### Key Quotes

"We agree that this could be a positive option to explore"

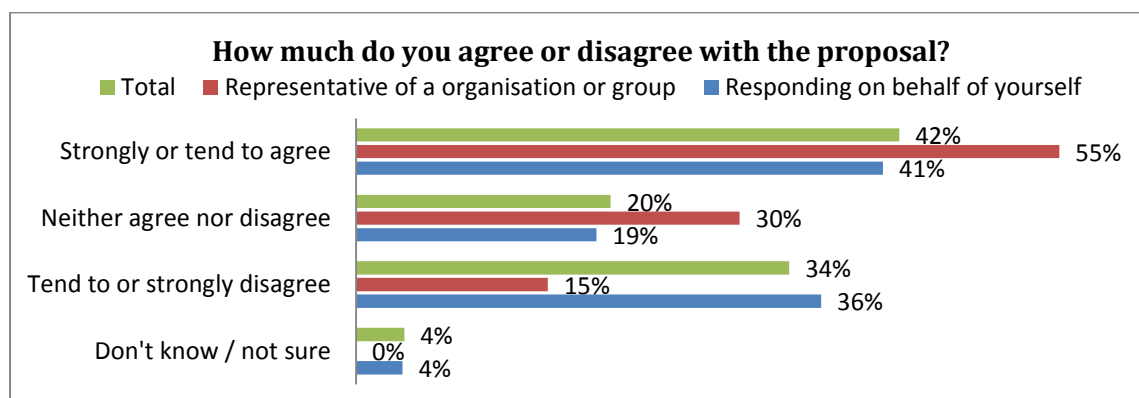
"I really like this idea for children who can take advantage of all the mainstream has to offer"

"a lot would need to change in mainstream schools for this to work"

"concerned about the process by which the individual children are identified, who will be responsible for determining the enhanced curriculum to meet the child's needs"

"Most parents would prefer their child with SEMHS to stay in a mainstream school if this is possible. But schools will need to be on board and the support for them in place for this proposal to succeed"

"Again the deciding factor MUST be what is best for the child, not what is best for the local authority budget"



## 6.5 Consultation Portal Data - Question 5

We are proposing more support for parent/carers, if their children have complex needs and challenging behaviour. This will be provided by staff from the new integrated provisions who know the children well. They will use their skills to help families in whatever way works best for them, including at home.

### Summary of response

Comments on this question matched the very positive responses on the portal results (89% for groups and 84% for individuals).

- Positives were around existing pilots that had already been successful in some schools and they wanted them rolled out further
- Comments identified the need for support to continue at home and that it doesn't stop when school day finishes.
- Other comments pointed towards the important links between parents and schools who vitally need each other
- Some small concerns around how it will be managed and who will manage it

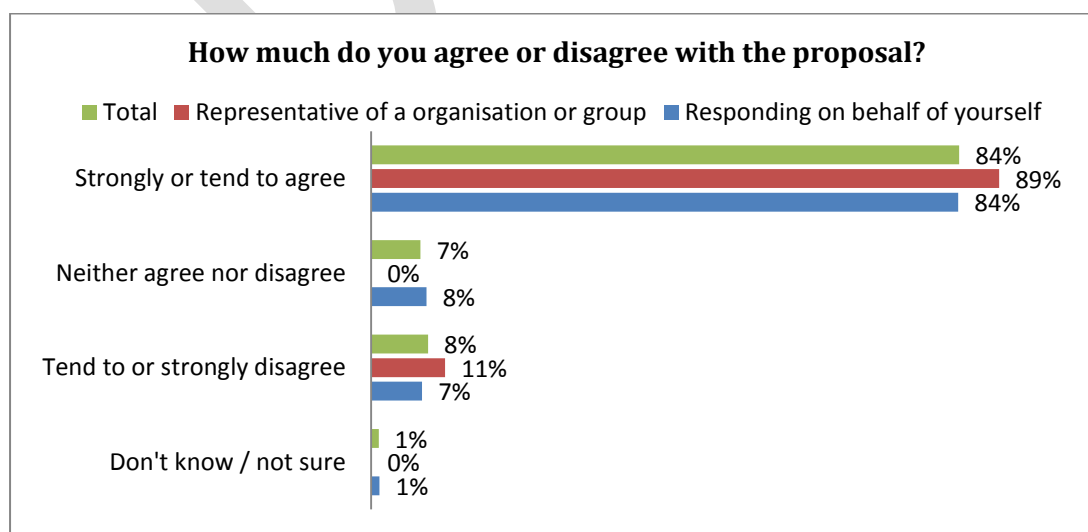
### Key Quotes

"A real priority for us. We have piloted this work very successfully already and want to be able to roll out a clear programme of support which builds on our already established mechanisms to support families not just the child/young person"

"Working closely with families has always got to be a better way of working"

"Families will have more support in their own homes where they are often isolated and don't get any support. Strategies used in schools can be mirrored more effectively at home to enable children to have consistent approaches used in all aspects of their lives"

"Parents and carers are vital partners in shared working to meet the needs of pupils with SEMH. More support for parents is vital"



## 6.6 Consultation Portal Data - Question 6

We are proposing that our specialist provision for preschool children becomes full time and that it is set within an inclusive nursery setting. This means that there will be children with and without disabilities playing and learning together. The inclusive nursery will offer integrated education, health and care services to meet the needs of children with disabilities and will be fully accessible as a building.

### Summary of response

Comments on this question matched the very positive responses on the portal results (85% by groups and 66% by individuals).

- Positive comments about inclusion at an early age and that gives children the best start
- Comments also pointed towards the positives for non SEND pupils to reduce barriers
- Comments mentioned the importance in staff expertise for Early Years as separate to other provisions
- Further clarification is required on what is full time for a nursery and how transport will be managed

### Key Quotes

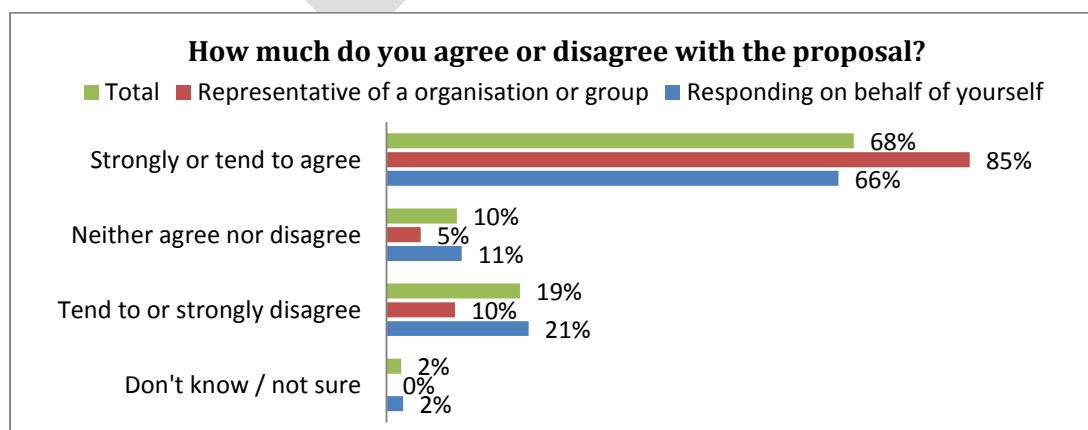
“Early intervention is essential to provide the best educational start for all children and pre-school is the best place to start”

“It could only be a good thing and children would learn at a very young age to be more inclusive”

“Depending on age of child, full time may not be the best option”

“In principle this is a positive proposal but we have concerns that children whose parents are not able to transport them to this single provision will miss out on the support they need”

“The best start – being together early on would create an inclusive community from the outset. Great idea”



## 6.7 Consultation Portal Data - Question 7

What do you value most about the changes we are proposing to our special provision? Please select up to 3 and rank in order of priority by placing the numbers 1, 2, or 3 in the space provided, 1 being the highest priority:

<b>What do you value most about the changes we are proposing to our special provision?</b>		
<b>Those responding as yourself</b>	Frequency	Percentage
Teaching staff, care staff and health professionals working together as an integrated team on one site to support children with complex needs	51	31.5%
Keeping the same number of specialist places for children with special educational needs and in fact slightly increasing the number	51	31.5%
Ensuring we keep at least as many teachers and support assistants for our children in special provision	27	16.7%
Providing support for an extended school day for children who need this – and activities where possible at weekends and in the holidays	9	5.6%
Keeping all of the money we currently spend on direct support to our young people in special provision, running it in a way we feel will be better but more efficient and affordable in tough economic times	9	5.6%
Increasing opportunities for inclusion by special schools working with lead partner mainstream schools	7	4.3%
Providing more support to parents wherever needed, including at home, where children have complex needs and/or difficult behaviours	7	4.3%
Giving parents more control through greater use of personal budgets	1	0.6%
Total	162	100.0%
Missing   No response	4	
Total	166	

## 7. Additional points raised from consultation events

7.1 Comments that were raised as part of the online portal and analysed above have not been repeated in this section below. The section below summarises additional comments that were noted as part of the open comments at the end of the consultation portal and from the individual feedback collected.

7.2

### Summary of additional comments raised as part of consultation

“Getting it right in the Early Years is so important in terms of establishing parental confidence in the local authorities ability to meet the needs of children with complex SEND.”

“Main concern: too large a school and classes, this could be achieved by having small classes staggered timetables to give smaller groups outdoor sessions”

“Pre-school children already receive great support through PRESENS. The quality of their staff is key to this quality. I have never heard parents express the need for the service to be changed.”

“Transition from primary to secondary school is often a trigger point for pupils with learning difficulties therefore it is advisable for this to be factored in with these proposals”

“Our main concern is that this simply will not happen or that only parts will be implemented. It will require determination and dedication to see it through – this may be a challenge for the Local Authority at a time of such turmoil”

“I believe this consultation should be taken extremely seriously and all the parents and professionals involved should be the people who take this forward”

“I feel there needs to be an appropriate secondary provision for young people who can manage a mainstream education, but cannot manage the scale of local secondary schools”

“I don't think it is feasible to suggest that all education staff, care staff and health professionals are based on one site – there are too many obstacles to this and I strongly feel that, despite being based on NHS site, I can still work as part of an integrated teams- it is happening already”

“I am concerned with personal budgets. Parents have enough to cope with without having to organise their own respite”





## Appendix 2 - Special Educational Needs and Disability (SEND) Review – Arrangements for Governance and Management

### 1 Purpose

1.1 This report shows the governance and operational arrangements that are in place for the Special Educational Needs and Disability (SEND) review – Special Provision Reorganisation.

1.2.1 Children Young People & Skills Committee is monitoring the proposals in accordance with the timeline below;

Timescale	Action
January – 22 April 2016	Phase 1 - Open engagement phase
6 June 2016	Committee updated on engagement phase results and some recommendations. Recommendations made to this committee will not require further consultation
3 October 2016	Recommendations made to this committee will require further formal public consultation. Committee asked to approve the start of public consultation phase.
6 October – 9 December 2016	Phase 2 – Formal public consultation phase
16 January 2017	Committee to make decisions on proposed changes and the publication of statutory notices to implement the changes
January – March 2017	Phase 3 - Publication of Statutory notices
2017 – 2020	Phase 4 - Planned phased programme of implementation, with individual plans to be in place for pupils
September 2020	Target end date for implementation of changes

### 2 Strategic Groups

#### 2.1 Cross Party Members and Stakeholders Steering Group

2.1.1 The work of the Special Educational Needs/Adults LD review and re-organisation crosses the Children, Young People and Skills Committee and the Health and Wellbeing Board. As a consequence two extraordinary joint Health and Wellbeing Board and Children Young People & Skills Committee have been held so far (February and October 2015) to consider reports and recommendations. One decision made as a consequence has been to have a cross party members' and stakeholder's steering group spanning the whole remit of the review which is able to meet between committee meetings during the intensive consultation and implementation phases.

- 2.1.2 The purpose of this group is to steer and oversee the implementation of all elements of the Special Educational Needs/Adults LD review in Children's Services including the parallel review in Adult Services. This cross party group will provide a valuable place for reflection and discussion prior to further reporting. It would also ensure engagement of councillors (and other partners) through the lifetime of these reviews to delivery.
- 2.1.3 This strategic group will work closely with the review and monitor the proposals as they progress to implementation.
- 2.1.4 The group is made of Councillors representing each party who are also members of either the Health and Wellbeing Board or the Children Young Person and Skills Committee. Additional members have been invited to represent Health, parents/carers as well as all relevant Local Authority officers in both children's and adult services.
- 2.1.5 It was agreed that the cross party reference group should merge with Special Educational Needs and Disability Governance board. This means the new group includes parent representatives and young people. Meetings are scheduled at quarterly intervals until April 2017 and this group is likely to continue for the lifecycle of the review.

## **2.2 Special Educational Needs and Disability Partnership Board**

- 2.2.1 This board is a strategic partnership of representatives drawn from the statutory and voluntary sectors, parents and schools, which are tasked to develop, publish, implement and review a strategy for change and improvement for children and young people with SEN.

## **3 Operational Groups**

- 3.1 The programme is divided into three separate specialist areas each with a project group focussing on a specific part of the review:

### **3.2 Learning Difficulties Project Group**

The purpose of the group is to enable wide participation of stakeholders and to make best use of their skills, expertise and experience to help the local authority develop further the proposals put forward in November 2015 committee report (section 2.28) to:

- Integrate special provision across education, health and care for all children with complex Special Needs
- Offer an improved and innovative curriculum
- Make the system more efficient and financial viable into the future, by consolidation of the current six special schools and two PRUs to form three integrated special provisions across the city.

3.2.1 This group is made up of key specialists in Learning Disability in Special Schools within Brighton and Hove with representatives from; Special School Head Teachers, Special School Governor, Parent/Carers, Clinical Commissioning Group, Children's Disability, Educational Psychologists, Voluntary Organisation and Therapy Services

### **3.3 Social Emotional and Mental Health Project Group**

3.3.1 The purpose of the group is to enable wide participation of stakeholders and to make best use of their skills, expertise and experience to help the local authority develop further the proposals put forward in November 2015 committee report (section 2.28)

- Integrate special provision across education, health and care for all children with Social Emotional Mental Health needs.
- Offer an improved and innovative curriculum
- Make the system more efficient and financial viable into the future, by consolidation of the current six special schools and two PRUs to form three integrated special provisions across the city.

3.3.2 This group is made up of key specialists in the area of Social Emotional and Mental Health (SEMH) needs within Brighton and Hove including representatives from; Special School Head teachers, Pupil Referral Unit (PRU) Head Teachers, Governors, Social Work Service, Clinical Commissioning Group, Community Child and Adolescent Mental Health Service (CAMHS), Parents, City College and Mainstream Governors.

### **3.4 Early Years Project Group**

3.4.1 The purpose of the group is to enable wide participation of stakeholders and to make best use of their skills, expertise and experience to help the local authority develop further the proposals put forward in November 2015 committee report (section 3.4.2)

- 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.

3.4.2 This group is made up of key specialists in early years provision for special educational needs within Brighton and Hove including representatives from; parents, the Pre-School Special Education Needs Service, Education Psychology, the Child and Adolescent Mental Health Service, Special Education Needs Team, Sussex Community NHS Foundation Trust (Child Development Centre and health visiting), children's centres, early years providers including nursery schools, a school with a nursery class, a voluntary childcare provider and the Early Years and Childcare Team.

3.4.3 The scope of the Group has been expanded to consider the future of the specialist speech and language nursery ICAN, which is based at Carden Primary School.

### 3.5 Special Educational Needs Programme Board

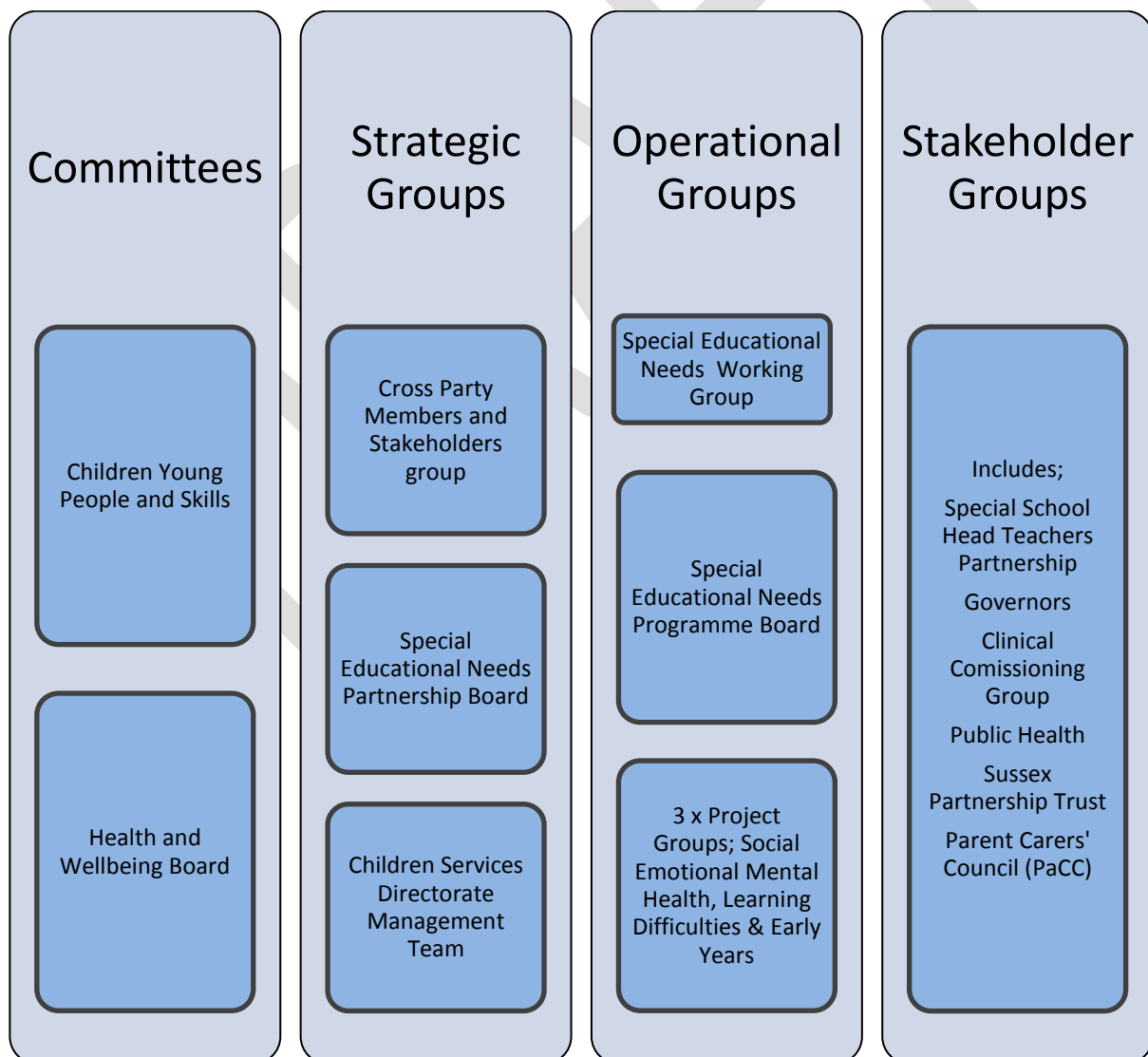
3.5.1 This group is made up of key representatives from internal departments (HR, Finance, Legal and Property) that will all be required to work together to make sure the changes are implemented successfully.

3.5.2 This group has met for the first time on 12 April 2016 and will meet every 6 weeks. Regularity of meetings is likely to increase at crucial stages of the review.

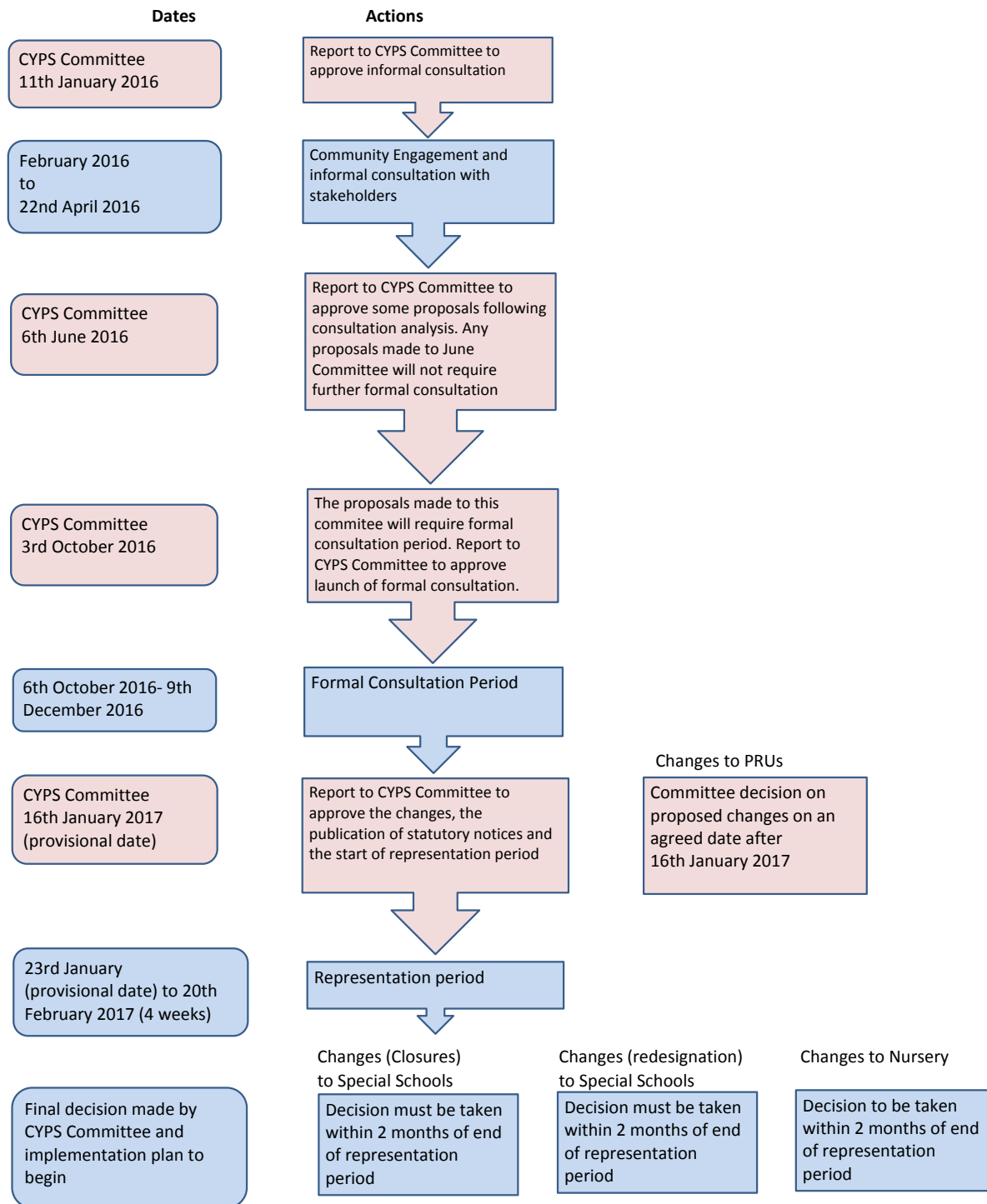
### 3.6 Special Educational Needs/Adults LD Review Working Group

3.6.1 This small operational group is led by the Assistant Director responsible for the review. The purpose of this group is to review, plan and take forward the implementation of changes to special provision. This group will be informed by the work of the other groups associated with the review.

### 3.7 Diagram to show established Special Educational Needs/Adults LD review Governance arrangements



**Appendix 3 - REVISED 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>The recruitment of teachers and maths teachers in Brighton &amp; Hove schools</b>		
<b>Date of Meeting:</b>	<b>Children and Young People's Committee 6 June 2016</b>		
<b>Report of:</b>	<b>Executive Director Families, Children and Learning</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**

Regular high quality teaching is the key to good pupil progress. In order for achievement to continue to rise and to enable all children to attend a school that is judged to be good or outstanding, we need to attract and retain the best teachers. This report discusses the recruitment of teachers in Brighton & Hove, and makes particular reference to the recruitment and retention of maths teachers.

**2. RECOMMENDATIONS:**

- 2.1 That the Committee notes this report and supports the development of further programmes for the recruitment and retention of teachers in the city.

**3. CONTEXT/ BACKGROUND INFORMATION****The National Context**

- 3.1 Nationally the data suggests that increasingly schools are finding it difficult to recruit and retain teachers. DfE figures show that numbers recruited onto ITT (Initial Teacher Training) courses fell by nearly 14 per cent between 2010/11 and 2014/15.
- 3.2 Initial Teacher Training (ITT) figures for 2015/16 show that while there was a slight increase in the number of overall recruits, nearly one in five secondary trainee places for September 2015 were still unfilled. The overall contribution to the secondary recruitment target was 82 per cent in 2015/16, a significant decrease from the previous year when secondary recruitment achieved 94 per cent of the target.
- 3.3 The DfE statistics also highlight the growing number of teaching posts that schools are not able to fill; the number of teaching vacancies in 2014/15 had increased by a third within twelve months. The total number of vacancies was over 1000 in November 2014, whilst in November 2013, this stood at 750. In addition, there were over 3000 temporarily-filled teaching posts in November 2014, and over 20,000 teachers without QTS; both of these figures had substantially increased since the previous year.

- 3.4 This also means that pupils are sometimes being taught by teachers who do not have a relevant qualification in the subject. In 2014/5 less than 80 per cent of maths lessons were taught by teachers with a relevant post A-level qualification, a decrease of 3 per cent within one year. Similarly, 83 per cent of English lessons in 2014/15 had an appropriately qualified teacher; a figure which was nearly 85 per cent in 2013/14.
- 3.6 In January 2014 the head of Ofsted, Sir Michael Wilshaw, said that it was a "national scandal" that around two-fifths of teachers had left the profession within 5 years and that serious questions needed to be asked about the current teacher training system.

### **The local context**

- 3.7 This has some resonance in Brighton & Hove, but there are also some major differences.. In terms of recruitment to senior leadership posts, the city is more successful than other Local Authorities. There are currently two headships in the city that are filled on a temporary basis (Homewood College and St Martin's CE Nursery and Primary School. There are two successful Higher Education Institutes in the city that train teachers. Despite the changes to the systems for the recruitment of teacher training, they report that many of their courses are largely full, including secondary maths. Several schools in the city also use programmes such as Teacher Direct, where trainees spend significant time in schools and schools are able to recruit successful trainees from this programme.
- 3.8 There seem to be few problems recruiting Newly Qualified Teachers in the city as many trainees wish to stay initially, having completed their training. There are currently 161 NQTs in the city; 65 NQTs in secondary schools, 95 in primary schools and one in special school. The success rate for completion of their first year is high. At the time of writing, 10 NQTs have left school during this academic year. The LA has a comprehensive and successful programme to support NQTs, which supports them through their initial year and all schools in the city use this programme.
- 3.9 Anecdotally we are hearing from schools that it is becoming more difficult to recruit and retain more experienced teachers, particularly in schools in challenging circumstances across the phases and particularly for maths in secondary schools. There are also reports of more teachers leaving the profession because of workload and pressure.
- 3.10 In November 2015 the census for Brighton & Hove showed there were 36 unfilled teacher vacancies in the city across 12 schools. Six of these vacancies were in primary, 24 in secondary and six in special schools.
- 3.11 It is the case that some school leaders find it more difficult to recruit maths teachers. The census data from November 2015, above, can be broken down by subject and shows that four of the 24 secondary school vacancies were in maths departments.

## **4. What we have done to address this.**

- 4.1 In 2013 – 2014 there was a citywide maths project and maths remains a focus for the city. Analysis of data for the last three years shows that the results in maths are improving, but there is still more work to be done. There are three strands to the project:
- I. recruitment
  - II. improving the quality of teaching in maths through excellent development opportunities to retain teachers
  - III. engagement with the community



- 4.2 The LA has supported teacher recruitment and development in maths through:
- Maths recruitment event in partnership with the university where secondary headteachers and senior staff attend a well-publicised event to encourage the recruitment of new maths teachers
  - Extra support for maths trainees in classrooms through additional mentoring and support from the University of Sussex
  - A lesson study project with the University of Brighton. This had a focus on 'improving understanding in mathematics through a focus on reasoning'. Interest for this was mainly primary, but there was some secondary engagement (Longhill).
  - Engagement with the Maths Specialist teacher (Mast) programme, which trained about 15 teachers in the city and Making Maths outstanding (MMO), some schools took part in NCETM (National Centre for Excellent Mathematics Teaching) projects
  - Engagement with the Sussex Maths Hub, that runs from the 'Inspire' Teaching School Alliance
- 4.3 In response to requests from primary headteachers, there has also been a campaign to attract primary teachers to the city. This is based around social media and raises the profile of the city schools. This is a trial for this year the impact will be reviewed looking ahead.
- 4.4 The Executive Director is leading on the development of initiatives such as key housing

## 5. Next Steps

In order to encourage and retain highly skilled teachers into schools in the city to ensure the best teaching for our children and young people we will:

- Continue to support the secondary headteachers in the recruitment of maths teachers through specific events
- Work more closely with local HEIs, schools and other partners to bring new teachers into the city schools, across the phases and subjects
- Discuss with local Teaching Schools the ways that Brighton & Hove schools could benefit from a SCITT (School Centred Initial Teacher Training) to bring more teachers into the city
- Consider a recruitment campaign in the city for those people who may wish to retrain as teachers
- Evaluate the social media campaign for 2016 and plan a campaign for 2017 in light of this
- Use the existing good practice and system leader led courses run by Benfield and Westdene as part of this to show Brighton & Hove is a place to build a teaching career
- Build a 'career continuum' that provides development opportunities from trainee to executive headteacher to retain and develop teachers in Brighton & Hove and ensure there is high quality leadership at all levels
- Work closely with the local Universities to help develop this continuum, exploring opportunities for further study
- Develop the initiatives with housing and other departments to attract and retain teachers

## 6 FINANCIAL & OTHER IMPLICATIONS:

### Financial Implications:

- 6.1 Schools have delegated budgets and are responsible for the recruitment and retention of staff. Any costs associated with this will be met from schools individual budgets. Any work carried out by the authority will be met from existing budgets.

*Finance Officer Consulted: Andy Moore*

*Date: 11/05/16*

### Legal Implications:

- 6.2 There are no legal implications in this report

*Lawyer Consulted: Serena Kynaston*

*Date: 11/05/16*

### Equalities Implications:

- 6.3 High quality teachers are needed to ensure good teaching for all groups of pupils

### Sustainability Implications:

- 6.4 It is vital to maintain and develop a strong teaching force for the future of the young people in schools in the city to ensure economic sustainability and strong communities

### Any Other Significant Implications

<b>Subject:</b>	<b>Value added measures in Brighton &amp; Hove secondary schools</b>		
<b>Date of Meeting:</b>	<b>Children Young People and Skills Committee 6 June 2016</b>		
<b>Report of:</b>	<b>Executive Director, Families, Children and Learning</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 explains value added scores, shows the current value added scores for secondary schools for 2014 – 2015 and outlines the new progress 8 measures that will come into effect from summer 2016.

**2. RECOMMENDATIONS:**

2.1 That the Committee notes this report.

**3. CONTEXT/ BACKGROUND INFORMATION****3.1 What do we mean by value added?**

Attainment, as measured by exam results, is one way that schools are judged. What attainment shows is the performance of a pupil in an exam / test situation on a particular day or days. However, some pupils find it particularly difficult to do well in tests and examinations. It may be, for example, that they have significant special educational needs, or, despite school support, do not perform well. All pupils are capable of making progress and it is important that schools are given recognition for the work that they do with all their pupils.

**3.2 Value added measures are intended to allow fairer comparisons between schools with different pupil intakes.**

This report looks at the value added measures published by the DfE in the Schools Performance Tables for KS2 to KS4. The KS2 to KS4 value added measures the progress that individual pupils at the end of KS4 - i.e. in Year 11 (generally aged 16) - have made since taking their KS2 tests in Year 6 (generally aged 11). This measure looks at the progress that pupils have made for the whole secondary phase of education. Summer 2015 was the last time that this measure will be used as there is a new measure from this summer, progress 8, which is explained in section 6.

### 3.3 Value added scores

Each pupil's value added score is calculated on a comparison between their best eight results at GCSE and equivalent - sometimes referred to as their capped point score - and the median or middle performance of other pupils with the same or similar results at the relevant key stage. The individual pupil scores are added together and averaged to produce the school level VA measure. This indicates the value the school has added on average for its pupils.

### 3.4 Interpretation of a school's value added measure

The value added scores are shown as measures based around 1000 for KS2 to KS4. Measures above 1000 represent schools where pupils on average made more progress than similar pupils nationally, while measures below 1000 represent schools where pupils made less progress.

For each of the KS4 value added measures:

A score of 1006 means that on average each of the school's pupils achieved the equivalent of one GCSE grade higher in one subject than the median - or middle value - for pupils with similar prior attainment. A score of 1048 means that on average each pupil achieved one GCSE grade higher in each of their best eight subjects than the median pupil. Conversely, a score of 994 means that the school's pupils achieved one grade lower in one subject on average, while a score of 952 means that pupils achieved on average one grade lower in each of their best eight subjects than the median pupil.

### 3.5 What a school's value added measures tell you

The value added measures are one of the best indications of a schools' overall effectiveness. But the significance that can be attached to any particular school's value added measure depends, among other things, on the number of pupils included in the value added calculation. The smaller the number of pupils, the less confidence can be placed on the value added measure as an indicator of whether the effectiveness of a school is significantly above or below average.

### 3.6 Key Stage 2 to Key Stage 4 value added measure

As a guide, the tables below show scores that are broadly average based on the size of the cohort for pupils included in the Key Stage 2 to Key Stage 4 value added measure.

#### Mainstream schools

No. of pupils included in value added calculation	Broadly average scores
200+	989.0 to 1009.4
100+	984.8 to 1013.6
50+	978.8 to 1019.6

For cohorts of about 200 pupils, differences of up to 14.4 should not be regarded as significant. For cohort of about 100 pupils, differences of up to 20.4 should not be regarded as significant. When comparing schools with cohorts of about 50 pupils, differences of up to 28.9 should not be regarded as significant. Particular care

should be taken with the results for schools where cohort sizes are smaller than this, and even quite large differences may not be significant.

### 3.7 Value added profiles

By looking at the tables below, you can see how the VA measures for a school compare to those of other schools nationally.

<b>Key Stage 2 to Key Stage 4 Value Added Measure</b>	
<b>Value Added Measures</b>	<b>Percentiles</b>
1057.9 and above	Top 5% of schools nationally
1019.4 - 1057.8	Next 20% of schools nationally
1003.4 - 1019.3	Next 15% of schools nationally
985.7 - 1003.3	Middle 20% of schools nationally
971.1 - 985.6	Next 15% of schools nationally
937.4 - 971.0	Next 20% of schools nationally
937.3 and below	Bottom 5% of schools nationally

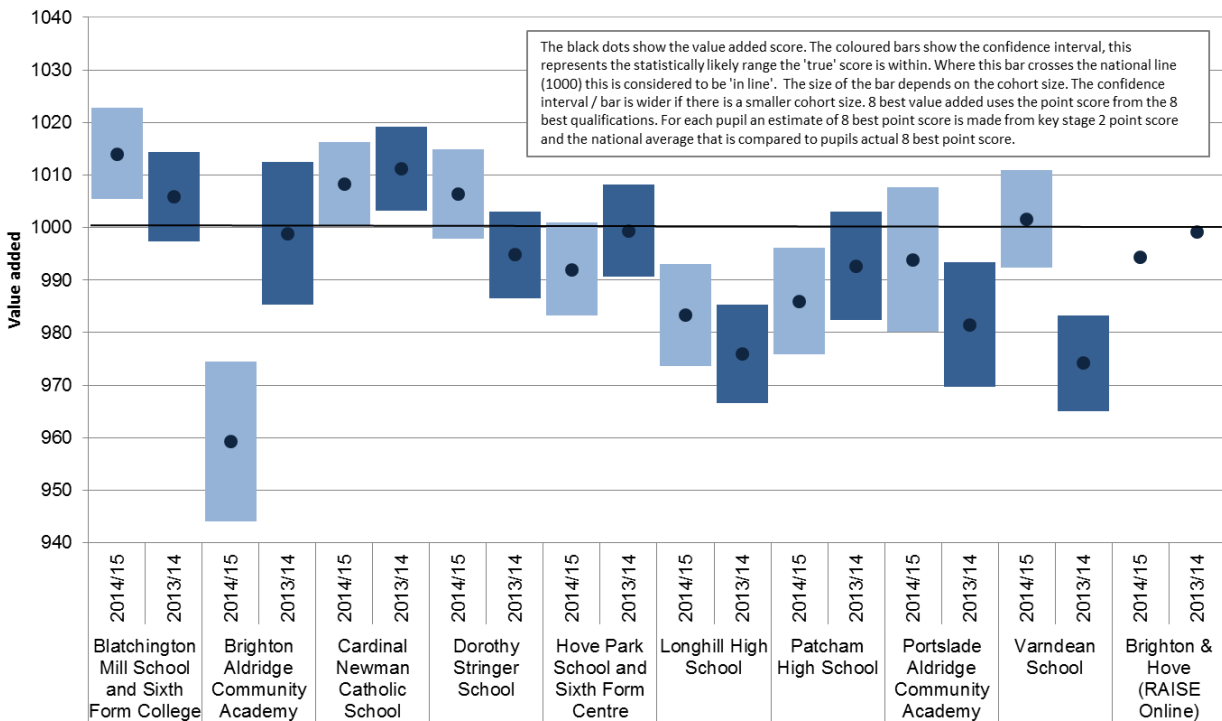
#### 4. Value added scores in Brighton & Hove secondary schools

4.1 The table below shows the value added scores for 2013/2014 and 2014/2015 for 'best 8' for all pupils. Data for earlier years is not included because of the national changes to the end of key stage assessments in 2014.

'Best 8' means the marks of the highest eight subjects that each pupil took. The black dot is the overall value added score and the length of the bar is the confidence interval. Where there are fewer pupils then the confidence bar will be larger.

This shows that in 2014/2015 Blatchington Mill, Cardinal Newman Catholic School, Dorothy Stringer and Varndean were all in line or above the national benchmark of 1000. Varndean has shown a significant rise in value added from 2014 to 2015. At first sight the data suggests that BACA's value added has dropped significantly, but the school has a small cohort and so the confidence interval is wider.

8 Best Value Added: Performance Tables 2013/14 and 2014/15

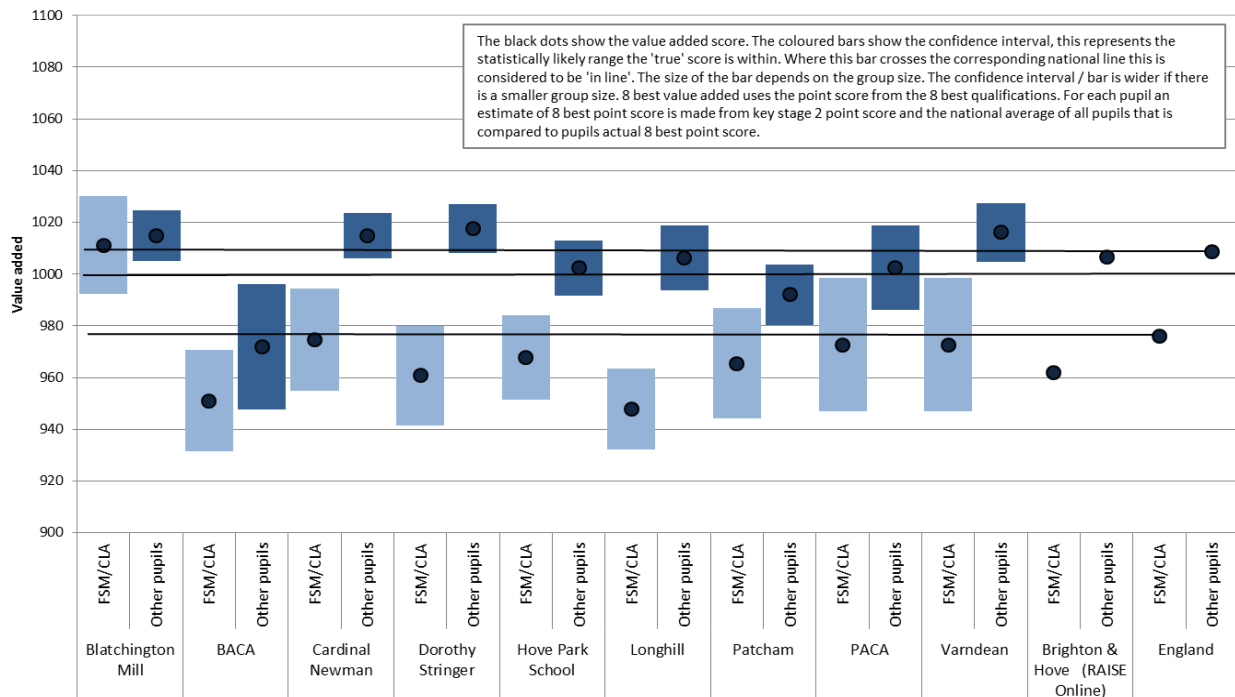


#### 4.2 The value added results for disadvantaged pupils

This table shows the value added for best 8 for pupil with free school meals, children looked after and 'other' (which is how RAISE online defines those pupils not in disadvantage). The top black line is the national average for 'other' pupils, the middle black line is the national average for all pupils and the bottom black line is the national average for those pupils in disadvantage.

This shows that in the majority of schools the disadvantaged pupils are not achieving as well as their peers. The exception is Blatchington Mill, where both groups achieve above the national average.

**8 Best Value Added for Free School Meal / Children Looked After Disadvantaged Group and Other Pupils:  
Performance Tables 2014/15**



#### 5. What are we doing about it?

Schools are working hard, separately and as part of the Secondary Schools Partnership to raise achievement of all pupils.

- 5.1 The Strategic Data Leads from the schools meet regularly to discuss the data and share practice to enable them to support and challenge each other.
- 5.2 The secondary schools belong to Challenge Partners and receive regular reviews on their performance and have the opportunity to see best practice in other schools across the country. The schools will be part of 'Challenge the Gap' next year a specific programme designed to close the gap. It will be led by Blatchington Mill, the school with the best performance in this area.

- 5.3 The Teaching & Learning Lead for the Secondary Partnership and senior teachers from some of the secondary schools organise and facilitate a range of subject networks and groups. These groups enable teachers across a wide range of subjects to develop and share best practice, to moderate work and devise assessment procedures and to make sure everyone is up to date with developments in pedagogy.
- 5.4 The Secondary Support and Challenge Adviser meets with headteachers every term to discuss the outcomes and progress of young people.
- 5.5 Teams across Children's Services such as the Stronger Families, Stronger Communities, CAHMs and Educational Psychologists work to support schools with the progress of their vulnerable learners.
- 5.6 We have commissioned a Special Educational Needs Adviser to work with secondary school leaders to ensure that pupils with SEN are identified correctly and are receiving the right provision to enable them to succeed.

## **6. Looking ahead: Value Added in Secondary Schools and Academies**

- 6.1 In October 2013, the DfE announced that a new secondary school accountability system will be implemented from 2016. This will include two new headline measures, Attainment 8 and Progress 8. In many ways this is an extension of the existing Value Added (VA) score for a school. This will be reported through the school's RAISEonline report and through the league tables.
- 6.2 Progress 8 aims to capture the progress a pupil makes from the end of primary school to the end of secondary school. It is a type of value added measure, which means that pupils' results are compared to the actual achievements of other pupils with the same prior attainment at the end of KS2.
- 6.3 The new performance measures are designed to encourage schools to offer a broad and balanced curriculum with a focus on an academic core at key stage 4, and reward schools for the teaching of all their pupils, measuring performance across eight qualifications. Every increase in every grade a pupil achieves will attract additional points in the performance tables.
- 6.4 Progress 8 will be calculated for individual pupils solely in order to calculate a school's Progress 8 score, and there will be no need for schools to share individual Progress 8 scores with their pupils. Schools are advised to continue to focus on which qualifications are most suitable for individual pupils, as the grades pupils achieve will help them reach their goals for the next stage of their education or training.
- 6.5 Attainment 8 will measure the achievement of a pupil across eight qualifications including mathematics (double weighted) and English (double weighted), three



further qualifications that count in the English Baccalaureate (EBacc) measure and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.

- 6.6 A Progress 8 score will be calculated for each pupil by comparing their achievement – their Attainment 8 score – with the average Attainment 8 score of all pupils nationally who had a similar starting point (or ‘prior attainment’), calculated using assessment results from the end of primary school. The greater the Progress 8 score, the greater the progress made by the pupil compared to the average of pupils with similar prior attainment. There will be an agreed range around the average representing the limit of any statistical significance.

The full document describing this change can be accessed using the hyperlink below.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/497937/Progress-8-school-performance-measure.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/497937/Progress-8-school-performance-measure.pdf)

- 6.7 For 2015 the DfE calculated all school results in both the old and the new systems. Where schools had opted into the pilot they used the results from the new system, where they remained with the existing system they used the results from the existing system. No Brighton & Hove schools took part in the trials, but were the ‘shadow’ figures to be used for progress 8, they would show that all schools in the city were above the floor standard for progress 8.

## **7. Communicating with parents about schools**

- 7.1 There are many aspects of school character and performance that parents and carers can use when making secondary school application. In addition to school Ofsted reports and the DfE Performance tables there are a range of tools and information sources.
- Ofsted Parent View (<https://parentview.ofsted.gov.uk>). This section of the Ofsted website provides feedback from parents on schools, a change from the attainment focus of most school guide sites. However, as it is dependent on parents submitting their views, only the larger schools tend to have data available.
  - Ofsted school Dashboard, but these are closing down in September 2016.
  - [www.schoolguide.co.uk](http://www.schoolguide.co.uk). Provides information on attainment and school demographics using easy to understand graphics. The site gives each school a summary star rating (between one and five) using their own calculation. Maps and catchment areas can be viewed. This site provides data for the Rightmove and Mumsnet websites.
  - There has just been a new tool from the DfE, which lists all schools with some key performance measures for each of them.  
<https://www.compare-school-performance.service.gov.uk/>

- The new White Paper 'Educational Excellence Everywhere' has also stated the government intention to develop a new tool for parents.

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

- 8.1 This report has been written in response to a request to include value added data in reports about school performance.

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

- 9.1 Secondary school headteachers have been involved in the construction of this paper.

## **10. CONCLUSION**

Value added data shows a wider picture than attainment data. It is a way to look at school performance that includes the progress the pupils have made from their entry into secondary school to the end of their statutory schooling.

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

### Financial Implications:

- 11.1 The Local Authority (LA) 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.

*Finance Officer Consulted: Andy Moore*

*Date: 11/05/16*

### Legal Implications:

- 11.2 Under section 13A of the Education Act 1996 Local Authorities have a statutory duty to promote high standards and promote the learning potential of every young person at school.

*Lawyer Consulted:*

*Serena Kynaston*

*Date: 11/05/16*

### Equalities Implications:

- 11.3 Schools are responsible for outcomes for all pupils. Value added is a way that shows meaningful progress for all groups of pupils

### Sustainability Implications:

- 11.4 Improving value added for schools will enable them to ensure that all pupils are making good progress and can develop the skills and attitudes to take full part as members of the community and thus improve economic sustainability.

<b>Subject:</b>	<b>Educational Partnerships in Brighton &amp; Hove: Looking Ahead v8</b>		
<b>Date of Meeting:</b>	<b>Children and Young People's Committee 6 June 2016</b>		
<b>Report of:</b>	<b>Executive Director Families, Children and Learning</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**

- 1.1 This report outlines the strong partnership working that exists in the city schools, refers to some of the government's recent proposals for education and the implications for schools and requests authority to commence engagement with interested stakeholders to develop a partnership model that will secure the best opportunities for the education of children and young people in the city.

**2. RECOMMENDATIONS:**

- 2.1 That the Committee authorises the Executive Director Families, Children and Learning to commence engagement with stakeholders in Brighton & Hove regarding the proposal to establish a more formal partnership between schools and the Local Authority.

**3. CONTEXT/ BACKGROUND INFORMATION****3.1 The National Context**

There have been several national consultations and publications on education policy in the last six months. These include:

- The proposed Schools National Funding Formula,
- The White Paper, 'Educational Excellence Everywhere'
- The Education and Adoption Bill – in particular the paper, 'Schools causing concern: Intervening in failing, underperforming and coasting schools, Guidance for local authorities and Regional Schools Commissioners' (RSC).

- 3.1.1 Within these papers and proposals is the view that the role of the Local Authority (LA) in relation to education and school improvement will change, that all schools will be encouraged to become academies, either as standalone or through the formation of Multi Academy Trusts (for those schools judged to be good and outstanding) or as

sponsored academies (for those schools deemed underperforming) and the benefits that academies bring will lead to higher standards and achievement for pupils.

3.1.2 It is important to note that at the time of writing, these are proposals and this is a rapidly moving landscape.

### 3.2 The Local Context

3.2.1 Outcomes for Brighton & Hove schools are positive. Attainment at all key stages is in the top quartile nationally and progress is improving and as a result we are currently judged to be a 'light touch' Local Authority by Ofsted. 83% of schools are currently judged to be good or outstanding and this is a result of the successful LA support and challenge and effective school partnership working. There is still much to do to ensure that every child in the city makes good progress and can attend a school judged to be at least good, but this is improving rapidly.

3.2.2 The Local Authority currently has statutory duties to:

- Promote high standards
- Know schools well
- Intervene in schools causing concern.

3.2.3 The Education and Inclusion Team work closely with schools to fulfil these duties, outlined in the School Improvement Strategy. There is a rigorous categorisation / prioritisation process that ensures the LA knows schools well and can intervene at an early stage when performance is falling. Intervention is carried out through School Partnership Advisers and members of the Education and Skills Team and through school to school support.

### 3.3 Current Partnerships in Brighton and Hove

3.3.1 The LA goes beyond its statutory duties to improve outcomes for pupils through promoting and developing partnership working and is keen to continue this role. In line with national policy from the 2010 White Paper and the vision for the city, the LA is working with school leaders to develop a school led self-improving system, where partnership working and school to school support ensures that all schools are successful and schools work together to build capacity. Strategically this is led by the Learning, Skills & Employment Partnership Board. The board resulted from the merger of the Learning Partnership and the City Economic Board. This reflects the move to join thinking on all phases of education & training with the skills and economic needs of the city.

3.3.2 The Learning Skills and Employment Partnership has led on the development of a citywide vision, '**Brighton and Hove: Achieving Excellence Together**'.

The partnership has agreed aims for the city;

- Encourage all children, young people and adults to have ambition: be confident, flexible, resourceful and resilient
- Support all children, young people and adults to overcome any barriers to success in learning
- Celebrate diversity and promote equality

- Promote a dynamic, exciting, creative and relevant curriculum in successful settings
- Enable children, young people and adults to have the skills, knowledge and understanding in order to be able to make choices about their futures
- Prepare children, young people and adults to be economically active in the world of work

3.3.3 There are currently seven school led partnerships or clusters of schools in the city. Some of these originated and have developed from the Extended Schools clusters, others have developed through transition or interest. These partnerships are:

- Deans Partnership
- City Partnership for Education
- Partnership for Leading and Learning
- Portslade Partnership
- Unity Partnership (formerly known as the Moulsecomb Cluster)
- Preston and Patcham Partnership
- Hove Partnership

3.3.4 Full membership details are in appendix four.

3.3.5 There are also phase specific partnerships;

- Secondary Schools Partnership
- Special Schools Partnership
- Infant Schools Partnership
- Junior Schools Partnership
- The Accord of sixth form college principals
- Faith schools work in Deanery Partnerships

3.3.6 There are also networks of groups which collaborate on key issues.

- 16-19 Curriculum & Quality Group
- 11-16 Curriculum Deputies,
- IAG (information advice and guidance) and the
- Secondary Strategic Data Group.
- Joint meetings are planned on Y11 destinations for the 11-16 and 16-19 groups
- Curriculum reform and assessment for the 11-16
- Strategic data leads group.
- The Secondary Schools Partnership headteachers are members of 'Challenge Partners', a national organisation that organises peer review and development

3.3.7 These school-led partnerships have been developing and growing. They are in different stages of development and several subgroups have developed within some of the partnerships such as;

- Early years groups,
- Special Educational Needs groups,
- Groups for subject leaders,
- Teacher development / lesson study

- Governing bodies working together

3.3.8 The majority of the partnerships have organised conferences, inset days and away days for staff to focus on priorities and develop practice. Another developing practice is that head teachers work together in groups of three (triads) to visit each other's schools to challenge and review practice. As well as supporting schools that are in challenging circumstances, this also promotes professional debate and enables all school leaders to reflect on their practice and improve outcomes for pupils. Some of the partnerships have developed strong governance groups that share practice such as head teacher reports, data and pupil premium spending. These are all designed to focus on raising standards and raising quality

3.3.9 Through this commitment to partnership working, a strong track record is developing for school to school support for schools in challenging circumstances. These support arrangements have been both school initiated and LA commissioned. Examples of this include;

- Hangleton Infants (now Primary) supported Benfield from special measures to a judgement of good,
- Hove Park worked with West Blatchington to take the school from satisfactory to good
- Middle Street Primary and the City Partnership supported St Mark's CE Primary to good from Requires Improvement
- Coldean is supporting Coombe Road on their journey from Requires Improvement to Good.
- In some cases the head teacher of one school has become executive head and worked across both schools, sometimes there is a sharing of teachers or a partnership of governors.

### **3.4 Governance**

3.4.1 The Learning, Skills & Employment Partnership Board scrutinises performance data and identifies strategic priorities for education in the city. Each partnership identified is represented on this group.

3.4.2 The chairs of each partnership / cluster and representatives from the phase groups meet half termly with the Assistant Director, Education and Inclusion and the Head of Standards and Achievement as the Citywide School Improvement Partnership Board. This group exists to improve educational outcomes for the city and members share best practice and call each other to account. One of the aims of the group is to develop as consistency of effective partnership practice across the city without losing the uniqueness of each partnership. This work is ongoing and members of the group have stated the growing challenge to each other. This group has met to discuss potential possibilities for the city for the way ahead for partnerships to improve consistency.

3.4.3 Each partnership has been assigned a School Partnership Adviser who has the remit to work with the partnership to help them develop. This group has drawn on research about effective partnership working to create an audit tool for partnerships which will support and challenge partnerships to reflect on next steps in their development. The continuation of this work is a priority and will continue, as all models in the current

landscape suggest that schools', working in partnership, is the best way forward to secure good outcomes for all pupils.

#### **4. Possible Futures**

- 4.1 The documents and policy direction outlined in the documents in 3.1 above make it clear that these partnerships are encouraged to develop in a more formal structure that will enable more staff development, opportunities and challenge between schools. To continue with the current informal structure puts schools at risk of not being able to access national support available, to be left behind in the nationally developing school led system and, should a school be judged as underperforming, to be directed to join an academy trust.
- 4.2 With the rapidly changing landscape the message to schools has been, not to panic, to focus on the achievement of young people and to work with the Council as they develop proposals looking forward. The lead member for education and the Executive Director of Families, Children and Learning have written to head teachers and Chairs of Governors to give them this message and to say that the council remains committed to having a voice in education on behalf of residents as their democratically elected representatives.
- 4.3 There have been meetings with school leaders, including governors, about the national proposals and there is a view from a large number of headteachers that they would like to explore options for maintaining the family of schools with a focus on teaching and learning and achievement of all pupils. We are in contact with other Councils across the country to make sure we are tracking the direction of travel on a national scale and considering a wide range of options to find the best solution for Brighton & Hove.
- 4.4 As stated earlier, these are rapidly changing times. It was announced on May 6<sup>th</sup> that all schools will not be forced to become academies, but that this is still the aspiration of the government. Schools that are judged to be underperforming will still be directed down this route and it is expected that over time nationally, more successful schools will opt to become academies.
- 4.5 The role of Local Authorities and Councils in school improvement has yet to be clarified. The Council is committed to maintaining a voice and role in education of children and young people in the city. Feedback from school leaders suggests a lack of appetite for academisation, but a desire for schools to maintain the vision and aims for the city. There is a strong view that we can create our own future, a model that works for the city.

#### **5. Proposed engagement period**

- 5.1 This paper therefore requests that there be a period of engagement for a partnership model for the future. We propose to engage with a range of stakeholders: school and college leaders, governors, parents and wider educational partnerships on a proposal to develop a more formal partnership structure that builds on the current partnership and is underpinned by our agreed vision and values, keeping the city

family of schools and education providers together with a focus on continual improvement.

## 5.2 Values and Principles

Successful partnerships have clearly stated values and are based on a vision and values and principles. The following values and principles that are at the heart of these proposals were constructed by school and college leaders.

- Ensure that the diverse nature of the city is reflected
- Ambitious and aspirational for all pupils to achieve well
- Inclusive: No child left behind
- Collegiate: No school isolated and working for the good of all schools
- Flexible: A structure / arrangement that works for all
- Outward facing
- Challenge and rigour are features
- Shared and open culture based on trust, honesty, transparency
- Not for profit – everything back into the system
- Schools to retain their own identity
- Innovative
- Democratic

5.3 The model that the city chooses needs to be built upon these values and principles. This paper proposes engagement to explore a model that fits with the above, can accommodate existing schools and academies and their sponsors and can embrace the development of existing and possible new partnership arrangements.

5.4 Early research suggests that there could be an overarching structure / organisation that has representation from schools, the LA and other educational partners. Schools could be members as individuals, groups or as existing academies /free schools. It would be flexible to allow schools of all types and status to join and to operate, but under the overarching structure. It would be possible for the body to trade services within the organisation and also externally. To do this it may need to have a trading arm. This would depend on the model that arises out of the engagement phase.

5.5 We will explore the most appropriate governance arrangements that could include a board like arrangement with representation from other bodies. How this will look in terms of a legal entity could be different. Options include a company (limited by shares or by guarantee), a Charitable Interest Organisation, a Trust Corporation or an informal Unincorporated Association. These are outlined further in appendix 1. The engagement will also consider how best to future proof its terms of reference and remit.

## 6 Proposed Advantages of new a legal entity / more formal partnership

6.1 **Strengthening the ‘family of schools’:** The legal entity would not only be a means for deepening existing commitment to collaboration for improvement, but would also cement existing ties and ways of working as recognised through legal arrangements.



- 6.2 **Raising standards further in the city:** We want to develop a model that will lead to better and improved outcomes for pupils. By working together schools will be able to achieve more.
- 6.3 **Long-term stability of leadership and governance of schools:** The legal entity would make the governance arrangements less dependent on the good will and commitment of individuals through a set of legally recognised roles and responsibilities that can be replicated as and when individuals leave.
- 6.4 **Strategic leadership by head teachers and governors:** Creation of a legal entity would mark a further step towards system-leadership where headteachers and governors alongside the Council in its civic governance role, take collective leadership and responsibility for a whole community of pupils as members of one legal entity.
- 6.5 **A vehicle to provide ongoing civic leadership including schools, partners and the Council:** In the face of proposed legislation that may radically change local government responsibilities for education, the legal entity could help to redefine the relationship between the Council and schools and provide a means to enable continued strong civic governance from the Council and accountability for outcomes. Membership of the legal entity would enable the Council to work with other educational partners as members to support and improve outcomes for children and families in the city. This would be enhanced at least in the early years of the company, where the Council would have specific responsibilities as a result of the company's status as a schools company.
- 6.6 **Ability to enter into contracts and to employ staff:** In future, the entity could enter into contracts such as commissions from the Council and could also employ its own staff directly.

## 7. Engagement timeline

- 7.1 We are proposing to engage with Headteachers, governors and wider education partnerships on a proposal to develop a more formal partnership structure that builds on current partnerships and is underpinned by our agreed visions and values, keeping the city family of schools and education providers working together to continually improve.
- 7.2 Following the engagement period we will develop proposed models and bring a paper to Committee for decision in autumn 2016. The timeline is set out in the table below;

Dates	Actions	Major Tasks to be completed
26 <sup>th</sup> April	Presentation to all school heads to start initial communication	
6 <sup>th</sup> May 216	Draft paper deadline for Committee	Committee paper written
24 <sup>th</sup> May 2016	Deadline for Releasing Reports for Committee	Committee paper completed
CYPS Committee 6 <sup>th</sup> June 2016	Paper presented to committee to update with our intention to change delivery model of council services to schools	Paper will include an initial identification of options and ask for approval to begin an engagement phase
June to 6 <sup>th</sup> October 2016 (8-10 weeks of term time)	Engagement Phase	Engagement events arranged and attended
7 <sup>th</sup> October to 20 <sup>th</sup> October	Detailed scrutiny of responses from engagement period and committee paper preparation	
21 <sup>st</sup> October 2016	Deadline for paper to CYPS	Committee paper written including feedback from engagement phase
CYPS 21 <sup>st</sup> November 2016	Report to CYPS Committee to update with more detailed proposals on new delivery models	

## 8. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

- 8.1 The recommendation at this stage of the proposals is for an opportunity to consult. In the consultation questions we will be including a number of options to consider. It is at the next stage of proposals that we will consider the options for delivery and that will be presented to committee at the timeline detailed above

## 9. COMMUNITY ENGAGEMENT & CONSULTATION

- 9.1 We are aware of strong parental views in these areas and propose to engage with parents / carers over the summer and autumn. In our approach we will be

encouraging responses from all community groups which will include Parents, residents, Head teachers etc

## **10. CONCLUSION**

- 10.1 Whilst a strong informal partnership of schools in Brighton and Hove exists, to become more effective and to be forward looking, Children Young People and Skills committee should allow the local authority to explore a more formal partnership arrangement

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

### Financial Implications:

Given the changing landscape in relationship with schools and the local authority, the relationship will need to change. Any costs for schools working together will be met from within their existing school resources. Schools will also be able to bid for school to school support funding through Teaching School Alliances and National Leaders of Education.

Any costs associated with consultation with schools will be met from within local authority existing resources. Following on from the consultation it will be for the committee to decide the level of engagement in the future and this will therefore decide how the funding of school improvement will need to change.

*Finance Officer Consulted: Andy Moore*

*Date: 24 May 16*

### Legal Implications:

- 11.1 If a formal structure for the partnership model is approved, following the engagement outlined in this report, there will be legal implications in relation to identifying and implementing the most appropriate structure to meet the objectives of the partnership. This will need to be reviewed once proposals are brought forward following the engagement.

*Lawyer Consulted: Elizabeth Culbert*

*Date: 23 May 2016*

### Equalities Implications:

- 11.2 School and College leaders support the principle that all children and young people should be included and no child is left behind.

### Sustainability Implications:

- 11.3 With the national changes to education and the changing role of school improvement, it is important to ensure that schools are able to improve developing capacity from within.

## **SUPPORTING DOCUMENTATION**

***Appendix 1 – Power point Presentation on New Delivery Models including examples from other Local Authorities***

***Appendix 2 – Current partnerships***

# Partnership and Delivery Models

Children's Services Modernisation Board

12 May 2016

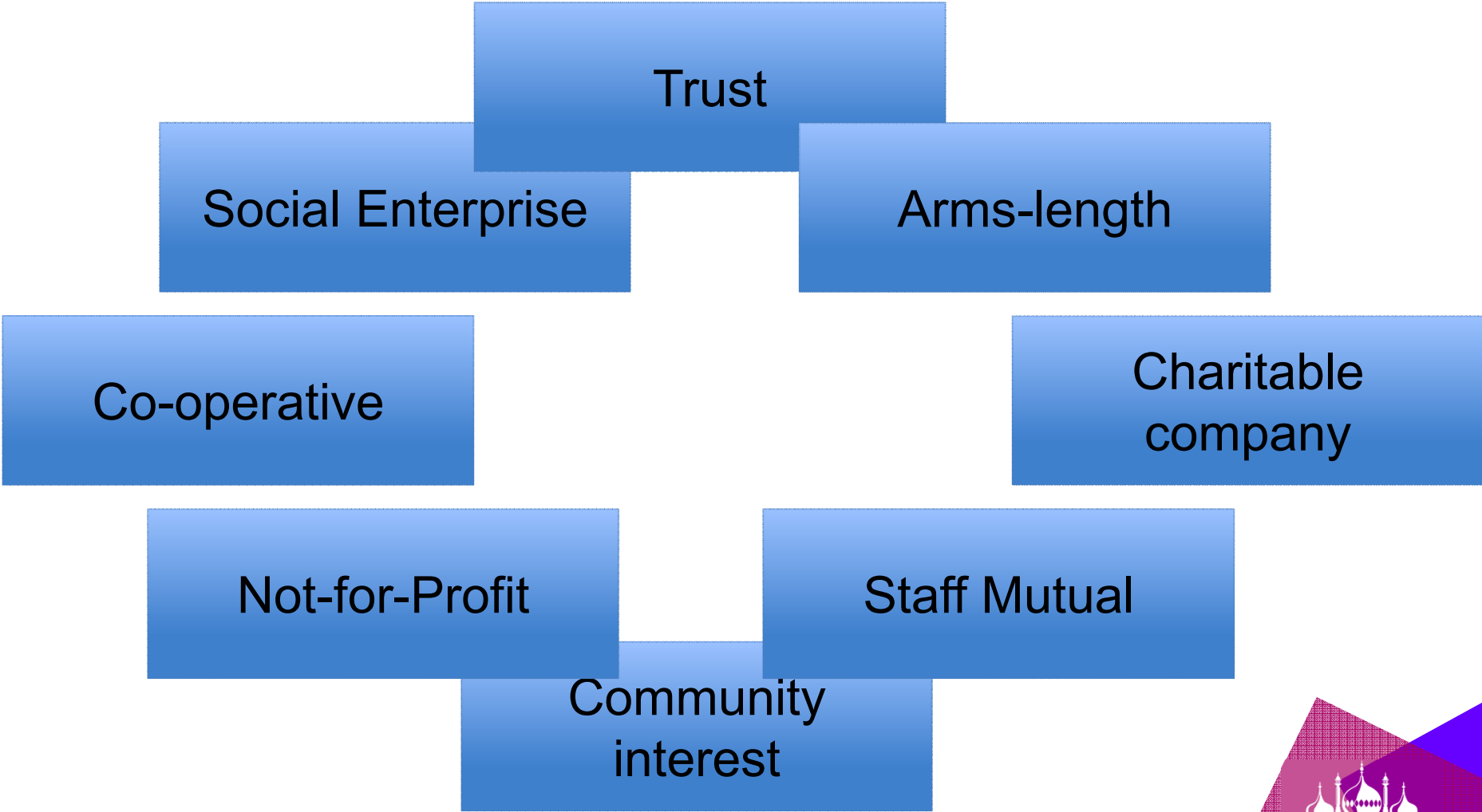
Roger Snell - Traded Services to Schools Manager



Brighton & Hove  
City Council

# Models for partnership and structures

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# Form follows function

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# Brighton and Hove Education Partnership

	Unincorporated Association	Limited company by shares	Limited company by guarantee	Community Interest Company	Cooperative Benefit Society	Charitable Interest Organisation	Trust Corporation
Can all schools join in their current form & status?					X		?
Are profits/dividends invested back into organisation	Depends	x		Depends			
Are the governance & constitution arrangements flexible & 100% decided by the partners				x	x	x	x
Is it a legal entity where individual members/partners are not personally liable	x						X
Are the assets of organisation not 'locked in' to any particular criteria	N/A			x	x	x	x
Could the organisation trade and enter other contract (either itself or via a trading arm)	Depends						?
Can the organisation employ its own staff	N/A						
Is it relatively easy to set up in Brighton and Hove?	N/A				x		
Is it possible for organisation to become academy sponsor in the future	N/A						
Is charitable status possible?	x	x					



# Brighton and Hove Education Partnership

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- Proposed model of an overarching structure / organisation that has representation for schools, the LA and other educational partners.
- Schools could be members as individuals, groups or as MATs. It would be flexible to allow schools of all types and status to join and to operate, but under the overarching structure.
- Possible to trade services within the organisation and also externally. To do this it may need to have a trading arm.
- The model needs to be built around the partnership values and principles.
- Children's Committee 6 June to request formal engagement with schools, education partners and further stakeholders about preferred partnership model.  
Initial political and pre-engagement preferences points to not-for-profit organisation or trust type arrangement
- However engagement programme will identify preferred partnership model for formal consultation and evaluation



# Examples of Partnership Models

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- 2002 - Formation of Hackney Learning Trust
- First not for profit company to deliver statutory educational duties on behalf of authority and schools
- Motivated by educational outcomes of young people in Hackney
- Board made up of representatives from schools- (governors and heads, the authority (director/ director), politicians (Mayor and Lead Member) and community
- 10 year contract



- Charitable Trust - Sep 2013
- Board of Trustees from Early Years Settings, Primary and Secondary Schools and Academies & LA
- Shared strategy based on School performance and attainment
- Delivers statutory duties on behalf of LA
- Trade a range of school improvement and business support services



# Examples of Partnership Models

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## Tower Hamlets Education Partnership



- Not for profit company- Sep 2013
  - Co-owned by schools (80%) & LA (20%)
  - 520 school shareholders
  - Shared strategy and vision
  - Delivers statutory duties on behalf of LA
  - Trades a range of school improvement and business support services
- 
- Publication of final proposals April 2016
  - Consultation April –July 2016
  - September 16 –partnership in place
  - Live from April 2017
  - Proactive shared partnership vision between schools & authority
  - Structure and Governance will reflect this collaborative approach

*The Tower Hamlets Educational Partnership's vision is that our schools should build on our existing culture of collaborative working to enable all the borough's children and young people to experience the best possible educational opportunities, outcomes and life chances.*



# Study – Camden School Led Partnership

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***“All Camden schools have a culture of aspiration and success and pupils are prepared to achieve the very best outcomes”***

## Shared Vision

Exceptional leadership and governance; quality recruitment; access to inspirational and highly effective teaching; improving standards and good progress at all key stages with no child left behind; all children and young people are safe, valued and included

## Development of new legal partnership structure

- Long-term stability of leadership and governance
- Strategic leadership by headteachers and governors
- A vehicle for ongoing civic governance from the local authority
- The ability to employ staff and enter into contracts
- Strengthening the Camden ‘family of schools’



# Partnership Models

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## **Proposed Model - A company limited by guarantee**

This is also an 'ordinary' company registered and regulated by Companies House. Members have voting rights (just like shareholders) and typically profits are not distributed

### **Criteria to meet-**

1. Can all Camden Schools join *in their current form* if they choose to do so?
2. Is exposure of schools to risk limited?
3. Is it easy to establish?
4. How significant is the ongoing burden of regulation - is it easy to manage?
5. Does the membership and governance model work for Camden given the stated aims?
6. Could the organisation employ staff?
7. Could the organisation trade and enter into contracts - either itself or through a subsidiary?
8. Would there be a significant tax burden - is charitable tax status possible?
9. Is there the possibility that it could become an academy sponsor in future or a School Improvement Partner?



# Summary

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- Preferred model varies by service, requirements & remit, membership, governance, vision
- List of models is not exhaustive – joint venture, outsourcing, social enterprise
- Why does it need to change? By doing so, what is better and for whom?
- Engagement, consultation, business plan, specialised advice & support, corporate and political alignment
- Typically 12-18 month process



Partnership	Schools in Partnership
City Partnership for Education	Carlton Hill Primary
	Elm Grove Primary
	Fairlight Primary
	Hertford Infant
	Middle Street Primary
	Patcham Infant
	Patcham Junior
	Royal Spa
	St Bartholomew's CE Primary
	St Mark's CE Primary
	St Mary Magdalen RC Primary
	St Paul's CE Primary
	Turnerland
Portslade Partnership	Benfield Primary
	Brackenbury Primary
	Mile Oak Primary
	Peter Gladwin Primary
	St Mary's Catholic Primary
	St Nicolas CE Primary
	St Peter's Community Primary
	Kings School
	PACA
	Downs Park
	Hillside
Deans Partnership	Our Lady of Lourdes RC Primary
	Rudyard Kipling Primary
	Saltdean Primary
	St Margaret's CE Primary
	Woodingdean Primary
	City Academy Whitehawk
	Longhill Downs View

Partnership	Schools in Partnership	
Hove Partnership            Partnership in Leading and Learning	Aldrington CE Primary	
	Brunswick Primary	
	Goldstone Primary	
	Hangleton Primary	
	Hove Junior	
	St Andrew's CE Primary	
	Stanford Infant	
	West Blatchington Primary	
	West Hove Infant	
	Blatchington Mill	
	Hove Park Secondary	
	Balfour Primary	
	Downs Infant	
	Downs Junior	
	Hertford Junior	
	Queens Park Primary	
	St Luke's Primary	
	St Martin's CE Primary	
	Stanford Junior	
	Dorothy Stringer Varndean*	
	The Unity Partnership	Bevendean Primary
		Coldean Primary
Coombe Road Primary		
Moulsecomb Primary		
BACA*		
Homewood College		
Preston & Patcham	Carden Primary	
	Cottesmore St Mary's *	
	St Bernadette's RC Primary	
	St John the Baptist RC Primary	
	St Joseph's RC Primary	
	Westdene Primary	
	Cardinal Newman Catholic	
	Patcham High	
	Patcham House	
	Cedar Centre	



<b>Subject:</b>	<b>Apprenticeship developments across Brighton and Hove</b>		
<b>Date of Meeting:</b>	<b>Children and Young People's Committee 6 June 2016</b>		
<b>Report of:</b>	<b>Executive Director, Families, Children and Learning</b>		
<b>Contact Officer:</b>	<b>Name:</b>	<b>Rachel Carter</b>	<b>Tel: 294921</b>
	<b>Email:</b>	<b>Rachel.Carter@brighton-hove.gov.uk</b>	
<b>Ward(s) affected:</b>	<b>All</b>		

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

- 1.1 There is increased recognition of the importance of vocational pathways and the current government has undertaken major reforms to apprenticeships. It is committed to delivering 3 million new apprenticeship starts by 2020 and has produced legislation aimed at improving the standard of apprenticeships.
- 1.2 This report provides an update on apprenticeships, following the work of the Employer Skills Taskforce and the City Employment and Skills Plan, that were both presented at the March committee meeting. Apprenticeships pathways have been identified as a way of growing new talent in Brighton and Hove, creating a tailor made workforce with the right skills, to help support business growth in the region.

**2. RECOMMENDATIONS:**

- 2.1 That the committee notes the Employer Pledge and its recommendations.
- 2.2 That the committee notes the progress that has been made, in establishing an in-house apprenticeship team to support the Employer Pledge.
- 2.3 That the committee notes the implications of the apprenticeship reforms and the Apprenticeship Levy.

**3. CONTEXT/ BACKGROUND INFORMATION**City Employment and Skills Plan

- 3.1 A report detailing the City Employment and Skills Plan (CESP) was presented at the Children, Young People and Skills Committee on March 7 2016.

- 3.2 The key priorities in the CESP regarding apprenticeships included the following:
- Explore new delivery models for boosting the number of apprenticeship opportunities across the Greater Brighton region
  - Create a step change in how the City Council and other public sector bodies create apprenticeship opportunities as major employers.

#### Employer Skills Task Force

- 3.3 In addition the Employer Skills Taskforce (ESTF) completed its consultation in March 2016, led by and involving local employers and a set of eight recommendations were made. Please see full report in the appendix. At the launch event as part of an Employer Pledge, businesses were asked to commit to one or more of the following:

- Offer a traineeship, apprenticeships or higher apprenticeship
- Offer a workplace visit to your business
- Offer a work placement to a young person
- Offer help with student projects or enterprise activities in schools and colleges
- Offer to speak to pupils about careers and recruitment
- Become a school governor
- Mentor a budding entrepreneur
- Provide employment advice about your industry

To date 45 employers have made a total of 106 pledges and all employers have been contacted and connections established with schools and colleges. This includes employers engaging directly with schools and helping promote the importance of apprenticeships. A good example is BACA, who are starting a pilot for construction apprentices, aged 16-18, working with a local construction company, who has committed to offering apprenticeship opportunities to students, with BACA as the training provider. This model is being explored for other professions, for example hospitality, focused clearly on where business growth and opportunities lie.

Existing and new governors are being consulted about taking on the responsibility for being a school governor for Enterprise, to help support schools with employer engagement and forge connections with local businesses.

- 3.3 The Task Force also recommended the establishment of a brokerage service, and the scoping of this brokerage service is being looked at within the development of the CESP. A further report will come to this committee.
- 3.4 As an interim measure, a small apprenticeship team has been set up within the council to maximise value for money from the Apprenticeship Levy which will come into force in April 2017. This team will oversee the following:
- Creation of new apprenticeship opportunities within the council to support the public sector quota of 2.3% apprenticeship numbers as part of the Apprenticeship Levy (The council's administration has committed to 100 apprenticeship starts in 2016 and 150 in 2017.)

- Identification of internal candidates for apprenticeship opportunities as part of staff development and to support apprenticeship targets
  - Support for the Employer Pledge in employer engagement and enquiries from employers. (list of pledges above in 3.3)
  - Continued support of IAG in schools and colleges, actively promoting apprenticeship opportunities in the region. (All council apprentices are paid based on the minimum wage for their age group which exceeds the national apprenticeship recommended wage.)
- 3.5 The council has a track record of recruiting apprentices, and currently has 40 who work in a range of departments and disciplines, including HR, ICT, Teaching Assistants, Procurement and Finance, Transport Planning and Business Administration. In addition an internal programme has been launched, offering a range of higher level apprenticeship opportunities to existing staff, to support professional development and around 40 members of staff have taken up this opportunity. This includes opportunities in HR and Business Improvement.
- 3.6 The council has established an apprenticeship ambassador network, which actively promotes apprenticeships in schools and colleges. Following on from the work by the ESTF, and as part of the interim apprenticeship team work, a wider apprenticeship ambassador group is being established, to draw on a more diverse and varied group of apprentices, to engage with young people and support schools to be able to give high quality advice.
- 3.7 An overarching goal of the ESTF was to create a minimum of a 1000 new apprenticeships in 1000 days. The Task Force wanted to see a visual representation of the progress being made in apprenticeship numbers which may be a barometer, but other visual representations are being considered. The brief has been prepared and a tender process has started to find a suitable partner to deliver this work.

#### **4. CONCLUSION AND NEXT STEPS**

- 4.1 Regular progress reports will be given to this committee including the development of the brokerage service, as part of the work on the Youth and Employability Foundation.
- 4.2 The Skills Funding Agency will announce further guidance in June 2016, regarding the impact of the Apprenticeship Levy and this will be reported at future committee meetings.
- 4.3 The Employer Pledge and the tracking of apprenticeship starts in the Greater Brighton area will commence shortly and will be reported back to future meetings.

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

##### Financial Implications:

- 5.1 The funding has already been allocated to support the creation of an interim apprenticeship team for one year, from the corporate modernisation board.

The Apprenticeship Levy will be a levy on UK employers to fund new apprenticeships. The levy will be charged at a rate of 0.5% of an employer's wage bill.

The estimated cost for the council is around £1.2 million per annum.

*Finance Officer Consulted: Andy Moore*

*Date: 20/05/16*

Legal Implications:

- 5.2 The national and local context to the development of apprenticeships is described in the body of this report. There are no specific legal implications arising from this report which is for noting by Committee only.

*Lawyer Consulted: Sandra O'Brien*

*Date: 24/05/16*

Equalities Implications:

- 5.3 Part of the aim of the Employer Pledge is to eliminate long-term youth unemployment amongst 18-24 year olds, by improving routes to learning and work for all young people, in line with the council's equalities policies and strategic priority 4.

Sustainability Implications:

- 5.4 Improving job prospects for young people will have a positive impact on the resident workforce and will improve economic sustainability.

## **SUPPORTING DOCUMENTATION**

### **Appendix 1 – Employer Skills Task Force Report**

Crime & Disorder Implications:

- 5.5 There are no direct crime and disorder implications

Risk and Opportunity Management Implications:

- 5.6 The creation of an internal apprenticeship service will help the council maximise the benefits from the Levy.

Public Health Implications:

- 5.7 The work of the Apprenticeship service will help create pathways for young people to get into work. It will also aim to have a positive impact on those residents that are unemployed, or under-employed.

Corporate / Citywide Implications

5.8 This paper addresses strategic priority 4 of the committee, boosting the number of apprenticeships by 2019.





## Employer Skills Task Force

### 1,000 NEW APPRENTICESHIPS IN 1,000 DAYS

The number of apprenticeships across the South East is falling; the number of apprenticeships in Brighton & Hove is no exception. Meanwhile businesses cite lack of skilled labour and skills mismatch as factors that hold back their growth. The Employer Skills Task Force sees traineeships, apprenticeships and higher apprenticeships as one solution to these local skills challenges.

The Task Force has made eight recommendations, (detailed in section three of this report), which if implemented will make a material difference to apprenticeship numbers and local employment growth. The Task Force has set the city a target of a minimum of 1,000 new apprenticeships in 1,000 days ; to achieve this they have developed an Employer Pledge asking the wider business community to support the campaign.

#### 1. Context

Brighton and Hove has a great heritage of innovating and providing rewarding jobs and careers. However the city faces a major challenge with emerging skills gaps and an ongoing mismatch between the skills of our workforce and the skills needed by our local firms.

Local and national research confirms that our workforce and, in particular, our young people need to have both the hard and soft skills that will prepare them for the technical, entrepreneurial and ever changing jobs of the future.

In September following consultation between the Council and the local business community a new Employer Skills Task Force (ESTF) was formed. The ESTF is an independent, time limited body with a remit to consider how the number of apprenticeships can be increased locally; how those who have not worked for some time can be supported back into work; and, how more businesses can be encouraged to engage with schools as a way of helping to build and grow a pipeline of local talent able to enter work and learning with a greater understanding of the local job and career opportunities in different sectors.

The number of new apprenticeship starts in Brighton & Hove has recently hit a five year low yet recruiting apprenticeships can have positive economic benefits to a business. A recent government survey found that businesses reported tangible economic benefits from hiring apprentices with nearly three quarters (72%) of businesses surveyed for the Department for Business, Innovation and Skills (BIS) stating that apprenticeships had improved product and service quality, while 68% said that apprenticeships had improved productivity. Hiring apprentices has also often brought additional benefits, such as improved staff morale, staff retention and organisational reputation.

Apprenticeships need not be solely focused on new entrants to the organisation they are available to all those of working age. They can be used to re-train staff or develop their skills for more senior roles; and, as existing staff move onto other jobs new people can be recruited to entry level roles thereby ensuring that a pipeline of talent is being created.

Whilst it is recognised that the opportunities for apprenticeships are open to all those of working age, the Employer Skills Task Force has focused on young people and the opportunities presented by working with schools, training providers and the wider business community to raise the profile and quality of apprenticeships as a valuable route to sustainable jobs and careers.

There are 60 young people aged 18 to 24 years in the city who have been claiming Jobseekers' Allowance for over a year and while the number of young people Not in Education Employment or Training (NEET) is falling there is a concern that the transitions to and through work and learning is still a challenge for many young people.

Zac Toumazi, Chief Executive of Sussex Cricket Ltd, was appointed as Chair of the Employer Skills Task Force in September. Zac joined Sussex Cricket in January 2013 and has a track record of developing business and delivering excellent customer service. He has extensive experience in the financial services sector having fulfilled senior roles with Citigroup and Goldman Sachs before joining the cricket world.

Zac appointed Gary Peters, Founder & Chief Executive of Lovelocaljobs.com, and Charlotte Blant, CEO at Youthforce, as Deputy Chairs of the Task Force to help develop the Terms of Reference, agree the focus of the meetings and the delivery of the Task Force Report and Employer Pledge.

The Apprenticeship challenge is not confined to Brighton & Hove; there has been a decline in apprenticeship numbers across the South East. In seeking to address the local challenges the Employer Skills Task Force has invited businesses and training providers from across the Greater Brighton City Region (Adur & Worthing, Lewes and Mid-Sussex) to be involved, in recognition that these local economies are inter linked and that joint working will reap benefits for all.

As Chair Zac made clear that the Task Force would be forward-thinking, unrestricted and creative in generating ideas for increasing apprenticeships; supporting people back into work; and, increasing employer school engagement.

***The Terms of Reference for the Employer Skills Task Force are provided in Appendix 2.***



## 2. Key Findings

The City faces a number of skills and employment challenges and some of these key issues were discussed by the Task Force. It was, however, agreed by the Task Force at the outset to focus its efforts on apprenticeships and the key issues regarding barriers to increasing the take-up of apprenticeships are outlined below.

The apprenticeship landscape is unclear and there are too many barriers to creating apprenticeships.

The return on investment and the economic benefits of apprenticeships are not always apparent to Small and Medium Sized Enterprises (SMEs).

There is a need to educate parents and carers on the benefits apprenticeships so they can understand all of the opportunities for their children and make informed choices.

Levels of confusion about what is available in terms of training and engagement with schools and transitions through work and learning could be reduced if there were one single agency to work with in the City.

The reputation and quality of apprenticeships needs to be improved to encourage more high achieving students to take up this option.

Apprenticeships are not well understood by business or by parents; a local brand should be developed that provides positive case studies of apprenticeships and higher apprenticeships and raises the profile of apprenticeships as a route to quality employment

Some of the existing models of business/ school engagement have been successful, e.g. Be the Change, however levels of engagement are not uniform across the city and a more coherent and consistent level of engagement is needed with the City's 70 schools and academies.

The level of bureaucracy associated with apprenticeships acts as a barrier to businesses and there are few opportunities for businesses to share their experiences or discuss shared skill needs with one another. The new Youth & Employability organisation should help to reduce levels of bureaucracy around apprenticeships.

## 3. Recommendations

The Employer Skills Task Force has considered the evidence presented to it alongside the considerable experience and knowledge held within the group. The recommendations set out below are a call to action for all **Greater Brighton City Region** partners with a stake in helping our young people make informed choices about their future jobs and careers and, ensuring that local firms have access to skilled and motivated staff that are able to help their business grow.

Note: The quotes in italics represent the priority areas for improvement identified by ESTF members

*'The apprenticeship landscape which needs to be clearer and easier to navigate'*

- R1.** To establish a Youth & Employability Organisation with the following broad remit:
- Work with schools to promote understanding of traineeships and apprenticeships and help generate a pipeline of new talent for local businesses;
  - Work with businesses to deepen understanding of the skill needs within different sectors and, as part of this, businesses to collaborate regarding their mutual skills needs e.g. sector clusters;
  - Work with training providers (including private sector providers) to help create a better match between training provision and the skill needs of local businesses and develop a Kitemark to quality assure local provision for businesses;
  - Provide a brokerage service to help large employers and small and medium sized enterprises (including micro businesses) to find trainees, apprentices, and higher apprentices;
  - Track the number of apprenticeships starts and completions and provide evidence in the form of metrics that will detail take up by a range of indicators e.g. age, gender, ethnicity, disability and geography.
- R2.** Local businesses should be encouraged to sign the Greater Brighton Pledge to work with the Youth & Employability Organisation and use it as the main source for trainees and apprenticeships.
- ‘Engagement between schools and businesses that is longer – e.g. year-long and less random’***
- R3.** Every school in Brighton & Hove should be allocated at least one key business partner in the city and form a relationship lasting at least two-years with the aim of increasing pupils understanding on the work and career opportunities in different sectors locally and across the Greater Brighton City Region and as a means of raising aspiration.
- ‘Get more businesses going into schools to sell their companies and find their apprentices’***
- R4.** A campaign in local schools similar to the ‘London Ambition’ and schools pledge to organise at least 100 hours of contact time between pupils and local businesses.
- ‘Engage with parents and businesses to help them steer their children and understand what we can offer’***
- R5.** Develop and maintain an apprenticeship brand for the Greater Brighton City Region to help simplify the training and apprenticeship offer and reduce confusion for businesses, young people, schools and parents.
- ‘Engage young people the earlier the better (before GGSE)’.***
- R6.** Encourage each school to have a school governor for enterprise to champion entrepreneurship within the curriculum, support initiatives that raise awareness of the world of work and promote employability.
- ‘Local Businesses should be encouraged to sign up to an Employer Pledge to offer apprenticeship opportunities for local people’***

- R7.** Large businesses (over 250 employees) in the Greater Brighton City Region, including Brighton & Hove City Council, should lead by example by identifying entry level through to higher level jobs that will be appropriate for traineeships and/ or apprenticeships.
- R8.** The Council and local businesses should lobby for a proportion of the proposed Apprenticeship Levy on large employers to be used to help fund the creation of the new Youth and Employability organisation.

The Recommendations of the Employer Skills Task Force will require the support across the Greater Brighton City Region and engagement of local businesses, the Local Authority, local training providers and the co-operation of schools if it is to succeed. The Employer Skills Task Force therefore calls upon all of these partners to support the recommendations in this report; sign the Greater Brighton Pledge and be part of the solution that will see 1,000 new apprenticeship places created in 1,000 days.

The new Youth & Employability organisation will track progress of delivery. Tracking completions of apprenticeship is vital – there is one third less completions in Brighton & Hove compared with in Croydon.

# Appendix 1

## Methodology

Cllr Morgan, Leader of the Council, and Zac Toumazi, Chair Employer Skills Task Force, wrote to a representative sample of key businesses and providers in the city and surrounding areas inviting them to join the Task Force. Over 30 leading businesses, sixth form schools and colleges in and around Brighton & Hove joined the Task Force and took up the opportunity to help give the city's young people and marginalised residents greater opportunities and better jobs.

The Task Force met five times between September 2015 to January 2016 and each meeting was focused on a theme, as shown below.

The themed meetings were supported by speakers from a wide range of different organisations who provided examples of existing practice which gave the group the context to develop the Employer Pledge.

### Meeting One – Setting the Scene

This meeting gave the members a chance to hear about the current skills sector and an employer's perspective on apprenticeship and engagement with schools.

Kirsten Trussell, Skills Development Manager at Coast to Capital, spoke about the drop in apprenticeship numbers in the city over the last five years to 990 (2014/15 in year data) and the challenge of ensuring young people study what businesses need to reduce the local skills gap.

Charlotte Blant, Director at Youthforce and Deputy Chair of the Task Force, gave an employer's perspective and that budget constraints and bureaucracy are often cited by small firms as barriers to taking on an apprentice.

Gary Peters, CEO at Lovelocaljobs.com and Deputy Chair of the Task Force, gave an overview of employers engagement with schools and that there are a wide range of ways that employers can engage with school such as attending assemblies, school visits, workshops etc. He emphasized the need for this Task Force to be action focused and make a real difference to the lives of young people.

The scale of the challenge for employment and skills in the city was outlined, which included:

- The number of apprenticeships has fallen below 1,000, lower than all statistical neighbours. The number of new apprenticeships in Brighton & Hove recently hit a five year low. In 2013/14 the city created just under 1,700 opportunities; compared with similar cities such as Sunderland created 3,500 and Coventry created 2,940; and
- Fewer young people Not in Education Employment or Training (NEET) but those that remain are hard to reach and there are concerns that the transitions to and through work and learning is still a challenge for many young people.

Task Force agreed its remit which broadly includes:

- An employer led approach that is apolitical;
- To harness the talent in group and achieve tangible outcomes;
- Focus on young people and inspire them to reach their potential;
- Consider how the number of apprenticeships can be increased locally;
- Consider how those who have not worked for some time can be supported back into work;
- Its work is time limited and the Task Force will feedback by March to handover to others to deliver;

The Task Force agreed to consider the viability of creating an Apprenticeship Training Company / Service with the intention of making it easier for small businesses to take on an apprentice. The Task Force agreed to extend the service beyond the city boundaries to include the Greater Brighton City Region to achieve the necessary scale to potentially make it viable. The city region encompasses Brighton & Hove, Lewes, Mid Sussex, Adur and Worthing and represents over 680,000 residents.

### **Meeting 2 - Raising Aspirations**

This meeting looked at approaches to raising the aspirations of young people and improving models of delivery so that young people reach their potential and secure the jobs being created locally and regionally.

The Task Force heard about the 'Be the Change' initiative, organised by Gary Peters at Lovelocaljobs.com. The programme started in April 2015 and consists of inspiration youth career events. Its aim is to understand and help address the young people's lack of engagement in order to move forward and help inspire them and provide them with employability skills. The first programme was targeted at year 10's in Brighton & Hove Schools at risk of being Not in Employment Education or Training (NEET); those facing exclusion or those that were disaffected. A new programme will target year 9's and run over twelve months and aim to build stronger and more sustainable links between businesses, school and colleges; help young people think about their future and deal with barriers.

An ex-apprentice spoke about the pro's and con's of their apprenticeship experience after completing a Business Administration apprenticeship at a Brighton Law Firm. The pro's included securing two year's work experience and a recognised qualification with a range of transferable skills. However, the con's included a low starting wage, a lack of time to complete the study work and the need for training providers to support young people making their next steps once the course is completed.

Dylan Davies, Principal at Brighton Aldridge Community Academy (BACA) and Phil Harland, Principal at Varndean Sixth Form College, gave an overview of the business engagement programmes at their schools. There offer a wide range of successful programmes which include Varndean's 'Access to Business' which incorporates experience into the curriculum (100 hours of learning) and BACA works with Prince's Trust to provide young entrepreneurs with business mentors.

### **Meeting 3 - Apprenticeship Delivery Model**

The first part of this meeting involved a group exercise where members looked at how businesses can get more involved in schools and help raise young people's aspirations. The members identified the highest scoring priorities, outlined below, which helped focus the development of the Employer Pledge. Members also pledged their organisational commitment to helping raise aspirations (see Appendix 3).

- Priority 1: How can businesses raise aspirations of young people: engage with parents and businesses to help them steer their children and understand what we can offer;

- Priority 2: How can we get more businesses engaging with schools: encourage more businesses to go into schools to sell their companies and find apprentices;
- Priority 3: What help will businesses need to engage with schools effectively: engagement between schools and business that is longer;
- Priority 4: What stops you from engaging with schools: apprenticeship landscape is unclear; and
- Priority 5: What would make it easier to employ young people: engage young people earlier.

This meeting also focused on identifying what business want from an apprenticeship service model and discussed different models of apprenticeship training companies and agencies.

Jeremy Hempstead, CEO and Chair London Apprenticeship Company, outlined a model of apprenticeship services. Apprenticeship Training Agencies (ATAs) are a one-stop employability centre for apprenticeships and do everything except the recruitment interview. It is a service to businesses providing specialist skills to help them get apprentices and the fees are equivalent to recruitment agency commissions (c. 20%). Many ATAs are owned by FE colleges however the majority of ATAs are not financially sustainable.

Nick Juba, CEO Brighton & Hove City College and Sue Dare, Principal and CEO Northbrook College spoke about apprenticeship delivery from their perspective. The colleges identified barriers and solutions to apprenticeship delivery, as follows:

- Difficult to find and engage employers to take on apprentices;
- Apprenticeships not marketed to young people in the right way;
- Lack of large local employers taking on apprentices;
- Model must be cost neutral, clear, joined-up, collaborative and one-stop shop for businesses and schools; clear sign-posting for businesses and young people;
- Need to articulate the return on investment and the economic benefits of apprenticeships to SMEs; and
- Colleges would welcome more work with local businesses to design courses to ensure training products are aligned to local skills need.

#### **Meeting 4 - Developing an Employer Pledge**

Members discussed the highest scoring priorities from the previous meeting and developed recommendations for action, as outlined above in Section 3.

It was agreed that the aim is to reach the target of a minimum of 1,000 new apprenticeships in 1,000 days however this requires the 'buy in' of the wider business community. This meeting therefore also looked at how to encourage the wider business community to engage through the development of an Employer Pledge including the need for the pledge to offer a wide spectrum of offers from the business community.

Richard Freeman, Consultant at Always Possible, spoke about the barriers business face recruiting for coding/programming jobs because there are a high number of unfilled vacancies. Businesses say the apprenticeship landscape is unclear and some developed their own training programme to deliver the specific skills needed for these jobs. He highlighted the need for providers to engage and collaborate with SME's and micro businesses in the development of training products to meet their needs and reduce skills gaps.

## **Meeting 5 - Employer Pledge**

The meeting focused on the sign-off and delivery of the final pledge including agreement to the commitments pledged by the members (Appendix 3).

The Task Force provided feedback on the draft report and draft Pledge.

Zac Toumazi and Cllr Bewick thanked the members for their contributions and help to develop eight tangible recommendations.

The Task Force agreed that the Pledge is for all ages but the Task Force has a particular focus on young people. It was agreed to get professional help with branding the initiative for 1,000 new apprenticeships in 1,000 days for the launch event and work thereafter.

The Task Force recognised that the work was not solely about apprenticeships but it also seeks to address pathway and transitions to and through school, routes to work and tackling low aspirations.

Cllr Bewick confirmed that the new Youth & Employability organisation will track progress on delivering apprenticeships.

The group will report to the Leader of the Council and the city's three Members of Parliament in March 2016. The Task Force is a key element in the development of the new City Employment & Skills Plan (2016-2020).

## Appendix 2

### Terms of Reference for the Employer Skills Task Force

#### September 2015

It is proposed that a key feature of the development of the new City Employment & Skills Plan is to establish an Employer Skills Task Force.

The Task Force will provide the vital business leadership to develop and deliver the new Plan.

The Task Force will lead the development of an Employers Pledge for employment and skills, putting local employers in the driving seat to achieve greater impact across employment and skills budgets in the city.

Terms of Reference for the Employer Skills Task Force include:

- To review current efforts to provide employment and skills opportunities to local residents, with a particular focus upon young people, the Black and Minority Ethnic (BME) communities and those facing disadvantage in the labour market;
- To review best practice nationally and internationally in terms of employment and skills strategies and boost the number of youth apprenticeships;
- To encourage solid pledges from the city's employers to deliver more apprenticeship places on a sustainable basis;
- To explore the feasibility of establishing new and existing models of delivery such as an Apprenticeship Training Company;
- To establish better links with the various regeneration and infrastructure projects commencing across the city and, where appropriate, the Greater Brighton City Region to maximise employment and training opportunities for local people;
- To recommend new models of delivery across the city that secure greater engagement of small and micro-employers in apprenticeships;
- To consider ways to improve employer engagement with local schools to improve provision of information, advice and guidance (IAG);
- To inform and feed into the forthcoming review of Further Education and the work that is being undertaken in the devolution of skills in the Greater Brighton City Region; and
- To report to the Leaders of the Council and the city's three Members of Parliament within 6 months of the first meeting.



### **Operating principles:**

1. Chair: Meetings will be chaired by Zac Toumazi, CEO of Sussex Cricket.
2. Membership: The Task force is employer led, with other intermediaries having observer status.
3. At least 10-12 Employers (covering large employers and SMEs), plus Chair.
4. The Coast to Capital Local Enterprise Partnership will have one seat (taken from a private sector member of the LEP Board).
5. Members can nominate one deputy to attend in their absence.
6. The Employer Skills Task Force will aim to meet five or six times over a 6 month period.
7. Meetings will be held in various venues across the membership.
8. The task force will be supported by a multi-disciplinary team of officers:
  - BHCC Head of City Regeneration
  - BHCC Head of HR
  - BHCC Economic Development Programme Manager
  - BHCC Economic Development Project Officer (Skills)
  - C2C LEP Skills Development Manager
9. The Task Force will report after 6 months to the Leader of the Council and the city's three Members of Parliament.

## Appendix 3

### Employer Skills Task Force Pledges

November 2015

#### Summary of Commitments from Task Force members:

##### What is your commitment to help raise aspirations and when will you do it?

- 100% commitment, we are already doing it, but want to do it more, communicate about it more and share good practice, and learn from others what works well
- To support a region wide bid for funding to build on careers and enterprise projects that have a proven track record
- Provide apprenticeship opportunities for people to manage 'Beach'
- Work with BHCC & LEP to upgrade 'Beach'
- Rollout 'Be The Change'
- We are doing it, spreading what we do well in Shoreham to our other sites in the UK is a key priority for us
- AWBP sponsors the Shoreham Big Bang
- Help place more 16-20 year olds into great jobs
- Lead Hub of employer knowledge for schools, parents, and kids to draw on re careers in financial services. Tell the story and make it attractive
- From now, provide career pathway with employer input for shortage areas in the City Region based on what has been successful to date
- Provide a single point of contact for employers to engage with apprenticeships
- More Focused full day events led by students with business input
- Engage with Youth Employment UK to build a campaign for the region to support businesses to break down barriers to employing young people
- Hotel career opportunities, graduate development, programme presentation to Brighton & Hove schools
- School Vision is driven by aspiration 'believe you can', 'now'
- Better translate the relationship between schools and businesses. Then speak to pupils through people they follow/look up to/aspire to

- Further investigate higher level apprenticeships
- Include skills development, confidence building into next two projects for young people
- Publish a commitment to apprenticeships
- Appoint a champion
- Role modelling
- Time and expertise in providing simple navigation & advice. Find and prepare the right young people
- BHCC is committed to increasing the number of apprenticeships & traineeships. We have an apprenticeship co-coordinator
- Support communication to investors in creative economy
- To run Enterprise Advisor Pilot to engage 20 businesses with 20 schools to support strategic development of career & entrepreneurial strategies



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