



**Brighton & Hove
City Council**

**CHILDREN, YOUNG PEOPLE &
SKILLS COMMITTEE
ADDENDUM**

4.00PM, MONDAY, 16 NOVEMBER 2015

FRIENDS MEETING HOUSE, SHIP STREET, BRIGHTON

ADDENDUM

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PUBLIC INVOLEMENT WRITTEN QUESTIONS

(ii) Learning Support Service – Mr O Sharpe

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

PUBLIC INVOLEMENT WRITTEN QUESTIONS**(iii) Cornerstone Children's Centre – L Erin-Jenkins**

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

16 November 2015

Brighton & Hove City Council

DEPUTATIONS FROM MEMBERS OF THE PUBLIC

Deputation received:

(i) Deputation: Literacy Support Service

I would firstly like to thank the Chair and Committee for allowing me to come to make this deputation. My name is Jo Kenny and I am the mother a wonderful 10 year old boy called Oscar who is Dyslexic. I have come to speak today because I am extremely concerned about the changes that are to be made to SEN provision in the city, and specifically the Literacy Support Service (LSS).

The LSS has proven to be a valuable resource for my son. Without this service, dyslexic children, who are otherwise quite able, will get left behind with the current proposals, as they will not be considered to be in “the greatest need”.

Currently around 750 children across the city receive LSS Support, and I want to ensure that this continues so that Brighton and Hove can achieve the goals set out in the Corporate Plan, keeps the promises it made in it’s SEN Partnership Strategy and abides by the Guidance it recommends to it’s own schools.

In the 2014 Guidance for Schools on Dyslexia, Brighton and Hove Council asserted that they were committed to giving all of our children the best possible start to life, so that they could achieve their potential. This guidance was supposed to ensure good practice across the city, through “waves” of increasing support – when you look at what this involves you will realise that this in itself is a full time job – it would be impossible for a class teacher to keep on top of this while teaching 30 other children. Classroom teachers are not literacy / dyslexic specialists. I just don’t understand how a generalist adviser can provide extremely complex specialist advice. The LSS are mentioned heavily in this guidance, and without a clear approach, staffed by specialist teachers who are properly trained, dyslexic children in Brighton and Hove will be left to drown at school.

In year four I was told that my son’s reading and writing was well below expectations for his age. After a year of input from the Literacy Support Service and a lot of hard work from Oscar, he is now achieving the level expected for his chronological age. Narrowing this gap for children like Oscar was part of Brighton and Hove Council’s Corporate Plan and SEN Partnership Strategy, and this is exactly what the Literacy Support Service achieved for my son.

But it’s not all about reading and writing, Oscar’s self esteem has increased immeasurably. Before LSS input Oscar was definitely demonstrating the “learned helplessness” identified by the Rose Report on Dyslexia 2009. Whereas last month, he was able to present an assembly to his entire school, with the help of his LSS teacher, about what it is like to be dyslexic.

Dyslexia is life changing – it is a chronic problem. How can you put a price on Oscar’s ability to read – that is a gift for life – given to him by the LSS. Indeed,

Brighton and Hove Council have recognised the importance of early intervention, as reading is a foundation for learning and illiteracy is associated with massive costs, both for the individual and the public purse. Children who struggle at school end up feeling helpless, hopeless, angry and frustrated. They are disruptive, they play truant, they develop mental health problems, become involved in the criminal justice system and the future cost of this, will be enormous.

Finally, under Part 3 of the Children and Families Act 2014, Brighton and Hove Council have a legal responsibility to identify and assess the SEN needs of the children you are responsible for. I have read a lot of your assurances regarding support for Autistic and Hearing / Sight Impaired Children, but nothing has been mentioned about Dyslexic Children. I can't understand this because Dyslexia is recognised as a disability under the Equalities Act 2010. The needs of these children have to be addressed - The SEND tribunal in London has been set up specifically for parents where their children's educational rights have not been met. By reducing literacy support, you will be discriminating against dyslexic children and the adults they will become, as their ability to manage the effects of their impairment will break down.

One of the assurances given in your 2014 Guidance is that the voices of parents / carers and children with dyslexia will be heard. I hope that is what I have achieved by speaking to you today, and that you can reassure me that Dyslexia will not be the forgotten disability in Brighton and Hove.

Joanna Kenny (lead spokesperson)
Pamela McKellar
Juliette Doyle
Eleanor Touhy
Sarah Bishop
Tom Conroy
Rebecca Conroy
Elaine Izzard
Andrew Izzard

Subject:	Review of Post 16 provision in the Sussex Coast Area		
Date of Meeting:	Children, Young People and Skills		
Report of:	Pinaki Ghoshal		
Contact Officer:	Name:	Hilary Ferries	Tel: 293738
	Email:	Hilary.ferries@brighton-hove.gov.uk	
Ward(s) affected:	All		

The special circumstances for non-compliance with Council Procedure Rule 3, Access to Information Procedure Rule 5 and Section 100B(4) of the Local Government Act 1972 (as amended), (items not considered unless the agenda is open to inspection at least five days in advance of the meeting) were that the paper needed to include updates about the post 16 review that were not available in time to meet the deadline for release.

1. PURPOSE OF REPORT AND POLICY CONTEXT

- 1.1 This report outlines the purpose and scope of the Review of post 16 provision in the city. It covers both the Sussex Coast Area review and plans for the review of sixth form provision aligned to this. The latter was proposed and agreed at the Children, Young People and Skills Committee on Monday 12 October 2015. This report outlines the context and purpose of the Review of Post 16 provision in the Sussex Coast Area

2. RECOMMENDATIONS:

- 2.1 To note the arrangements for the Sussex Coast Review and agree to the proposed methodology for the post 16 school based provision across Brighton and Hove.

3. CONTEXT/ BACKGROUND INFORMATION

- 3.1 The Sussex Coast review

On 24th September 2015 DfE and BIS announced an area review for the Sussex Coast area including local authority areas of East Sussex, West Sussex (partially), Brighton and Hove and part of the Coast to Capital and South East LEP areas.

The review will look at the shape of all post-16 education and training across the area and how well this fits with local economic and educational need.

The focus is on the following colleges across the region.

- Central Sussex College (GFE), Crawley
- Chichester College (GFE)
- City College, Brighton and Hove (GFE)
- Northbrook College, Sussex (GFE)
- Plumpton College (Agricultural)
- Sussex Coast College, Hastings
- Sussex Downs College (GFE)
- Worthing College (GFE)
- Bexhill College (SFC)
- Brighton Hove and Sussex Sixth Form College
- Varndean College (SFC)

3.1.2 Process

The review will last approximately 4 months and will be carried out by-

- desk top research
- college visits and
- 5 steering group meetings.

The steering group will be chaired by the FE/Sixth Form Commissioner and consist of college principals and chairs, Local Enterprise Partnerships, Upper Tier LAs, regional schools Commissioners, the funding agencies and the Department for Business Innovation and Skills.

1. The first steering group meeting has taken place on 22 October 2015 and addressed the following-
 - Background to review- context, economic environment, skills needs analysis, LEP and LA views

The subsequent meetings are as follows-

2. Thursday 3 December 2015
 - Curriculum analysis and early findings from site visits, current curriculum- overlaps and opportunities for rationalisation/specialisation, potential savings
3. Wednesday 6 January 2016
 - Emerging options for potential savings and curriculum rationalisation and testing early responses.
4. Tuesday 19 January 2016
5. Monday 29 February 2016

3.2 The Brighton & Hove Review

- 3.2.1 At the first steering group of the Sussex Area Review, it was stated that “schools are not part of the process, the regional Schools Commissioner and LAs will gather information and feed into the analysis.”

However, at this meeting the FE Commissioner, Dr David Collins, encouraged participating regions to explore and generate their own solutions, towards an offer that meets local learner and employer need and provides access to high quality and relevant education and training for all.

The council welcomes the opportunity given by the Sussex wide review to consider the provision of post 16 education and training in the city and across East and West Sussex as we welcome many learners who travel into the city. We also see this as an opportunity to carry out a review of post 16 in schools in the city. Although schools are not included in the review, appropriate aspects of the city review will be included in the data submitted.

In order to support this information gathering, the Area Review has also provided the LA with a document headed

“RSC and Local Authority Input on Schools Provision to Support Area Reviews”.
(see appendices)

This will form part of their analysis of schools sixth forms and will be used to support the city’s own review, to look at the following-

- Infrastructure
- Curriculum
- Learner Outcomes
- Leadership and Governance

- 3.2.2 As part of the city’s review of post 16 provision all providers and chairs of their governing bodies, will be invited to take part in a process to explore possible options to move forward, meeting the needs of all learners in the city. This city review will also consider the local area’s current and future skills and economic needs, a review of curriculum and identify opportunities for rationalisation and specialisation.

As part of this process there will be engagement with the Youth Council and mechanisms will be developed as to how to engage with young people on the current and future provision.

- 3.2.3 The LA statutory duties are to ensure the mix and balance of that provision is appropriate at all levels with particular focus at the lower levels and also for vulnerable students. We need to ensure the provision continues to meet the needs and challenges for all learners within the city, whilst ensuring the long term viability of provision in the area.

- 3.3 The role of the Local Authority as cited in the Area Review
The role of the LA is to:

- contribute to the analysis of the current and future economic and educational needs of the area
- engage in and support the review process including through their wider strategic role
- engage with sixth forms in maintained schools

The council's position is that there needs to be the right provision to meet the needs especially those of vulnerable learners and to provide the pathway for further learning and work. We are committed to higher standards for all and there needs to be variety, choice and value for money.

Our statutory duties are to ensure the mix and balance of that provision is appropriate at all levels with particular focus at the lower levels and also for vulnerable students. We need to ensure the provision continues to meet the needs and challenges for all learners within the city, whilst ensuring the long term viability of provision in the area.

4. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

There are no financial implications at this stage of the review

4.1

Finance Officer Consulted: Steve Williams

Date: 06/11/15

Legal Implications:

4.2 There are no legal implications arising from this report.

Lawyer Consulted: Serena Kynaston

Date: 06/11/2015

SUPPORTING DOCUMENTATION

Appendices:

1. LA Input on schools provision requirements
2. Performance numbers and learner
3. Map of FE colleges

RSC and Local Authority Input on Schools Provision to Support Area Reviews

Expectations as outlined in guidance:

The purpose of the reviews will be to:

- Ensure an offer that meets local learner and employer needs and provides access to high quality and relevant education and training for all (this means the review team will look at the provision across an area and how this fits together to meet the needs, where there are gaps etc.).
- The right balance of provision, including greater specialisation and higher level technical skills.
- Support economic development and the drive for increasing productivity.
- Create sustainable institutions - the focus of detailed assessment will be colleges with a view to providing affordable and sustainable options for change.

Although schools will not be individually assessed and engaged at the same level, there will be a need to consider whether the present post-16 academic provision in schools is meeting the needs of learners and supporting progression to HE and employment.

There is an expectation that the RSC office and LAs will feed in data and a narrative that will result in an annex on the schools provision in the area, which might highlight any performance issues, oversupply of provision, proposals for new institutions etc. and this will also support the work on college options assessment and developing recommendations in the context of the total provision picture. RSCs/LAs may also then take away from the review information that will feed into the approaches to dealing with requests from schools to increase age range or when evaluating proposals for new academies, free schools and UTCs.

Possible communication routes:

The Area Review Guidance indicates that there will be meetings at the beginning and end of the review. RSCs and LAs will need to consider how best they might achieve this – jointly if possible to ensure consistent messages. This might be achieved through a variety of routes:

- Setting up schools meetings for an area
- Cascading messages via established 14-19 strategic partnership meetings
- Letters
- Through any regular communications channels with schools/academies in an area
- Communication
- Feed in to the schools forum

RSCs and local authorities will need to come to the first steering group with some views on how this might be achieved.

Information that might feed into the review report

The questions we might want answered for the review report are:

From data held centrally

- How many post-16 institutions are there in the area and what type?
 - Schools in the area
 - Numbers of students in sixth form –published funding info on that here: <https://www.gov.uk/guidance/16-to-19-education-funding-allocations#published-allocations> where 2015/16 data should be published shortly and this would include £s and numbers of places.
 - Ofsted grades and information about performance – from DfE performance tables?

Information from RSCs/LAs gained through their work with schools)

- Is the current provision meeting the local need? If yes/No, then how?
- Infrastructure:
 - Are there issues with access for learners – e.g. rural travel etc?
 - Travel-to-learn patterns that are relevant? – e.g. cross-border traffic.
 - Are there too many/too few level 3 academic places for learners in the area? And if so, where?
 - What is the demographic trend Y7-11? (*EFA will have data on this from basic needs planning, but RSCs/LAs may have views*)
 - Are there any discussions around collaboration/consolidation of sixth forms that ought to be taken into account?
 - Is there provision likely to close due to viability issues? (impact on local picture?)
- Curriculum:
 - Any issues with breadth of offer anywhere in the review area?
 - Are there issues with small class sizes?
 - Are there notable gaps in subjects in any part of the area? Why?
 - Any particular issues e.g. ESOL?
 - What do schools think about the sustainability of their sixth form provision in the future?
 - Issues with small school sixth forms? (*EFA also have some data on this – size versus performance*)
- Learner outcomes:
 - Quality of local schools provision overall? (there may be specific issues in performance in certain communities etc.)
 - English/maths attainment issues at age 16 that are impacting on post-16?
 - Outcomes for learners by age 18/19?
 - Progression to university / work?
- Proposals for new provision post-16:
 - What proposals are in the pipeline (free schools / studio schools/ UTCs / adding sixth form)?
 - Planned capacity for pre-opening schools
 - Capacity and any shortfall in pupil recruitment at new UTCs/free schools

/ studio schools recently opened (*Caroline Finch committing to providing information from latest census details and a ring round they are conducting to get an idea of Sept 2015 admissions numbers*)

- Information on specialisms for both open and pre-open UTCs and studio schools (*Caroline Finch*)
 - Timeline for decisions and outline information about focus /specialisms?
 - Is there a clear rationale for new provision in the area? (particularly important if this review area has more places than demographic growth/decline can absorb)
 - Any information we have on likely/possible recruitment for preopening schools
 - Possible closure/deferments/recent developments or issues
- And background information for the RSC to include in discussions as appropriate (although this might not be something for publication):
 - Leadership and governance – whether this is strong, or any issues or whether we are re-brokering

NOTE: We would fact check the final schools annex with the RSC office/LAs before report is issues to the steering group

Version 2 – 2 October 2015

Performance, numbers and learners in post 16 provision

Around 80% of A-level students in the city study at the two sixth form colleges, around 50% at BHASVIC and around 30% at Varndean College. A further 20% of A-level students study in the school sixth forms at Cardinal Newman, Blatchington Mill, Hove Park, BACA and PACA, with around half of these attending Cardinal Newman.

For 2015, of the seven schools and colleges offering A-levels and equivalents there is an improving trend across the city and five of seven centres matched or exceeded the national figure.

Over 90% of students study at BHASVIC, Varndean College and Cardinal Newman. These three centres show an overall pass rate in A-levels at 98.0% broadly in line with the national figure for 2014.

Top grades A*- B at A-level or equivalent exceeded 2014 figures in six of the centres. The greatest improvements were at Blatchington Mill (7.0%) and BHASVIC (6.1%).

BHASVIC's high performance contributes significantly to the city figures. Without their results the A-Level (and equivalents) at A* to B falls to 48.5% (from 58.4%).

Changes in Learner Numbers (Based on EFA allocation data) 2013/14 to 2015/16				
Provider Name	EFA Student Numbers allocation			Change in Learner numbers since previous year
	2013/14	2014/15	2015/16	
Total Student Numbers	6,809	7,077	7,241	164
BRIGHTON HOVE AND SUSSEX SIXTH FORM COLLEGE	2,083	2,279	2,365	86
CITY COLLEGE, BRIGHTON AND HOVE	2,090	2,091	2,135	44
VARNDEAN COLLEGE	1,429	1,464	1,488	24
TOTAL	5,602	5,834	5,988	
REMAINDER IN SCHOOL 6 TH FORMS AND PRIVATE TRAINING PROVIDERS	1207	1,243	1,253	

*This data table is based on allocation of places, rather than actual participants

overall school type	SCHOOL NAME	All 6 th form 2014 (DfE Performance tables)	All 6th Form 2015 Oct 2015 school census
Secondary	Blatchington Mill	169	129
Secondary	Newman College	446	454
Secondary	Hove Park	207	208
Academy	BACA	34	102
Academy	PACA	68	128

- PACA and BACA numbers in current year are directly from the schools rather than census.

Whilst A level provision forms approximately three quarters of courses taken in the city, a quarter of students study at below level 2. This figure has increased with the requirement for student who did not achieve at C at english or maths to retake the exam. The DfE aims to include information on qualifications below Level 3 in performance tables, starting with english and maths in 2016 and Technical Awards in 2017 but this is not available to date.

Students studying at entry and level 1, study largely at City College, Varndean College and a range of independent training providers. The schools with sixth forms all have some level 2 provision post 16. Provision at level 2 and below is important as a significant number of NEET (not in education, employment or training) young people are educated to below level 2. In addition the policy lever of Raising the Participation Age (RPA) places a responsibility to engage all young people. Independent training providers and the school sixth forms offer a smaller group sizes and a higher level of pastoral support.

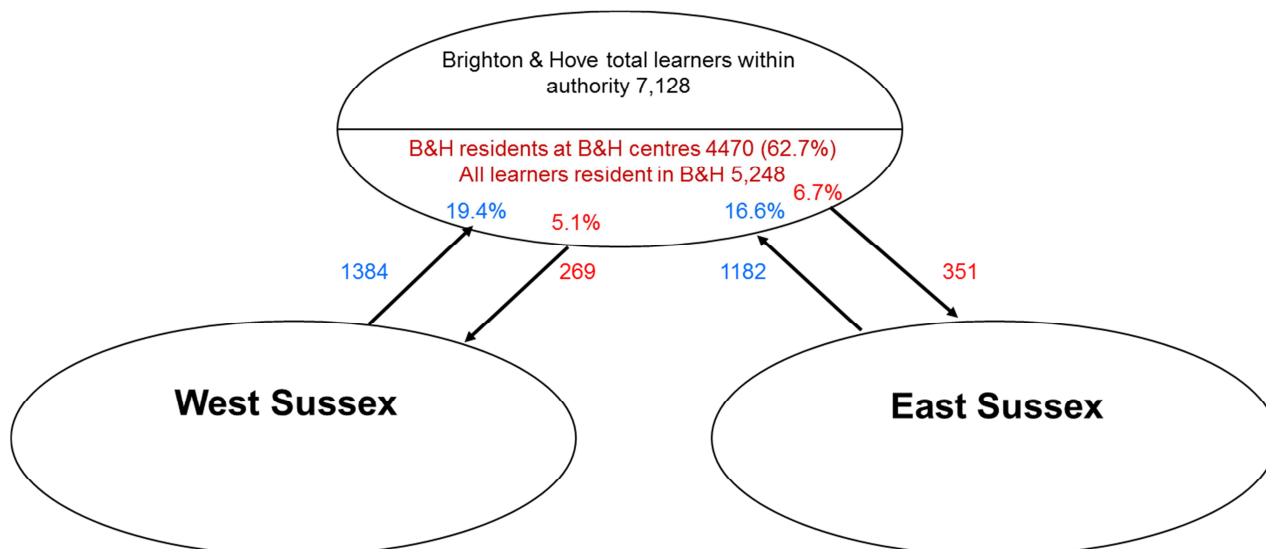
Course level 14/15 (% of all courses, not students)	Entry Level	2%
	Level 1	6%
	Level 2	18%
	Level 3	74%

5. Travel to Learn

Learners Traveling to Learn in Neighbouring Local Authorities

The 2014/15 travel to learn situation for Brighton and Hove is shown in the diagram 1 below:

Diagram 1 – Travel to Learn 2014/15 (Source EFA)



The number of learners from East and West Sussex has risen gently over the past 3 years. Future trends are difficult to predict, as travel to learn numbers will depend upon the relative popularity of the city's post 16 offer rather than purely demographic trends.

Travel to Learn By Qualification Level

Table 1 below shows the percentage of learners resident in Brighton and Hove who study outside of the city, broken down by the learner's highest qualification enrolment level. Level 1 (and to a lesser extent Level 2) learners are more likely to study outside of the city than level 3 learners. This may reflect the provision available in the city.

<i>Table 1 - % of B&H Resident Learners Studying Outside of the City (Source: EFA)</i>			
	Level 1	Level 2	Level 3
B&H Residents Studying Outside of the City	31%	15%	12%
Most Popular Centre of Study	Sussex Coast College, Hastings	Northbrook College, Worthing	Sussex Downs, Eastbourne

Table 2 shows data the percentage of learners at Brighton and Hove centres who are resident outside of Brighton and Hove. The percentage of non-Brighton and Hove residents is slightly higher at Level 3 than lower levels. Again, this may reflect the provision available in the city.

<i>Table 2 - % of Learners at B&H Centres Resident Outside of the City (Source: EFA)</i>			
	Level 1	Level 2	Level 3
% of Learners From Outside of B&H	31%	33%	39%
Top resident Local Authority	Lewes	Lewes	Lewes
Top destination	City College	City College	BHASVIC

