

Children, Young People & Skills Committee

Date: **15 June 2020**
Time: **4.00pm**
Venue **Virtual Meeting - Skype**

Note: in response to current Government Regulations this meeting is being held as a virtual meeting for councillors and accessible via Skype. Public speaking and engagement opportunities will be made available.

The meeting will also be webcast live to the internet.

Members: **Councillors:**Allcock (Chair), Knight (Deputy Chair), Clare (Opposition Spokesperson), Brown (Group Spokesperson), Hamilton, Hills, McNair, Nield, Simson and Wilkinson

Contact: **Gregory Weaver**
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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

7 - 24

To consider the minutes of the meeting held on 2 March 2020 (copy attached)

Contact Officer: Greg Weaver

Tel: 01273 291214

3 CHAIR'S COMMUNICATIONS

4 CALL OVER

- (a) Items (8 – 11) 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 9 June 2020;
- (c) **Deputations:** to receive any deputations submitted by the due date of 12 noon on the 9 June 2020.

6 MEMBER INVOLVEMENT

25 - 30

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;
 - (i) **Youth Services** - Councillor Hannah Clare
 - (ii) **Nursery Services** - Councillor Sarah Nield
 - (iii) **Covid Briefings** - Councillor Elaine Hills
- (c) **Letters:** to consider any letters;
 - (i) **Response to LGA Report** – Councillor Lee Wares and Councillor Mears
- (d) **Notices of Motion:** to consider any Notices of Motion referred from Council or submitted directly to the Committee.

7 SCHOOL OFSTED PRESENTATION

31 - 40

Report of the Interim Executive Director Families, Children & Learning (copy attached)

Contact Officer: Mark Storey

Tel: 1273 294271

- 8 HOME TO SCHOOL TRANSPORT: RESPONSE TO THE RECOMMENDATIONS FROM THE INDEPENDENT REVIEW REPORT** **41 - 80**
- Report of the Interim Executive Director for Families, Children & Learning (copy attached)
- Contact Officer: Regan Delf Tel: 01273 293504*
Ward Affected: All Wards
- 9 STATUTORY RELATIONSHIPS, SEX AND HEALTH EDUCATION** **81 - 86**
- Report of the Interim Executive Director Families, Children & Learning (copy attached)
- Contact Officer: Sam Beal Tel: 01273 293533*
Ward Affected: All Wards
- 10 SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) STRATEGY 2020 – 2025: DRAFT FOR CONSULTATION** **87 - 126**
- Report of the Interim Executive Director Families, Children & Learning (copy attached)
- Contact Officer: Carolyn Bristow Tel: 01273 291288*
Ward Affected: All Wards
- 11 ADULT AND COMMUNITY LEARNING** **127 - 144**
- Report of the Interim Executive Director Families, Children & Learning (copy attached)
- Contact Officer: Carla Butler Tel: 01272 291281*
Ward Affected: East Brighton; Hangleton & Knoll; St Peter's & North Laine
- 12 ITEMS REFERRED FOR COUNCIL**
- To consider items to be submitted to the 23 July 2020 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*

ACCESS NOTICE

In response to the current situation with Covid-19 and the easing of Regulations, this Committee meeting will be held virtually via Skype and web cast simultaneously.

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 fourth working day before the meeting.

For those members of the public wishing to actively take part in the meeting a link will be emailed so that they can join the meeting.

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.

WEBCASTING NOTICE

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Therefore, by joining the meeting via the link provided you are deemed to be consenting to being filmed and to the possible use of those images and sound recordings for the purpose of web casting and/or Member training. If members of the public do not wish to have their image captured, they should ensure they do not use the skype video facility and provide a static image.

FURTHER INFORMATION

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

Date of Publication - Friday, 5 June 2020

BRIGHTON & HOVE CITY COUNCIL
CHILDREN, YOUNG PEOPLE & SKILLS COMMITTEE

4.00pm 2 MARCH 2020

COUNCIL CHAMBER, HOVE TOWN HALL

MINUTES

Present: Councillor Allcock (Chair), Councillor Knight (Deputy Chair), Clare (Opposition Spokesperson), Brown (Group Spokesperson), Hamilton, Hills, McNair, Nield, Simson and Wilkinson

Co-optees: Bernadette Connor (Catholic Diocese), Trevor Cristin (Diocesan Director of Education), Karen James (Parent Governor Representative)

Non Voting Co-optees: Adam Muirhead (Community Works Rep) and Rob Scoble (Council Youth Participation Team)

PART ONE

58 PROCEDURAL BUSINESS

(a) Declarations of Substitutes

58.1 There were none.

(b) Declarations of Interest

58.2 There were none.

(c) Exclusion of the Press and Public

58.3 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).

58.4 **RESOLVED** – That the press and public not be excluded.

59 MINUTES

59.1 **AGREED** – that the minutes of the meeting held on 13 January 2020 was accurate.

60 CHAIR'S COMMUNICATIONS

60.1 The Chair gave the following communications:

“Covid – 19 – Coronavirus

I wanted to thank all of the schools, nurseries and other providers in the city and the local authority staff who have been managing the emerging situation with the Covid 19 (coronavirus) so well. All schools remained open as the city was placed at the forefront of the nation's response in the early days of the virus being identified in the country. This is an evolving and potentially fast-moving situation and it is important that we all keep a close oversight on advice shared with us. We will continue to ensure that advice and other communications are shared with partners as and when we receive it and offer support to those who need it.

Local Authority visits by Ofsted

We've had three visits from Ofsted ourselves at the local authority over the last few weeks, including a focussed visit on our arrangements for children in need of help and children in need of protection and our annual conversation with Ofsted. Both of these went well, and the department will be receiving summary letters from Ofsted about those in the next few weeks. The focussed visit letter will be published on the Ofsted website.

The Local Authority was also very recently inspected by Ofsted on the adult and community learning provision in the city and I am very pleased to confirm that we have retained our 'good' rating. The service provides training for residents and is delivered by four local partners, The Friends Centre, Tempus Training, Hangleton & Knoll Project and the Whitehawk Inn. The service has a particular focus on supporting people who are on low incomes, are unemployed or have mental health issues. The Ofsted inspectors praised its 'ambitious' curriculum and the 'highly inclusive' learning environment.

Promoting lifelong learning is a priority for us and I'm very proud of the work our adult and community learning service does overseeing invaluable training and support for hundreds of residents every year. Well done to all involved.

Looking at our SEND arrangements

We also recently hosted the annual visit from the DfE SEND advisor and a representative from NHS England who come to see the Local Authority and the CCG. We invited parents along to that meeting too to feedback on co-production in the city. The meeting was very positive, and they are looking forward to hear more about our developments and improvements for SEND in the city when they visit again next year.

Moulsecomb Primary School monitoring visit

We are currently waiting for the publication of the letter from the recent monitoring visit for Moulsecomb Primary School from Ofsted. I'm very proud of the work that leaders at the school, children, parents and the community along with the LA are doing to support

the school. We're looking forward to hearing soon in the letter about the positive work that has been happening there.

Secondary school offers

Today is national offer day for secondary school placements for September. Nearly 84% of parents have been offered their first preference school this year, compared to just over 79% last year.

All parents who expressed an on-time preference for their catchment area school or schools have been offered either a catchment area school or a higher preference. The total number of applications are down this year at 2,573 compared with 2,734 last year.

In instances where no preferred school was offered, this was either because parents didn't list their catchment area school / schools among their preferences or because they missed the applications deadline.

I'm really pleased we've been able to offer so many parents their preferred secondary school. But the best news of all for local parents is that all our secondary schools are now rated 'good' by Ofsted. So children are assured of a high quality education for their children whichever school they go to.

Former Portslade Sixth Form site, Mile Oak Road Portslade

Further to my Chair's communication at the January meeting of this committee I am now able to provide an update on the outcome of the consultation on the proposal to change the use of the former Portslade sixth form centre.

During the course of the consultation we held a public drop in session at Portslade Town Hall. Four people attended this session to look at the plans and discuss the proposal.

At the end of the consultation period we had received responses from 9 schools closest to the site. All of these schools confirmed that they had no desire to make use of the playing field areas available. This was either because they had sufficient playing fields on their own site or because of the logistical issue of accessing the areas from their schools.

We had also received a further 26 responses from members of the public and other interested parties of which 14 supported the proposal, 10 did not support the proposal and 2 merely noted that the consultation was taking place. The main reason given for not supporting the proposal related to traffic and parking issues that respondents felt would occur as a result of an office for 150 staff being located on this site. These are matters that should properly be considered as part of the planning process and not as part of the application to the Secretary of State for Education

Having considered the responses to the consultation I am happy to proceed with the application to the Secretary of State for Education to change the use of the Portslade sixth form land and buildings. The necessary application forms will now be prepared and submitted accordingly.

Pinaki's departure

And finally, as you may have heard, Pinaki Ghoshal is leaving Brighton & Hove to take up a role of Director of Children's Services at Lewisham. He is not leaving until the end of May, so we'll have an opportunity to share our thanks and wish him farewell at our next committee meeting. However, I wanted to ensure that all committee members are aware of the news and to share our congratulations. He will be missed by us all. I am pleased to say that the interim arrangements already in place with Deb Austin as our Executive Director will continue after Pinaki's departure and then a recruitment process will be undertaken."

61 CALL OVER

61.1 The following items were reserved for discussion:

- 65. Every Child a Reader (ECaR)
- 66. Mathematics in infant, junior and primary schools in Brighton & Hove
- 67. Annual Report on Education Standards 2018/19
- 68. Education Capital Resources and Capital Investment Programme 2020/21

61.2 The following items were agreed without discussion as per the recommendations in the reports:

- 69. FCL Directorate Performance Management Framework
- 70. Mental Health Support Team update report: Schools Wellbeing Service.

62 PUBLIC INVOLVEMENT

(a) Petitions

62.1 The Chair noted there were NO petitions to be submitted.

(b) Written Questions

62.2 The Chair noted that NO written questions had been submitted by members of the public.

(c) Deputations

62.3 The Chair noted that NO deputations had been submitted by members of the public.

63 MEMBER INVOLVEMENT

(A) WRITTEN QUESTIONS

(i) Duke of Edinburgh Awards

63.1 Councillor Shanks put forward the following question:

“I am sure all Cllrs will agree that the Duke of Edinburgh’s award gives young people a great opportunity to get out into the countryside, learn a new skill and undertake community activities. It also is largely run by volunteers. So can you explain why the council has decided not to continue its license to run the Award?”

63.2 The Chair gave the following response:

“Historically the council held one Duke of Edinburgh licence which could be used by all schools and youth groups in the city, with the council youth service organising and supporting its delivery. At present all secondary schools, with the exception of Longhill, hold a Duke of Edinburgh licence and deliver the programme. As a result of this, the national Duke of Edinburgh team created a new South-East full-time post whose task it is to support and develop Duke of Edinburgh programmes exclusively within Brighton & Hove. Many of the tasks undertaken by this post holder replicated the work of the council’s part-time Duke of Edinburgh co-ordinator, therefore a decision was made in March 2019 that the Youth Participation Team would not renew their Duke of Edinburgh Operating licence when it expires in July 2020.”

63.3 Councillor Shanks provided the following supplementary question:

“How will you ensure young people who missed out on it at school, don’t want to do it with school, whose school doesn’t do it, especially those with disabilities and from disadvantaged backgrounds, will be able to undertake the award. Will you be prepared to find the minimal costs of the license I understand only £1200 pa to allow some of these young people to achieve an award.”

(B) NOTICE OF MOTION

(i) Sixth Form College Strikes

63.4 Councillor Hannah Clare moved the following Green Group Notice of Motion:

“This committee notes:

1. The recent National Education Union strikes at sixth-form colleges - which took place nationwide on 17th October, 5th November, 12th February, 27th February and a further date to take place on 10th March;
2. the participation of two of the city’s Sixth Form colleges (Varndean and BHASVIC) in this strike action;

Further, that this committee resolves to request that the Chair of Children, Young People and Skills Committee writes a letter to :

3. Staff at Varndean and BHASVIC, expressing this committee’s support for recent strike action;
4. The Secretary of State *and* Shadow Secretary of State for Education: requesting information on how they plan to meet the demands of striking staff, including any plans to review the obligations for Sixth-Form Colleges to pay VAT”

63.5 Introducing the Notice of Motion, Councillor Clare stated that those striking had the full support of the Green Group.

- 63.6 Councillor Hills formally seconded the Notice of Motion. Councillor Hills noted that it was important to support teachers and students in getting the funding required to provide the best learning environment.
- 63.7 Councillor Knight moved the following amendment which called for committee to amend the Green Group Notice of Motion as shown below in ***bold italics***:

That committee notes:

:

- ***The £700 million shortfall in funding for post 16 education, and the additional funding pressures including academisation and the formation of new college groupings, and the impact this has had on national contracts, bargaining and pay;***
- ***The overwhelming 84% in favour of strike, ballot result of NEU members;***
- The recent National Education Union strikes at sixth-form colleges - which took place nationwide on 17th October, 5th November, 12th February, 27th February and a further date to take place on 10th March;
- The participation of two of the city's Sixth Form colleges (Varndean and BHASVIC) in this strike action;
- ***The 'Raise the Rate' campaign that has joint-union support, and seeks increased funding for sixth form education;***

Further, that this committee resolves to request that the Chair of Children, Young People and Skills Committee writes a letter to:

- Staff at Varndean and BHASVIC, expressing this committee's support for recent strike action;
- The Secretary of State *and* Shadow Secretary of State for Education: requesting information on how they plan to meet the demands of striking staff, including any plans to review the obligations for Sixth-Form Colleges to pay VAT, ***and calling upon the government to pay the Teachers' Pay Grant to all sixth form colleges and to provide a sustainable funding environment to improve the pay, working conditions and security of employment of teaching staff in the long-term.***

- 63.8 Introducing the Notice of Motion, Councillor Knight stated that it was incumbent on Central Government to raise funding for sixth form schools. It was further stated that Central Government had to provide a firm commitment and long-term plan for schools funding. It was noted that the Labour Party supported the Raise the Rate campaign.
- 63.9 Councillor Wilkinson formally seconded the amendment and noted the pressing need for more funding to schools and sixth forms across the Country. Support was expressed for the Raise the Rate Campaign and that the teaching sector was under threat.
- 63.10 Councillor Brown stated that the Conservative Party could not condone strike action. It was noted that by striking, young people's exam results were put at risk by not receiving lessons.
- 63.11 Councillor McNair stated that it was difficult to support strike action while parents could be earning much less, may have received lower pay increases and did not have the

ability to go on strikes as well. It was noted that strike action would compound the problem rather than resolve this and that teachers worked hard as did others and that strike action sought to only highlight the plight of one section of a much larger workforce.

63.12 The Youth Council Member stated that, from the perspective of a student in Sixth Form, there were nearly 5 days of lessons had been lost to strikes and that members should consider the various wider aspects to this issue and put aside the overtly political rhetoric.

62.13 The amendment was put to a vote and was carried.

62.14 **RESOLVED** - That the Committee agree the Notice of Motion as follows:

This committee notes:

- (1) The £700 million shortfall in funding for post 16 education, and the additional funding pressures including academisation and the formation of new college groupings, and the impact this has had on national contracts, bargaining and pay;
- (2) The overwhelming 84% in favour of strike, ballot result of NEU members;
- (3) The recent National Education Union strikes at sixth-form colleges - which took place nationwide on 17th October, 5th November, 12th February, 27th February and a further date to take place on 10th March;
- (4) The participation of two of the city's Sixth Form colleges (Varndean and BHASVIC) in this strike action;
- (5) The 'Raise the Rate' campaign that has joint-union support, and seeks increased funding for sixth form education;
Further, that this committee resolves to request that the Chair of Children, Young People and Skills Committee writes a letter to:
- (6) Staff at Varndean and BHASVIC, expressing this committee's support for recent strike action;
- (7) The Secretary of State and Shadow Secretary of State for Education: requesting information on how they plan to meet the demands of striking staff, including any plans to review the obligations for Sixth-Form Colleges to pay VAT, and calling upon the government to pay the Teachers' Pay Grant to all sixth form colleges and to provide a sustainable funding environment to improve the pay, working conditions and security of employment of teaching staff in the long-term.

64 SCHOOL OFSTED PRESENTATION

- 64.1 The Head of Education Standards & Achievement gave a brief overview of the current situation regarding Ofsted findings, it was noted that the inspection at Holmewood college concluded that it continued to require improvement and that results of inspections at Moulsecoomb, Hove and Balfour and Downes had yet to be released.
- 64.2 Councillor Knight requested an update be brought to Committee in 6 months with regard to challenges that Holmewood College had faced in that time and how they addressed them. It was also requested that the Chair write a letter of an expression of faith in the college on behalf of the Committee.
- 64.3 Councillor McNair noted that a number of schools with an 'outstanding' inspection rating was less than the national average. It was noted that Ofsted was at the beginning of the new regime. Councillor McNair enquired if there was any mechanism used to see how the average was met.
- 64.4 The Head of Education Standards & Achievement stated that under the new framework a school could take up to 6 years to achieve an 'outstanding' inspection.
- 64.5 The Community Works Representative enquired if there was an update on potential central hub plans.
- 64.6 The Assistant - Education & Skills stated that there was a lot of work being undertaken in the city including the development of the hub which were bringing together aspects of social and mental health. It was further stated that an update paper was due to be brought in June. It was noted that preparing schools for learning and meeting the new Ofsted regime was very difficult.
- 64.7 The Chair enquired if committee would agree on Councillor Knight's suggestion that the Chair write to Holmewood school on behalf of Committee and also if the Head of Education Standard & Achievement could bring an Ofsted update on the school's progress in future.
- 64.8 **AGREED:**
1. That the Committee note the update.
 2. That the Chair write to Homewood school on behalf of the Committee.
 3. That an Ofsted update on Holmewood school's progress be brought to future Committee.

65 EVERY CHILD A READER (ECAR)

- 65.1 The Committee considered a report of the Interim Executive Director Families, Children and Learning. The report was introduced by a consultant and the Head Teacher of Middle Street School.
- 65.2 The Committee were provided with a brief overview of the report which sought to provide information on the interventions that are now provided with the provision to improve schools' outcomes in reading. It further sought to outline how additional

funding was allocated to support schools' outcomes in reading. It was noted that all 10 schools that had adopted ECaR had committed to further provision and that an open universal offer was made to all primary and secondary schools.

- 65.3 The Head Teacher of Middle Street School stated that their ECaR teacher had been in operation for the last 10 years and noted that the programme comprised of more than just one to one intervention between teacher and child. It was stated that the programme had reignited a passion for reading especially among young boys who tended to put books aside after reaching 6 years old. It was further noted that this programme had impacted on children's writing and enabled creativity.
- 65.4 Councillor Clare referred to Appendix 1 and enquired as to the reasons why more boys than girls were taking part in the programme.
- 65.5 The Head Teacher of Middle Street School stated that this was what the assessment concluded and that it was important that males were supported in their love for literacy.
- 65.6 Councillor Hills enquired which schools did not take part in the programme.
- 65.7 The Consultant stated that all schools had been offered the universal offer.
- 65.8 The Assistant Director – Education & Skills stated that there were other ways to promote good reading and writing as well as the implementation of the ECaR programme that were being pursued by other schools.
- 65.9 Councillor Nield enquired if there was a possibility of schools losing teaching assistants as a result of budget cuts and if this could lead to the inability to adopt ECaR.
- 65.10 The Consultant stated that schools had been provided with a bespoke offer which included training for staff that fell under the ECaR umbrella.
- 65.11 The Assistant Director -Education & Skills stated that BHCC would be checking schools to see how well it was going and would then consider how to go forward.
- 65.12 The Youth Council Member agreed with the findings and stated that from personal experience this was the case and enquired what provision was in place for students going in to secondary school.
- 65.13 The Consultant stated that the offer was open to all schools and that 4 or 5 secondary schools were currently engaged in the process.
- 65.14 The Head of Education Standards & Achievement stated that his could be looked at in future.
- 65.15 A Parent Governor Representative enquired if schools listed under Appendix 4 were able to take advantage of all workstreams available.
- 65.16 The Consultant confirmed that they had been approached and that a menu of offers had been provided. It was stated that headteachers had agreed to allow their Reading Recovery Teachers to provide training to other school's teachers.

- 65.17 Councillor McNair noted that there was a culture whereby schools had to buy in expertise and enquired why schools needed to employ specialist teachers. It was further enquired that if this was at significant cost, did schools need companies effectively selling accreditation to schools.
- 65.18 The Assistant Director - Children & Learning stated that this training was used to make the teachers the best. It was noted that there were areas where extra help was needed and that embarking on evidence based interventions was useful and helpful. It was noted that ECaR was one of the initiatives worth investing in and that there was evidence that this had positive outcomes.
- 65.19 The Head Teacher of Middle Street School stated some children came to school already able to read however as class sizes were getting larger and that there were children who could not pick this up for all sorts of reasons.
- 65.20 The Consultant stated that in order to stay accredited, schools needed to keep on with the training.
- 65.21 The Head of Education Standards & Achievement stated that this was intensive for teachers as the aim was to affect sustainable training across more schools, it was further stated that a better reading programme needed a specialist teacher. ECaR was an umbrella term for a multi-layered approach.
- 65.22 Councillor Hamilton stated that 3 years ago 18 were operating the program and that now there were only 10. it was enquired that, of the 10 using this, were these the 10 schools that needed it the most or were these the 10 schools that could afford it.
- 65.23 The Consultant stated that this was 10 schools that saw the benefit of having ECaR and so had produced a budget so that they could afford this.
- 65.24 The Head of Education Standard & Achievement stated that the budget remained the same.
- 65.25 The Head Teacher of Middle Street School stated that they had fundraised to keep ECaR.
- 65.26 Councillor Brown noted that it was sad that the National Lottery trust published that children today read less than that of any other generation.
- 65.27 Councillor Knight noted the concern of schools that couldn't afford toolkits and further expressed concern where schools could be further excluded as they were unable to pay for training.
- 65.28 The Community Works Representative noted a recent report that stated that investment in teachers was a cost effective way to improve outcomes for people rather than a large structural overall.
- 65.29 **RESOLVED –**

1. That the information in the report be noted by committee.

66 MATHEMATICS IN INFANT, JUNIOR AND PRIMARY SCHOOLS IN BRIGHTON & HOVE

- 66.1 The Committee considered a report of the Acting Director Families, Children & Learning which sought to outline a range of different approaches that BHCC had introduced, following Government policy and research evidence to support teaching and learning in Mathematics and the ways that schools in the city had engaged with these. The report was provided by the Head of Education Standard & Achievement, Deputy Head of Mille Oak Primary School and the Head of Sussex Coast Teaching School Alliance.
- 66.2 The Head of Education Standard stated that as a Local Authority, BHCC had a big school improvement underway and that maths was a great example where Local Authorities had led and co-ordinated this in partnership.
- 66.3 The Deputy Head of Mile Oak Primary School stated that she worked on pedagogy and gave an outline of her role. It was stated that the mantra was about work group and not training packages.
- 66.4 Councillor Brown noted that there were many interventions over the years and enquired why participation had fallen and if anything had been done to reverse the trend.
- 66.5 The Deputy Head of Mile Oak Primary School stated that this was not the case in regard to the latest trend and that efforts to make sure support was provided to schools who didn't have a budget for intervention were being made.
- 66.6 Councillor Brown enquired if the latest intervention had showed any results yet.
- 66.7 The Deputy Head of Mile Oak Primary School stated that there was no data yet and that this was not really an intervention, rather it was a project.
- 66.8 The Assistant Director - Children & Learning stated that all data was looked at each year alongside all partners to ascertain which schools had improved and which were in need of help.
- 66.9 Councillor Nield enquired if it was significant in any way that there were still more schools that - See vid for clarification
- 66.10 The Deputy Head of Mile Oak Primary School stated that their project focused on Teaching Assistants and that this was supplied to all support staff.
- 66.11 Councillor Wilkinson noted the reduction from 18 - 4 and stated that research showed that progress made was exciting and enquired if there were any other plans.
- 66.12 The Head of Sussex Coast Teaching School Alliance stated that they were commissioned to focus on just this however further works would be up to BHCC.
- 66.13 The Assistant Director - Children & Learning stated the BHCC would be reviewing programmes currently in place and were looking to learn and continue from this.

66.14 RESOLVED –

1. That the range of approaches that schools use to improve outcomes for mathematics in the city be noted by committee.

67 ANNUAL REPORT ON EDUCATION STANDARDS 2018/19

- 67.1 The Committee considered a report of the Acting Executive for Families, Children & Learning which sought to provide an analysis of the End of Key Stage results for children and young people for the 2018-2019 academic year and explain some of the interventions implemented and planned in future to address areas of under-achievement. The report was provided by the Head of Education Standards & Achievement, Head of Early Years Strategic Lead for Whole Family Working and the Head of Patcham School.
- 67.2 The Head of Education Standards & Achievement stated that the report showed how well BHCC were performing and that some good impact was being seen. It was noted that there were improvements across education in a broader sense.
- 67.3 The Head of Early Years and Strategic Lead for Whole Family Working stated that in regard to early years work had been taking place for a while on disadvantaged. It was stated that rather than just looking at data, efforts were being made to use lead inspectors who were able to deep dive in to schools to look at how the curriculum was working.
- 67.4 The Head of Patcham School stated that this took place on fortnightly basis and that efforts were being made to look at a changing culture in regard to what a disadvantaged child was and how this was being addressed.
- 67.5 Councillor Knight referred to paragraph 2.1 and stated that his was missing an equalities impact assessment and if there was a date set for wider working together.
- 67.6 The Assistant Director - Children & Learning stated that there was a debate on how schools were being pushed forward on how to work together to focus more on early years and wider working.
- 67.7 The Head of Early Years and Strategic Lead for Whole Family Working stated that particular focus on housing was being focused on with the local troubled families program/
- 67.8 Councillor Nield stated that it appeared that a thread running throughout this was improving the disadvantaged gap and enquired how much officers were hampered by a lack of funds.
- 67.9 The Head of Patcham School stated that funding was not specifically the reason that they were unable to close the disadvantaged gap and that indicators for this were road. It was noted that funding elsewhere other than just to the school would be needed.
- 67.10 The Chair noted the emphasis on cross departmental working.

67.11 Councillor Knight moved a motion to amend the recommendations as below in bold italics:

1. That the report be noted and that focus across the City on improving outcome for all children and young people, ***especially those from*** disadvantaged background be supported by committee.

67.12 Councillor Clare formally seconded the amendment.

67.13 **RESOLVED –**

1. That the report be noted and that focus across the City on improving outcome for all children and young people, especially those from disadvantaged background be supported by committee.
2. That changes in the curriculum, assessment and benchmark measures for Key Stages 2 and 4 which meant that there could be some difficulty in establishing trends when not comparing like for like, be noted by committee.

68 EDUCATION CAPITAL RESOURCES AND CAPITAL INVESTMENT PROGRAMME 2020/21

68.1 The Committee considered a report of the Interim Executive Director Families, Children & Learning regarding the Education Capital Resources and Capital Investment Programme 2020/21. The report was introduced by the Head of School Organisation and the Head of Capital Strategy & DP.

68.2 The committee were provided with a brief overview of the report which sought to inform the Committee of the level of available capital resources allocated to this service and to recommend a Capital Investment Programme for 2020/21. Committee members were further informed of the Capital Programme under Pupil Places and Condition investment for 2020/21 along with the level of available resources from Section 106 contributions and expenditure for the 2019/20 year. It was noted that assumptions would have to be made of the capital levels received from Central Government as allocations had not yet been set. It was stated that there were three different formats of funding to capital maintenance which were:

- The allocation to Councils
- A buy back service that schools could contribute to
- An allocation from Central Government to schools directly.

It was noted that and that the estimated amount that could be spent was 5.4 million pounds. It was noted that to complete all outstanding works it would cost 29.5 million pounds. It was established that an exercise was being undertaken to survey all schools' perimeter fencing to identify whether to bring forward proposals to spend capital funds on this.

68.3 Councillor McNair referred to 3.25 and enquired of the number of more schools that would require boundary surveys, when this would be finished and what action could be

undertaken by the Local Authority. Further clarity was sought in regard to using section 106 money for fencing, specifically Carden Primary as fences were a safeguarding measure.

- 68.4 The Head of School Organisation stated that fencing was not necessarily a key issue that was covered by section 106 money however BHCC would consider working as creatively as possible with regard to the use of the funding for maximum impact for schools in the City. It was stated work being carried out by BHCC this financial year and would necessitate on the access and availability of being able to liaise with school staff and school leaders. It was confirmed that governors and school leaders would have input in prioritising works at schools such as Carden Primary.
- 68.5 Councillor McNair sought confirmation on fencing provision for schools.
- 68.6 The Head of School Organisation noted BHCC's responsibility for perimeter fences and stated that they were clear in terms of demarcation of funding and responsibilities that ultimately, fencing was a matter for a school to be able to maintain. It was further noted that BHCC would continue to engage and discuss with schools and that BHCC has supported and invested in schools where there had previously been no fence. It was noted that efforts to service everyone as best as possible would be paramount.
- 68.7 Councillor Nield sought clarification as to whether Central government had, in previous years, failed to announce maintenance funding allocations or devolved formula capital allocations.
- 68.8 The Head of Strategy Capital & DP stated that while unusual however this had occurred before. It was confirmed that the reason given by Central Government was that a very high-level nationwide condition survey across all schools in the UK had been undertaken that was in addition to the detailed condition surveys that BHCC held. It was further clarified that a new algorithm for devolving funding based partly on pupil numbers and significantly on need was being authored and that this had not yet been completed.
- 68.9 Councillor Hills referred to D1 and D2s and enquired of the process by which funding was allocated and how repairs were being carried out and if they were being undertaken by local contractors paying minimum wage. Confirmation was sought as to whether sustainable methods and materials for repairs were being utilised.
- 68.10 The Head of School Organisation stated that in regard to D1 and D2s there was a rolling program of review of all schools carried out every 5 years which identified all the issues that needed addressing and priorities within those.
- 68.11 The Head of Strategy Capital & DP stated that where possible, local Small / Medium Enterprises were utilised and that up to and including this year, BHCC were using Construction Line as the system for determining contractors however BHCC were in the process of procuring a range of frameworks that would be used in future to procure building works. It was stated that BHCC were currently going through a large tender exercise with the intention to be up and running by September 2020. It was noted that the tendering process included consideration of small, medium sized enterprises, locality among others. It was clarified that where re-roofing was necessary, above

requirement levels of insulation would be included to improve thermal efficiency and that where maintenance on school buildings, the most efficient plants and materials would be utilised.

- 68.12 Councillor Hills sought clarification as to whether gas boilers were still being used to replace those in building undergoing works.
- 68.13 The Head of Strategy Capital & DP noted that BHCC would always look at what other options there were available but technical difficulties that could arise when considering efficient heating sources for large buildings.
- 68.14 Councillor Clare enquired how schools raised issues they deemed important.
- 68.15 The Head of Strategy Capital & DP clarified that in addition to the 5-year condition surveys carried out, BHCC visited every school every year in the Autumn Term along with building surveyors to talk about any building issues that may have arisen since the previous Autumn. It was further noted that there were ongoing daily discussions regarding issues and that BHCC retained records of all conversations for good practice.
- 68.16 Councillor Knight referred to the large backlog and sought clarification as to why this was and if time was a factor for this. Further reference was made to the 83 individual ongoing projects and requested the number of completed projects. Clarification was sought as to whether there was any Section 106 money from before 2019 that was unspent.
- 68.17 The Head of Strategy Capital & DP confirmed that the backlog maintenance was large and that it was mostly due to underfunding from Central Government however this had changed and BHCC were now in receipt of a generous settlement of 5 million pounds a year. It was stated that the number of D2s that were being undertaken was above the number of D1s which was a positive sign. It was noted that there was no issue of contractors doing works they were not supposed to and that there were around 4 further ongoing projects. Clarification in regard to Section 106 money, further information would be shared with Councillor Knight.
- 68.18 Councillor Simson referred to the cost of allowance for additional after school care provision and enquired if BHCC were satisfied that there were providers in the City that could make use of these facilities or if BHCC were expecting schools to provide these facilities in house. Clarification was sought regarding maintenance of other buildings that came within the education portfolio.
- 68.19 The Assistant Director – Education & Skills stated that there was a range of after school provision in the city some of which was provided by companies outside of the city and that some schools provided their own after school provision.
- 68.20 Councillor Simson noted the difficulty in providing after school care.
- 68.21 The Head of School Organisation noted that non-school buildings which came under the umbrella of education buildings were covered by the Capital Funding however there were no projects in this year's works.

68.22 RESOLVED –

1. That the level of available capital resources totalling £8.187 million for investment relating to education building financed from capital grant be noted.
2. That the allocation of funding as shown in Appendices 3 and 4 and that a recommendation to Policy & Resources Committee on 19 March 2020 for inclusion within the Council's Capital Investment Programme 2020/21 be agreed by committee.
3. That a recommendation to Policy & Resources Committee to 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 be agreed by committee.

69 FCL DIRECTORATE PERFORMANCE MANAGEMENT FRAMEWORK**69.1 RESOLVED –**

1. That the current performance against KPI's and the Performance and Quality Assurance Framework be noted by committee.

70 MENTAL HEALTH SUPPORT TEAM UPDATE REPORT: SCHOOLS WELLBEING SERVICE**70.1 RESOLVED –**

1. That the progress with the implementation of the Mental Health Support Team in primary schools in Brighton and Hove be noted by committee.

71 ITEMS REFERRED FOR COUNCIL

- 71.1 No Items were referred to the next Full Council meeting.

The meeting concluded at 18:10pm.

Signed

Chair

Dated this

day of

WRITTEN QUESTIONS FROM COUNCILLORS

A period of not more than fifteen minutes shall be allowed at each ordinary meeting for questions submitted by Members.

The question will be answered without discussion. The person who asked the question may ask one relevant supplementary question, which shall be put and answered without discussion. The person to whom a question, or supplementary question, has been put may decline to answer it.

(i) Councillor Hannah Clare

1. Could the Chair provide an update on the youth services consultation that was launched in May including:
 - How many responses have so far been received?
 - Where in the city the young people who have responded are based?
2. How have our city's youth services adapted under Covid-19?

(ii) Councillor Sarah Nield

Given that the loss of nursery places would have far-reaching consequences both for local families and for the economic recovery of Brighton and Hove, how well are our nurseries managing to weather the Covid-19 storm, and what is this council doing to help them?

(iii) Councillor Elaine Hills

1. In our members' Covid briefings, we were told the number of referrals to Front Door for Families has dropped. Is this still the case, and how are referrals going generally?
2. Lockdown is difficult for parents and carers of children with SEN needs, as well as the children and young people themselves. What extra support have they had since nurseries, schools and colleges closed?
3. Could you explain to the committee why only elected councillors but not co-opted members of the CYPS committee were invited to recent Covid-19 update meetings?

Geoff Raw
Chief Executive
Brighton & Hove City Council

Dear Geoff,

HOME TO SCHOOL TRANSPORT – RESPONSE TO THE RECOMMENDATIONS FROM THE INDEPENDENT REVIEW REPORT

We are submitting the following letter under Council Procedure Rule 23.3 to be included on the agenda for the Children, Young People and Skills Committee (CYPS) meeting of 15th June 2020.

Dear Committee members,

We wish to provide some additional information in respect to the above headed report. In particular, we wish to highlight what the report doesn't advise you and to request an amendment to recommendation 2.1.

In the first instance, we welcome the efforts being made to introduce significant changes to how the service is managed and are pleased that the Administration has accepted the criticisms and recommendations in full and acknowledges the catastrophic errors it made causing significant distress to children and families, for detrimentally impacting the schools and unfairly laying all the blame on operators.

We acknowledge the apologies made by the Chair of this Committee but feel the apology would have greater significance if it also came from the Leader of the Council who didn't take the opportunity offered at a recent Policy & Resources Committee.

We are also grateful for the significant efforts of the staff who have had to deal with the fallout of the problems and acknowledge their dedication to try and resolve things. It is a shame that their efforts were hampered by denial and obscuration of others. We are also very appreciative of the new interim Head of Service whose candid and frank approach has been instrumental in trying to put things right.

However, this report has not been considered by the Member HTST Policy Panel and does not have the benefit of any scrutiny or input from the Panel. The Panel is in the process of disseminating the LGA report and other evidence and has yet to determine all the issues and would presently be in no position to know if the responses in this report are sound or adequate.

It is concerning the Administration gave the LGA report to the Panel to consider but not CYPS Committee and then asks CYPS Committee to consider its response to the LGA but not the Panel.

Significant issues around the lack of Member involvement and scrutiny of the changes to the service introduced by officers have yet to be addressed but have been identified. Yet, history is now repeating itself with only bits of information being shared with various Members. **We would ask therefore that in your consideration of this report, you bear in mind you do not have all the facts, all the information, all the thoughts and views currently being**

reviewed or any input from your peers charged with scrutinising all issues around this debacle.

Recently, a similar event happened at P&R where the request for additional in-house staff at a cost of circa £300k with an additional £1m increase on the budget were agreed. Those proposals were again not shared with, nor had the input of, the Panel. Whilst we would not deny the increases to benefit the children and families, these increases were needed to help put right a badly designed and procured service. A criticism of the LGA was that no business case was produced for the service change. A business case has still not been produced. There has been no Post Implementation Review and no exercise carried out to assess if the service is delivering value for money. Increases based on just budget levels with other Local Authorities is meaningless unless there is a review of the absolute detail so that service delivery and procurement can be analysed against cost; not just how much money has been put in the pot. There hasn't been a review to compare the cost of the service before the change versus post the change. Budget increases might have been necessary but to what level, nobody knows.

This report therefore, and the one to P&R, should be viewed as nothing more than interim steps to stabilise the newly introduced service and NOT considered as the sustainable and long-term solution to the HTST service in seeking to deliver a first-class service putting vulnerable children first whilst also ensuring value for money for the tax payer.

There will of course be the defence of scattering reports to various places "that time is of the essence" and we do acknowledge that Covid-19 has had an impact. However, we should not lose sight of the fact that the problems were publicly predicted and predictable back in July 2019. We had to pursue the matter through several Committees, request an internal audit and ultimately force through a Notice of Motion at Full Council. By the time the LGA were appointed in January 2020, the council had lost seven months. Seven months of denial and mounting futile defences are the cause of time pressures now; another self-inflicted problem.

We would also correct the misstatement in paragraph 4.31. The LGA did not recommend HTST be adopted as a corporate risk. The LGA stated that in their judgement "the level of corporate risk was not understood during the crisis". We first raised HTST being a corporate risk in July 2019 and again in November 2019. Both times we were told it would be looked into, but it never happened. When the LGA criticised the council in January 2020, HTST went on the corporate risk register.

As a balance to our comments, we acknowledge that the Administration's response to the LGA report has had significant input from the Parent and Carer's Council. PaCC have always been dedicated to creating a first-class service for children and their families and carers and alongside Amaze, have a wealth of experience and expertise that is vital for the service to function properly. We have yet to see, albeit it might exist, the new co-production agreement between PaCC/Amaze and the council that enshrines them to the "top-table" of equal and influential decision making and assures them of adequate support resource and funding.

In respect to paragraph 4.2 bullet point 8, without having the benefit of further consideration, the target of achieving 80% trust and confidence in the service by parents and carers by March 2021 seems incredibly low. Either trust and confidence has plummeted to levels that we have not even considered possible or the Administration lacks ambition and is hedging

its bets that it does not have the ability to satisfy the cohort above a mere 80%. A target of 80% is better read that the Administration will be content that 20% of parents and carers do not trust or have confidence in them. 20% is equal to no trust or confidence affecting 94 children (based on 470 being transported).

We would also take this opportunity to raise a few of the plethora of issues yet to be tackled.

1. Is the way the service now being delivered the right model? Early thinking is that it is not and that the council sought to fix something that was not broken. The change in 2019 was radical but it now requires great effort and bravery to think again. A hybrid of pre and post change might be a solution, but a significant influencer is that of political policy. The Administration need to quickly decide if it wishes to pursue an in-house solution to rid themselves of so called “petty bourgeois monopolies” or work in partnership with local businesses.
2. There is the constant reference to 4-year contracts. The contract is a period under which the specifications of contract apply. However, the council can terminate with 3 months’ notice and the operators giving even less notice. It is accepted that changes will occur, and routes may be cancelled as children leave the service. However, there remains the reluctance to accept that operator investment into the infrastructure to deliver the service, such as procuring specialised vehicles, requires a level of contract duration certainty. With the history of the problems and the present political direction, that certainty may not exist which places the service at risk.
3. Whereas much emphasis has been placed on remedying the problems (and rightly so), there remains the need to investigate why this happened. There needs to be culpability that will help rebuild trust and confidence. How delegated powers were used, how contracts with consultants and operators were facilitated, how financial levels were complied with and why when a previous Committee report said no to a DPS, one was pursued without any work apparently being done on the procurement model that was approved. What happened in respect to Edge Public Solutions Ltd and the pay-off of £181k and why did the internal audit differ so fundamentally to the content of the LGA report. All these subjects need fully investigating and may, regardless of anything else, determine the way forward.
4. The LGA report issued in January was doctored after being reviewed by officers, the Administration and PaCC. We have asked for full details of the changes made and a copy of the original report. Thus far we have received nothing save for advice that financial values had been provided to the LGA (see page 11 of the LGA report, section 4.3). In respect to the financial information that was provided, the breakdown and details justifying the figures have yet to be provided to the Panel.

In concluding, we would ask that recommendation 2.1 be changed to read “That the Committee notes the report as an Interim report that remains subject to change pending the deliberations and possible report of the Home to School Transport Policy Panel and other investigations”.

Yours sincerely,

Cllrs. Lee Wares and Mary Mears

Ofsted update 20 April 2020

Schools inspected since last committee 2020

School	Date of Inspection	OE Grade	Previous grade
Full inspections			
Homewood College	4/12/2019	3	3
Hove Junior School	06/02/20	2	2
Balfour Primary School	11 & 12/02/20	3	3
St Margaret's CE Primary School	25 & 26/02/20	2	2
Hertford Junior School	10 & 11/03/20	Publication of Ofsted reports on hold due to COVID 19	2
Downs View	11 & 12/02/20	Publication of Ofsted reports on hold due to COVID 19	1
Section 8 Monitoring Visit			
Moulsecoomb Primary School	05/02/20	Making Good Progress	4

Snapshot from March 2020

	% of schools judged to be Good & Outstanding	National % schools judged to be Good & Outstanding	% Pupils in a Good or Outstanding School	% of schools judged to be Outstanding	National % Schools judged to be Outstanding
Primary	90.4	87.8	89.9	11.5	17.0
Secondary	100	76.2	100	0	20.6
Special	66.7	91.0	88.5	66.7	38.4
Colleges	100	-	-	-	-
PRUs	100	85.1	100	0	18.2
All Schools (not colleges)	91.2	86.3	93.9	14.7	19.4

National figures as at end of Feb 2020 Ofsted Monthly Management data

Overview of School Ofsted Outcomes

As at end Feb 2020	Outstanding	Good	Requires improvement	Inadequate
Brighton & Hove: % Schools	14.7%	76.5%	7.4%	1.5%
Brighton & Hove: Number of schools	10	52	5	1
National : % schools	19.4%	67.0%	10.1%	3.6%

The pupil referral units are now one establishment: The Central Hub Brighton

EY Ofsted inspections since last committee

Setting	Inspection date	Latest grade for overall effectiveness	Previous grade
Blueberry Nursery	18.2.20	1	1
Jeanne Saunders Centre	5.3.20	Unpublished	1

Inspection of a good school: Hove Junior School

Portland Road, Hove, East Sussex BN3 5JA

Inspection dates:

5–6 February 2020

Outcome

Hove Junior School continues to be a good school.

What is it like to attend this school?

Pupils like their school. They believe that they get a good education and that teachers help them to learn well. Pupils know that their opinions count. They are keen to take an active part in school life. They are confident and considered and communicate well. This helps them to get along together, although they feel supported by the many staff who are on hand to provide advice if they need it. Pupils feel safe. They do not worry about bullying because they have confidence in staff to resolve problems.

Staff are utterly committed to the school and its pupils. They have high expectations of pupils' behaviour and learning. They are excited to see what pupils can do. Pupils work hard in lessons and focus on their learning. Leaders have worked hard to unite staff across both sites so that the team ethic is strong. Everyone learns from each other.

Frequent visits and visitors ensure that the school makes the best of the many talents and opportunities for learning that are nearby. These opportunities, such as working with local artists, have been carefully developed to enrich the curriculum. Leaders make sure that pupils are both fully involved in their community and can travel safely around it.

What does the school do well and what does it need to do better?

Provision in reading, writing and mathematics is of high quality. Teachers carefully plan learning which builds well on what pupils know and can do. This helps pupils to deepen their knowledge and understanding and achieve well. Pupils with special educational needs and/or disabilities are well supported, particularly in reading and writing. Their needs are regularly reviewed and support is carefully tailored so that they grow in confidence and experience success.

Leaders ensure that securing strong reading skills is a top priority. For example, they insist that learning topics are built around high-quality texts. Pupils read regularly and are encouraged to recommend titles to their classmates through displays such as 'Bookflix' and celebrations of reading. Those pupils joining the school in Year 3 who need to catch

up are identified even before they join. Intensive support from skilled staff helps them to catch up quickly and become confident, fluent readers. This includes a focus on phonics where it is needed.

Leaders ensure that staff benefit from high-quality professional development. This helps them to plan well for their classes. But, importantly, leaders also ensure that this learning is shared and built on. Many staff have opportunities to learn and lead. This focus on continued learning is valued by staff, who explained, 'We want to do the best we can, and everything is in place to support this.'

Leaders have developed plans in all subjects that ensure that the national curriculum is delivered. However, pupils' learning in other subjects is not as secure as it is in reading, writing and mathematics. This is because pupils do not revisit, refine and build on their knowledge as effectively. For example, pupils learn about all the specified periods they should in history, but they do not use their knowledge about one period to help them when learning about another. This limits the extent to which their learning is retained and deepened over time.

Pupils benefit from a clear focus on their personal development, both through the curriculum and in other aspects of school life. They know that they are expected to behave well and work hard. They strive to meet leaders' high expectations. Leaders have ensured that respect for and celebration of diversity are evident throughout the school. Everyone is included and valued. Pupils drive aspects which are important to them, such as the 'green agenda'. Staff work alongside them to help them to realise their ambitions, which both empowers and inspires them. Pupils are well prepared both for the next stages of their education and life beyond.

Safeguarding

The arrangements for safeguarding are effective.

Staff are comprehensively trained in safeguarding. They have a strong and secure knowledge of how to keep pupils safe. Leaders constantly review and refine processes to protect the most vulnerable pupils and ensure that they are strong. These include working with other agencies to generate and review plans and ensuring that some pupils have additional life skills training.

The curriculum contains regular safeguarding work on key aspects, such as e-safety. Pupils are involved in assemblies, visits and projects with a focus on staying safe. Governors are well informed about safeguarding. They keep a watchful eye on things, checking all is as it should be.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils do not always build on their knowledge in all subjects as well as they do in reading, writing and mathematics. This is because teaching does not always emphasise and revisit key knowledge and focuses too much on skills. Leaders need to ensure that teaching in all subjects helps pupils to acquire and use subject-specific knowledge that builds and deepens over time so that their learning involves a logical progression as they move through the school.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good on 15–16 November 2011.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	114403
Local authority	Brighton and Hove
Inspection number	10133191
Type of school	Junior
School category	Maintained
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	825
Appropriate authority	The governing body
Chair	Jeff Nixon
Headteacher	Maddie Southern
Website	www.hovejuniorschool.co.uk/
Date of previous inspection	7 September 2016

Information about this school

- The school operates over two sites, one on Portland Road and the other on Holland Road. The Holland Road site has been gradually expanding and now contains classes throughout Years 3 to 6.

Information about this inspection

- I met with senior leaders, a representative from the local authority and members of the governing body, including the chair.
- We did deep dives into these subjects: reading, writing, art and history. This involved meeting leaders who are responsible for these subjects and visiting lessons to observe learning. We held meetings with pupils to talk about their learning and to look at their books and with teachers to discuss pupils' understanding and look at plans.
- We gathered a range of evidence regarding safeguarding through discussions with pupils and staff and examining safeguarding records.
- In addition to talking to parents and carers at the school gate, we considered 145 responses to Ofsted's online questionnaire, Parent View, including 143 free-text responses.

- We also took account of the views of 47 staff and the 99 responses to the pupils' survey.

Inspection team

Deborah Gordon, lead inspector

Ofsted Inspector

Doug Brawley

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

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Subject:	Home to School Transport Service: Response to the Recommendations from the Independent Review Report		
Date of Meeting:	15 June 2020		
Report of:	Deb Austin, Interim Executive Director for Families, Children & Learning		
Contact Officer:	Name:	Regan Delf	Tel: 01273 291126
	Email:	regan.delf@brighton-hove.gov.uk	

FOR GENERAL RELEASE

1. PURPOSE OF REPORT AND POLICY CONTEXT

- 1.1 This report sets out the response of the Home to School Transport Service to the recommendations in the Independent Review Report and outlines progress made to date with improvements.
- 1.2 The report also outlines issues for the service over the pandemic period, the actions taken to mitigate risk, and the likely impact going forward.

2. RECOMMENDATIONS:

- 2.1. That the Committee notes the report.
- 2.2. That the Committee notes the report to Policy & Resources Committee on 27 May in Appendix B.
- 2.3. That the Committee notes the Use of Officer Urgency Powers in relation to supplier relief in Appendix C.

3. CONTEXT AND BACKGROUND

- 3.1 The council has fully accepted that much went wrong with the introduction of new arrangements for Home to School Transport in autumn term 2019.
- 3.2 The council has apologised profusely to families, headteachers, school staff and transport operators for failings in the service over the past several months and sincerely regrets the problems caused, particularly the disruption caused to many children and young people with complex SEN and disabilities in the early part of last autumn term, when transport arrangements for some failed altogether.

Scope and Remit of the HTST Service

- 3.3. In the Spring term of 2020 (prior to school closures), the Home to School Transport (HTST) service managed the transport of approximately 470 children with complex SEN and disabilities to school and back each day in term time, on

177 routes operated by 8 different firms (numbers quoted are subject to variance).

- 3.4. Many of the children have high risk medical conditions and/ or severe emotional and behavioural difficulties.
- 3.5. From September 2019, the council contracted with 9 firms, but the contract with one firm was terminated in March 2020, following contractual breaches.
- 3.6. Destinations for transport are many and varied, including a wide range of mainstream and special schools and colleges, within and beyond the City borders.
- 3.7. The service also books and arranges transport for social care and manages the system of bus passes.
- 3.8. The HTST team is small, with the equivalent of 1.75 FTE transport officers and a team manager. It has been acknowledged that this is insufficient for the capacity needed to respond to the recognised need for improvement and the recommendations from the Independent Review, and some temporary staff have been provided on short-term basis to:
 - provide additional leadership capacity;
enable risk assessments to be carried out on all children and young people on transport;
 - provide some administrative support.

Independent Review of the Home to School Transport Service

- 3.9. The Children, Young People and Skills Committee agreed on the 16th September 2019 to carry out an independent review of the Home to School Transport Service. This decision was made following significant concerns raised by members and stakeholders in September 2019 about the delivery of the Council's HTST arrangements.
- 3.10. The Local Government Association were commissioned to undertake this piece of work and the Independent Review team arrived in Brighton and Hove on the 28 January 2020 for a three-day onsite visit. In preparation for their visit they considered a wide range of documents and information submitted by stakeholders to ensure they were familiar with the Council and aware of the challenges it had faced since the decision to re-procure the service.

Scope and focus of the review:

- 3.11. The independent review of the Home to School Transport Service focussed on the following areas:
 1. Procurement of consultants working on Home to School Transport Service
 2. The Dynamic Purchasing System and Procurement of Operators
 3. Implementation of the new system
 4. The Council's response to the disrupted delivery of the Home to School Transport Service
 5. Concerns and complaints

The independent review process

3.12. The review team was led by an experienced Director of Children's Services. They were supported by three other officers, all of whom had expertise in SEND legislation and with experience of successfully managing SEND services. Each person in the team had significant experience of the strategic and operational management of the effective delivery of home to school transport arrangements in a range of local authorities. The fifth member of the team was a programme manager for the Local Government Association and was responsible for co-ordinating the review.

The process was comprehensive and included the views of a wide range of stakeholders through discussions, interviews and focus groups. The independent review team used their experience and knowledge of local government to reflect on the information presented to them by people they met, things they saw and material that they read.

3.13. During the onsite visit the team:

- Spoke to 113 people including a range of Council staff together with councillors, stakeholders, parents and providers;
- Gathered information and views from more than 40 meetings, 33 survey responses, visits to schools and additional research and read over 288 documents provided by the Council and other parties;
- Collectively spent more than 150 hours to determine their findings – the equivalent of one person spending more than four weeks in Brighton and Hove.

3.14. On the 12 March 2020 three members of the independent review team presented their report to the Interim DCS; Assistant Director, Education and Skills; Assistant Director, Health, SEN & Disability; Chair of Children and Young People and Skills Committee and Deputy Leader of the Council; PaCC Chair and Co-Chair. The report provided a summary of the team's findings and 10 key recommendations. The report was published on the Brighton and Hove City Council's website <https://new.brighton-hove.gov.uk/independent-review-home-school-transport>

3.15. The Council has fully accepted the findings of the Independent Review Report into changes to the way the service operated (see appendix), and has committed to following its recommendations.

3.16. Council is mindful of the comment by the Independent Review that '*the Council needs to put children and young people back at the centre of the Home to School Transport Service, making them the focus, their voice and needs should be more prominent,*' and will make every effort to ensure that is the case going forward.

4. Response to the Recommendations in the Independent Review Report

4.1. An action plan responding to the recommendations in the Independent Review has been co-produced with representatives from the Parent and Carers Council (see Appendix A). The action plan is summarised below.

- 4.2. The action plan identifies the following success criteria to be achieved over the next 12-month period:

By 31 October 2020:

1. New 'tell it once' online form for parent/carers in use, combining application, pupil information and risk assessment
2. Service response times to communications with and from parent/carers are met at least 90% of the time (see 4.10 below).
3. 100% of new transport staff have undertaken training as appropriate in relation to safeguarding and SEND awareness
4. 100% of all Transport Panels have a trained Amaze parent/carer worker present to represent parents' viewpoint (see 4.6 below).
5. 100% of all interviews for staff in HTST are conducted with a representative of PACC on the interview panel
6. 90% of all spot checks and compliance monitoring passed and any breaches corrected within 24 hours
7. Long term leadership and capacity of HTST team established.

By 31 March 2021

8. Parent/carer satisfaction via survey shows at least 80% trust and confidence in the service
 9. A quality independent travel training option is available to all families for whom independent travel is an option
 10. A fully revised and updated HTST policy is published, following co-production between the council and PACC and Amaze.
 11. 100% of existing transport staff have booked onto refresher training and extended training as appropriate.
- 4.3. Monitoring of progress of the action plan and evaluation of achievement against the success criteria will be undertaken by the HTST Governance Board, meeting monthly, and by regular reports to the CYPS Committee and the Members' Policy Panel as required.
- 4.4. A summary of key areas highlighted by the review, with progress to date on actions taken to resolve these, is included below.

Communications and rebuilding trust

- 4.5. Working together with PACC, it has been agreed that co-production will be embedded at every level of the service's work, from operational processes to policy.
- 4.6. There will be an Amaze worker, who is also a parent/carer on all Transport Panels, putting the voice of parents at the heart of decision-making on individual pupils. These workers also represent parents on the SEND Panel and are provided with training, plus they sign a confidentiality agreement.
- 4.7. Amaze/ PACC will be part of all interview panels appointing staff to the HTST service.

- 4.8. The post-Independent Review Action Plan and the Plan for September Arrangements have been co-produced with PACC.
- 4.9. Parents/carers are receiving regular updates on service developments via the service's email circulation list and the PACC website.
- 4.10. The service monitors its response times for communicating with parents and carers: one working day for initial response to queries and concerns, ten working days for responses to formal complaints. Currently these response times are being met.
- 4.11. Parents/ carers will be surveyed in this academic year on their views of the service and their responses, once the schools are fully re-open and arrangements are back to normal. Responses will be collated and published against a target of an 80% satisfaction rate or higher. The survey will be annual thereafter with the aim of increasing levels of satisfaction.
- 4.12. Regular partnership and co-production meetings have been established with PACC and from September there will be termly meetings for transport operators, PACC, school representatives and officers to review arrangements and make any improvements needed.

Links with the SEN and Disabilities Team

- 4.13. The Independent Review recommended links were strengthened between the SEND and HTST teams. As a consequence, a new post of SEN caseworker has been agreed. This post will sit within HTST but will have responsibility for linking and liaising between the teams and ensuring the correct and timely transfer of information about children's needs between the services and from the service to transport operators and their staff.
- 4.14. A senior member of the SEND team is part of the Transport Panel, where all operational decisions are made.
- 4.15. Senior representatives of the SEND team are also part of all policy decisions affecting eligibility and arrangements for HTST.

Pupil Information and Risk Assessment

- 4.16. The current system for passporting pupil information to transport firms is being completely changed. PACC representatives are working with the team to devise a new system, which will combine the application process with information about pupils' needs and a risk assessment. This is an online system, although parents will be able to have paper copies if needed. Meantime, while the new system is in development, the current system of pupil information sheets is being upgraded with updated risk assessments ensuring all information is as full and accurate as possible.

Training for Transport Staff

- 4.17. The contract with transport operators requires all transport staff to have undergone training in SEN and disability awareness, safeguarding, equalities and first aid, procured by the transport operator at their own expense. However, contract reviews with firms have established there is not full compliance with this requirement across firms. Some firms have expressed a wish for the council to provide training as they have not found it easy to access.
- 4.18. In response, the service has worked with the Council's Learning and Development Team to produce a full programme of training for drivers and VPAs to consist of modules on:
- Safeguarding
 - Equalities and tackling disability discrimination
 - SEN and disability awareness.
- 4.19. It is intended that the online modules will be a compulsory requirement for all new or untrained transport staff prior to beginning work on HTST.
- 4.20. In addition to the online modules, there will be a rolling programme of extended and specialist face to face training, but this may not be possible until social distancing rules are relaxed further.
- 4.21. The aim is to have online training modules available by September 2020.
- 4.22. PACC will be involved in both the online and face to face training programmes and will be invited to give the perspective of parent/ carers.
- 4.23. The Members' Policy Panel will also contribute to reviewing the online training materials and giving feedback.

Independent Travel

- 4.24. There have been initiatives to increase independent travel in recent years, but the take-up for these has been limited and it has been difficult to ensure sustainability of programmes over time. A new approach is needed, with adequate resource to ensure this is of high quality. The HTST service will work with PACC and schools on an Independent Travel training programme for those young people where this is appropriate. This will require a budget set aside for this purpose and the acquisition of some expertise from those offering such training. The aim is for this training to be in place by March 2021.

Contract Management with Transport Providers

- 4.25. Although the majority of transport providers take care to fulfil the contract specifications in providing HTST, there have been some contractual breaches identified and as a consequence, contract management processes have been tightened.

- 4.26. Until the school closures began in response to the Covid19 pandemic, weekly spot checks had been introduced at school sites to check on vehicles' safety and requirements on staff for identification and high visibility jackets. Any breaches found had to be rectified before continuing transport.
- 4.27. Contract review meetings are held termly between the council and transport operators, where issues can be discussed on and resolved.
- 4.28. Regular checks are made to confirm that all transport staff have an enhanced DBS and that a record of this is held at the council offices as well as with the transport operators.
- 4.29. In addition, when schools re-open the transport team will be conducting unannounced compliance visits to the offices of the different transport operators to check on all aspects of compliance.
- 4.30. The Independent Review recommended that the transport operators who had yet to sign contracts were asked to do so, and this is being pursued.
- 4.31. The Members' Policy Panel is considering the current Dynamic Purchasing System introduced in the summer of 2019 and whether there are alternatives that might be preferable going forward.
- 4.32. Operators have expressed concern about the HTST contractual term, which although four years, can theoretically be terminated on three months-notice. The Members' Policy Panel have raised a query about whether there could be greater reassurances for operators to underpin investment in new vehicles for operators who are complying fully with the terms of the contract, and this is being considered.

Governance arrangements and oversight

- 4.33. The Children, Young People and Skills Committee is responsible for overseeing improvements to the service in the light of recommendations by the Independent Review.
- 4.34. In addition, the Members' Policy Panel is a short-term group, which is reviewing improvements and providing challenge and support to the developing service.
- 4.35. An officer-led Home to School Transport Governance Board has been established, which reports as required to the CYPS Committee. The Governance Board has representatives from a variety of council teams, from PACC and from schools. The Board meets monthly to consider reports and progress on action planning and to make recommendations for further improvement.
- 4.36. Additionally, the Independent Review recommended that HTST be adopted as a corporate risk. This has been actioned and therefore the risks and actions to mitigate risk are reviewed regularly by the Executive Leadership Team.

Staffing and Budget

- 4.37. The resource implications of improvements to the service were the subject of a report taken to the Policy and Resources Committee on 27th May 2020 (see Appendix B).
- 4.38. The report to Policy and Resources Committee covers two recommendations in the Independent Review, notably to increase staffing to ensure responsiveness at peak times, and to recognise the pressures on the HTST budget.
- 4.39. The Members' Policy Panel has requested a breakdown of budget information on the service to assist with advice in realising value for money.
- 4.40. The current budget for the service is £2.4M. The overspend at the end of 2019/20 was £968K. The projected overspend for 2020/21 was £1.2M, but the impact of covid-19 and school closures make previous predictions less reliable.
- 4.41. In terms of benchmarking, many caveats apply to section 251 data, including different structures within local authorities and variable reporting. Nonetheless, benchmarking for the financial year 19/20 indicates the following:
- The 19/20 budget for Brighton (£2.375m) was 59% lower than the average budget for our statistical neighbours*. This equates to £1.4m.
 - BHCC budget increased by 2% from 2018/19. The average increase for our statistical neighbours was 4% and nationally it was 9%.
 - On average our statistical neighbours overspent their 2018/19 budget by 7% (nationally this was 16%). BHCC overspent by 9% (£0.210m).
 - Children with EHCPs have increased by an average of 14% each year over the last 4 years. Special school pupil numbers have increased by 2.4%

*The City's 'statistical neighbours' used in benchmark comparisons above are

Bournemouth, Christchurch & Poole
Bristol, City of
Reading
Bath and North East Somerset
Sheffield
Portsmouth
York
Leeds
Bromley
Southend-on-Sea

5. Response to the Issues arising from the Pandemic Crisis

Supplier Relief

- 5.1. On the 18 March, the Government announced the closure of schools after the 20th March until further notice, with an exception for the children of keyworkers and vulnerable children. The council decided to pay transport operators in full up to the end of March 2020 in recognition of the sudden loss of income they experienced. Operators who have carried out runs over the Easter holidays have also been paid in full.
- 5.2. Further arrangements have been made subsequently to provide support to the end of June 2020, as outlined below (see use of urgency powers in Appendix C).
- 5.3. The Government's Policy Procurement Note of March 2020 (see link below) stated that public bodies should pay suppliers until the 30 June 'as normal' if they considered them to be 'at risk' over the current crisis, on the proviso that firms operated an 'open book' approach so public bodies could check that relief was genuinely needed and not being double-claimed.
P:\Documents\PPN_02_20_Supplier_Relief_due_to_Covid19.pdf
- 5.4. The PPN set out an expectation, but it was not statutory or mandatory for councils. Councils, as well as their suppliers, are facing unprecedented financial challenges over this crisis period. It is not easy for councils to pay 'as normal' until the end of June 2020, when their revenue is being substantially reduced, and in the case of Brighton and Hove, by an estimated loss of £8m per month. This is in addition to additional costs of approximately £3m per month.
- 5.5. In this context, Brighton and Hove City Council published guidance to all suppliers about claiming relief, suggesting a consideration of financial support on a case by case basis, but with the expectation that suppliers would use all appropriate government schemes as a first port of call (for example, the government furlough and self-employment schemes for staff).
<https://www.brighton-hove.gov.uk/content/council-and-democracy/contracts-and-tenders-council>.
- 5.6. However, the council recognised that there were special considerations in the case of HTST suppliers and that there were specific vulnerabilities in the workforce. The service had also been added to the corporate risk register, as advocated by the Independent Review. In that context, some additional proposals were made to ensure the sustainability of a vital and statutory service.
- 5.7. For HTST operators 'at risk' over the crisis, the council followed the spirit of the Government's PPN and ensured that payment would be made 'as normal', but with the proviso that firms were asked to make use of government's schemes to support businesses as their first port of call, for example by claiming the business grants available, furloughing staff or asking them to claim via the government's self-employment schemes, where this was a reasonable and viable option.
- 5.8. As government schemes for staff only pay 80% of normal income up to a certain limit, the council has provided 'top-up' for the remaining 20% as a means of ensuring the retention of staff who might otherwise seek employment elsewhere. In the case of Vehicle Passenger Assistants (VPAs), specific considerations for this workforce meant that the council decided to fund 100% of their salary costs over this period and the rationale for this is set out below.

- 5.9. Funding accessed through the government schemes is to be subtracted from any relief offered, plus an agreed element for costs that are not being incurred (petrol, vehicle maintenance etc). This proposal should enable firms to retain staff as the large majority will experience no reduction in income, while the burden on the council is reduced to more manageable levels.
- 5.10. Each of our eight providers is very different in terms of structure, size, percentage of work undertaken for the council, employment status of staff, and financial viability over the crisis period, so a case by case examination has been followed. Discussions with firms have been thorough and detailed, involving officers from HTST, Finance, Legal, Procurement and Internal Audit, in order to ensure the robustness of proceedings and the protection of public funds.
- 5.11. **Vehicle Passenger Assistants (VPAs):** The council will support the salaries of this group of staff in full without requiring firms to furlough these staff or require them to access the government's self-employment scheme. This is because their work is so critical to the operation of the HTST service and because the more casual and part-time nature of their work may make it more difficult for them to access government schemes to support workers. VPAs are known to be a difficult workforce to recruit. They are mostly self-employed, with operators recruiting them to work for around 2 hours only per day, before and after school, usually on low wages. The hours are not attractive to many, and consequently, this work tends to be fitted around other jobs or to be taken by workers of retirement age. We have some information that several VPAs have left already to take on key worker posts over this period. Additionally, VPAs must have an enhanced DBS and these can take several weeks to come through. It is essential for the sustainability of the service that the VPA workforce is protected and that enough time is allowed for workers to be recruited, checked, trained and introduced to families before school starts in September.

Arrangements for Transport during the Pandemic

- 5.12. In addition to risk assessments of individual children, the service has considered risks on each vehicle operating routes to school over the pandemic period. Arrangements have been altered to maintain social distancing as far as possible, by limiting the number of children on vehicles and not allowing children to sit in the front next to the driver.
- 5.13. If there is a requirement to maintain social distance on transport when schools return to normal and a much larger group require transport, there will be issues around rising costs, and also potentially the supply of sufficient additional vehicles and transport staff. However, despite a level of uncertainty affecting all services, HTST is considering all options in discussion with operators within business continuity planning.
- 5.14. Firms have all been asked to confirm their schedules for cleaning vehicles between passengers, so that the service can check that government advice is being followed in full.
- 5.15. Although at the time of writing the Government is not recommending the use of masks and gloves outside of care settings, the Council understands the concerns

of transport operators and supports the use of masks and gloves where social distancing cannot be maintained. While it is the responsibility of transport operators to source appropriate PPE, the Council is aware this is a difficult area and will offer support with supplies where it is able to do so, subject to prioritisation and availability.

- 5.16. While the service can work with operators to mitigate risk of transmission of the virus, it cannot be eliminated completely.
- 5.17. On 8th May 2020, draft local guidance on the use of PPE, social distancing and the cleaning of vehicles was sent to transport operators, PACC and special school headteachers for feedback and comments by 22nd May.

6. Planning for September 2020

- 6.1. The HTST service has formulated a plan for ensuring a high-quality service from September, with the needs and interests of children front and centre of all arrangements.
- 6.2. The contracts with operators are for 4 years so there is no need to re-tender them. This has been communicated to parents. This means change will be minimal in September which will allow for consistency and consolidation of current arrangements and relationships between children and transport staff.
- 6.3. Inevitably, there are changes every year as children leave and new children join require? transport, but these will be kept to a minimum and all parents will be informed of changes well in advance and have the opportunity with their children to meet their drivers and VPAs.
- 6.4. The service welcomes the recommendation of the independent review not to require annual re-applications for transport as routine. It is also working with PACC on a new online system that will combine an application process with information on each child and a risk assessment.
- 6.5. The plan for September has been shared with PACC and will be communicated more widely with parents and carers both via the service's email communication links with parents and via the PACC website.
- 6.6. However, the current pandemic introduces an element of uncertainty to all planning. The service, along with services across the country, is grappling with issues of social distancing on transport and queries about PPE, which government guidance has not yet fully covered. We are carrying out the necessary risk assessments locally, but these issues may mean unavoidable changes to transport arrangements, albeit temporarily, in September. Additionally, while we will do our best to ensure there are no problems with the supply chain of drivers, VPAs and vehicles, events may not always be within the Council's control.
- 6.7. Families understand that changes may result from the on-going pandemic, but the service will make sure there is full communication with parents/ carers in all eventualities.

7. CONCLUSION

- 7.1. The service is committed to improvement via a co-production model with the PACC and Amaze and including all other stakeholders as necessary.
- 7.2. Strong governance arrangements are in place to ensure progress on recommendations from the Independent Review and meeting success criteria in the service action plan.
- 7.3. Although arrangements are in place for September, uncertainties around the pandemic crisis may still create substantial challenges.
- 7.4. A review of the capacity of the HTST service suggest that there is a need to establish permanent leadership arrangements and expand the staffing levels of the service.
- 7.5. The HTST service budget appears to be considerably less than the average for our statistical neighbours, which may explain at least in part the large overspend. The base-budget therefore needs to be re-considered in the light of benchmarking and increased demand, as SEND numbers rise.

8. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

- 8.1 The 2020/21 agreed budget for the HTST service is £2.414M. The overspend at the end of 2019/20 was £0.968m. The initial forecast overspend for 2020/21 was £1.202M, but the impact of covid-19 and school closures make previous predictions less reliable. However, it is certain that the costs of providing HTST in 2020/21 will exceed the available budget and significant investment will be required to meet the current commitments and the recommendations of the independent review.

Finance Officer Consulted: David Ellis

Date: 26/05/20

Legal Implications:

- 8.2 Contract variations which shift the economic balance in favour of the supplier do not usually comply with the public procurement regime. However, in this case it is likely that the variation falls within the safe harbour provided in Regulation 43(c) (the need for modification has been brought about by circumstances which a diligent contracting authority could not have foreseen). It is unlikely that any legal challenges will be issued during the pandemic provided the variation is the justified by the immediate need to mitigate the impact of the crisis. The risk that it would be deemed to be state aid is low. If it is state aid; the European Commission has now approved the UK government's support scheme which allows payments of up to €800,000 to a company to address its urgent liquidity needs.

- 8.3 The contract variation which the operators will be required to sign is based on the model interim payment terms issued by the government to accompany PPN 02/20. They require the supplier to act on an open book basis and prevent them from making any profit.

Lawyer Consulted: Alice Rowland & Natasha Watson Date: 27/4/20

Equalities Implications:

- 8.4 The HTST transport service caters for some of the most vulnerable children and young people in the City and it is essential that their specific needs are recognised in providing a safe and stress-free service.

Sustainability Implications:

- 8.5 The additional services will be delivered across the city to reduce the need for travel and maximise the sense of community for young people.

Any Other Significant Implications:

- 8.6 None

SUPPORTING DOCUMENTATION

Appendices:

- A: High Level Action Plan Responding to Independent Review Report
- B: Report to Policy and Resources Committee of 27.5.20
- C: Use of Officer Urgency Powers (supplier relief over pandemic period)

Documents in Members' Rooms:

None

Background Documents:

None

Action Plan in Response to Independent Review Report

Independent Review Report
High Level Action Plan
Co-produced by PACC and Brighton and Hove City Council

Recommendations from the Independent Review into HTST

1. Clear, consistent and urgent communication to all stakeholders (parents, carers, schools and settings etc) about stability in the Home to School Transport (HTST) arrangements from this point onwards. September 2020 must not be a repeat of 2019. The council should acknowledge the pressure on the base budget and that significant savings are unrealistic in the near future.
2. Rebuild trust with schools and settings, parents/carers, VCS, members and officers from other departments. The council should consider having a SEND charter and agreed co-production policy (which includes HTST), between parents/ carers and the Council, setting out clear roles, responsibilities and expectations.
3. The HTST policy (2015) needs to be updated with an emphasis on planning and training for independent travel, including an associated budget and sustainable strategy. It should also include a personal travel budget policy developed with parent/ carers. This should be a consistent independent travel training offer across the local authority. The team found there were some examples of good practice in children's social care. The updated policy needs to integrate with the Special Educational Needs and Disabilities strand and should be used to re-engage and seek best practice.
4. Review the HTST processes and streamline them. After initial agreement that travel arrangements are required, the council should remove the requirement for parents to complete transport requests for each year and consider introduction of a system as part of the ECHCP annual review to discuss and review travel. The annual review paperwork should be revised to ensure there is clear discussion about travel requirements, supporting the planning and training needed for independence and preparation for adulthood. The pupil information sheets, risk information, annual review and eligibility documents could be combined into single travel plan to save duplication and aid clarity.
5. The SEND team and HTST team must work together to share more information, reducing the burden on parents to repeatedly provide the same information. Operational managers across departments need to work collaboratively to strengthen relationships between HTST and SEND. The newly strengthened Directorate Team need to work together more closely to encourage and facilitate this.

6. The Council should ensure there is standardised and consistent training and performance expectations of drivers and VPAs with monitoring. Drivers and VPAs should complete comprehensive training to ensure that they meet the needs of each child or young person for whom they are responsible. Training should include at least basic first aid and disability awareness. In addition, identification badges and high visibility jackets need to be worn consistently by drivers and vehicle passenger assistants.
7. Review governance arrangements for projects and programmes so that all significant change projects go to the Modernisation Board. The reviews should include simplifying governance arrangements, ensuring clear lines of accountability and decision-making with a clear audit trail.
8. Programme management needs to be strengthened to ensure that any significant changes to Council services are based on a full business case, that there are realistic timelines and clear lines of accountability. The Council needs to allow adequate time to undertake transformational change in a service. Business cases should be used for significant change and savings, as well as spending proposals.
9. More support and oversight are needed from senior managers when significant changes are being made to council services. Senior managers should also place more value on the professional advice of specialists within the Council, such as procurement, legal, communications and health and safety.
10. The council should consider strengthening contract management going forward and ensuring all contracts with suppliers of HTST are signed and returned before a service starts. The council cannot continue to rely on implied terms and conditions for the remaining contractors who have not signed contracts.

Success Criteria for the Action Plan

By 31 October 2020:

1. Parent/carer satisfaction via survey shows at least 80% trust and confidence in the service
2. New 'tell it once' online form for parent/carers in use, combining application, pupil information and risk assessment
3. Service response times to communications with and from parent/carers are met at least 90% of the time
4. 100% of new transport staff have undertaken training as appropriate in relation to safeguarding and SEND awareness
5. 100% of all Transport Panels have a trained Amaze parent/carer worker present to represent parents' viewpoint
6. 100% of all interviews for staff in HTST are conducted with a representative of PACC on the interview panel
7. 95% of all spot checks and compliance monitoring passed and any breaches corrected within 24 hours
8. Long term leadership and capacity of HTST team established.

By 31 March 2021

9. A quality independent travel training option is available to all families for whom independent travel is an option
10. A fully revised and updated HTST policy is published, following co-production between the council and PACC and Amaze.
11. 100% of existing transport staff have booked onto refresher training and extended training as appropriate.
12. Further survey of parental satisfaction indicates 85%+ trust and confidence in the service.
13. All recommendations from independent review have been completed.

Review and evaluation arrangements

Green* = very good progress **Green** = good progress **Amber** = need to accelerate
Red = progress weak

- This plan to be reviewed at each monthly meeting of the HTST Governance Board
- Progress reports to CYPS Committee in June 2020, November 2020 and a final report on March 2021

Action Plan

No.	Recommendation	Actions	Completion date	RAG
1.	Establish clear consistent communication with all stakeholders	<ol style="list-style-type: none"> 1 Agree and publish a co-production policy 2. Ensure all policy is co-produced with PACC, including consultation with PACC 3. Establish regular updates with parents and carers via the PACC and Amaze websites and via HTST service email links 	June 2020	
2.	Re-build trust and confident between the council and families and all partners, including schools, VCS and transport providers	<ol style="list-style-type: none"> 1. Establish regular partnership meetings with PACC, including PACC Connects and with transport operators, schools and other stakeholders (Governance Board, PACC Connects, termly meetings with PACC reps, schools and transport providers) 2. Establish principles of co-production in all new and revised policy and 	April 2020	

No.	Recommendation	Actions	Completion date	RAG
		<p>operational practice</p> <p>3. All transport panels to have a trained Amaze parent/carer worker to represent parental viewpoint</p> <p>4. All interview panels for HTST staff to have a PACC representative</p> <p>5. Team resources and capacity to be increased as necessary, so there is adequate leadership to drive and embed improvements, and sufficient staff to ensure response times can be met, including at times of peak demand</p> <p>6. Establish yearly parental surveys and intermediate means for parents to feedback on proposed changes and specific issues</p>	<p>July 2020</p> <p>March 2021 and then annually</p>	
3., 4 and 5	<p>Update and improve HTST policy</p> <p>Review all HTS transport processes and streamline in conjunction with SEND team and families</p>	<p>1. Establish a team of stakeholders across PACC/Amaze, schools, and the SEND and HTST teams to co-produce a revised HTST policy</p> <p>2. Create/ review policies/ protocols on:</p> <ul style="list-style-type: none"> a. Independent travel training b. Personal payments to families who wish for them c. Reassurance for families on contractual compliance d. Application process e. Pupil information transfer and risk assessment f. Ratios of VPAs g. Response to medical needs h. Final agreement on transfer of pupils from vehicles in and out of school, including resolution of insurance issues <p>Ensure strong links between HTST and SEND teams and link HTST eligibility and needs assessment to the EHC plan annual review process</p>	<p>October 2020</p> <p>March 2021</p> <p>October 2020</p>	

6. and 10.	Enforce performance expectations of transport providers and staff, including with training	<p>Establish and resource:</p> <ul style="list-style-type: none"> • Termly contract reviews • Monthly compliance checks at operators' offices • Weekly 'spot checks' on school sites • Specific checks on completion of training by drivers and VPAs • Robust protocols for any contractual breaches 	Oct 2020	
7.	Ensure robust governance arrangements	<ol style="list-style-type: none"> 1. Establish the governance structure 2. Ensure links between the various key groups – CYPS Committee, Members' Policy Panel and HTST Governance Board work well 3. Establish a Governance Board with agreed terms of reference 	April 2020	
8. and 9.	Strengthen programme management processes and oversight	<ol style="list-style-type: none"> 1. ensure HTST is registered as a corporate risk with key actions and mitigations, as well as regular reviews 2. establish links to the corporate modernisation board in terms of any costs associated with the development of the service and review of resources needed to secure improvements 3. ensure strong collegiate working across council services relevant to service improvements 	April 2020	

Subject:	Capacity and Resources in the Home to School Transport Service		
Date of Meeting:	27 May 2020 – Special Policy & Resources Committee		
Report of:	Interim Executive Director, Families, Children and Learning		
Contact Officer:	Name:	Regan Delf	Tel: 01273 291126
	Email:	Regan.delf@brighton-hove.gov.uk	
Ward(s) affected:	All		

FOR GENERAL RELEASE

Note: 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 discussions with key stakeholders could not be completed in time given the demands of responding to the Covid 19 pandemic.

1 PURPOSE OF REPORT AND POLICY CONTEXT

- 1.1. The report recommends an increase in the staffing capacity of the Home to School Transport Service in response to recent difficulties and the recommendations of an Independent Review of the service, published in March 2020.
- 1.2. The report also recommends that the budget for the Home to School Transport Service is re-based to take account of benchmarking data with other Local Authorities, and the pressures resulting from an increase in a rise in the numbers of children and young people identified with special educational needs and disabilities.

2 RECOMMENDATIONS:

- 2.1. That the Committee agrees to the staffing increase suggested in this paper for the Home to School Transport Service.
- 2.2. That the Committee agrees to increase the Home to School Transport budget by £1m from April 2021.

3 CONTEXT/ BACKGROUND INFORMATION

- 3.1. The Home to School Transport Service has been placed on the corporate risk register because of serious difficulties that arose in the Summer of 2019 and which have still not been entirely resolved. Despite progress being made under

interim leadership arrangements, the service remains fragile and under-resourced to meet the on-going improvements required.

- 3.2. Low capacity in the team, particularly at times of peak demand, was referenced in the report from the Independent Review Team, published in March 2020.
- 3.3. The Independent Review Report was critical of decision-making in 2019 about this service, and the problematic introduction of a new Dynamic Purchasing System (DPS) system for procurement. Wide-ranging recommendations for improvement have been accepted by the council, with significant additional resource implications.
- 3.4. The service is now identified as a corporate risk given the need for service improvements.
- 3.5. The service overspend has increased significantly since the implementation of new arrangements last autumn and the basis on which the budget has historically been set needs to be reviewed. The recommendation here is to consider re-basing the budget, taking into account benchmarking with our statistical neighbours, and also taking account of the local (and national) rise in the numbers of children becoming eligible for EHC plans, as this impacts similarly on numbers eligible for HTST

Service remit and scope

- 3.6. The council has a statutory duty to provide free home to school transport arrangements as necessary to facilitate the attendance at school of eligible children resident in the area.
- 3.7. In the Spring term 2020, prior to school closures due to the Covid19 pandemic, the service was arranging and managing the transport of approximately 470 children with complex SEN and disabilities to school or college and back each day in term time, on 177 routes operated by 8 different firms (please note numbers quoted are subject to variance).
- 3.8. Many of the children have high risk medical conditions and/ or severe emotional and behavioural difficulties.
- 3.9. Destinations for transport are many and varied, including a wide range of mainstream and special schools and colleges, within and beyond the City borders.
- 3.10. The service also books and arranges transport for social care and manages the system of bus passes.

New Procurement System

- 3.11. The council, responding to an escalating overspend in the HTST budget and perceived lack of effective competition in the sector, commissioned Edge Public Solutions to introduce a new Dynamic Purchasing and Procurement of Operators System for September 2020. Edge began working in April 2019 and challenges in capacity at every level of the system soon became apparent. It is

acknowledged that the introduction of the new system was rushed, and serious problems resulted with the service from September 2019. Although most were resolved for November, some persist, and there has been a very significant loss of trust and confidence in the system and council from families and transport operators.

Budget

- 3.12. The current budget for the service is £2.4M. The overspend at the end of 2019/20 was £968K.
- 3.13. The projected overspend for 2020/21 is £1.2m, although disruption on account of the COVID-19 crisis will impact forecasts this year.
- 3.14. In terms of benchmarking, many caveats apply to section 251 data, including different structures within LAs and variable reporting. Nonetheless, benchmarking for the financial year 19/20 indicates the following:
- The 19/20 budget for Brighton (£2.375m) was 59% lower than the average budget for our statistical neighbours. This equates to £1.4m.
 - BHCC budget increased by 2% from 2018/19. The average increase for our statistical neighbours was 4% and nationally it was 9%.
 - On average our statistical neighbours overspent their 18/19 budget by 7% (nationally this was 16%). BHCC overspent by 9% (£0.210m).
 - Children with EHCPs have increased by an average of 14% each year over the last 4 years. Special school pupil numbers have increased by 2.4%.
- 3.15. This report is recommending that the council recognises the pressures on the service budget, the rise in eligibility of children owing to changes in SEND legislation, and comparison with similar Local Authority budgets and in this context, increases the base budget for the service by £1m. The Medium-Term Financial Strategy 2021/22 went to Budget Council on 27 Feb 2020 and contained provision for an increase of £750k to the HTST budget. Based on current estimates of transport costs together with a staffing increase as detailed below, the recommendation is that this should increase to £1m
- 3.16. This would still mean that the service budget was £0.2m below the statistical neighbour average but careful management of contracts and efficiencies would be employed to ensure the budget balanced in future.

Staffing

- 3.17. The service struggles with capacity issues and has done since before the summer of 2019.
- 3.18. New temporary leadership capacity from mid-January 2020 has enabled significant progress to be made in areas of concern with robust planning for September 2020. However, the COVID 19 crisis has brought new uncertainties and challenges to the sustainability of current services.

3.19. The service needs to undertake a range of complex tasks over the next few months, notably:

- meet the wide-ranging recommendations of an independent review;
- secure new systems to ensure arrangements for September 2020 are not a repeat of the inadequate services in September 2019;
- respond to the COVID 19 pandemic and the significant difficulties raised for safe transport of highly vulnerable children, in terms of social distancing, cleaning vehicles to prevent contamination and PPE for transport staff;
- ensure the sustainability of transport firms and staff over the school closure period, with many facing considerable financial difficulty;
- introduce more robust contract management and compliance monitoring to ensure best value and improved budgetary control.

3.20. The current service establishment is small – 1.75 FTE client transport officers (scale 5) and a team manager (interim postholder on M10), plus a new post of SEN caseworker yet to be appointed.

3.21. The recommended action is to increase the team establishment to ensure a safe and effective service delivery going forward.

3.22. In a high profile and high-risk area, recruitment to new posts needs to take place as a matter of priority to secure the improvements needed.

3.23. The current annual staffing costs of providing the HTST are detailed below:

Current Annual Cost of HTST team, including temporary posts

	FTE	Basic	On-costs	Total
Team manager (secondment)	1.0	35,934	9,913	45,847
Transport Officers	1.75	45,862	12,072	57,934
Admin assistant (agency)	1.0	20,788	0	20,788
SEN caseworker (agency)	0.6	27,820	0	27,820*
Interim Head of Service	0.6	78,000	0	78,000
Total		208,404	21,985	230,389

*SEN caseworker post is funded by DSG High Needs Block

Estimated staffing costs for 20/21, excluding DSG funded post £202,569

3.24. The 20/21 staffing budget for HTST is £60k and the Team Manager post (£46k) was to be funded as part of the savings envisaged under the new DPS for procurement of routes. These savings have not materialised.

- 3.25. The additional interim staffing costs (£96k – interim Head of Service and admin support) were put in place as an emergency measure as part of the HTST recovery plan given the urgent need to address the deficits in the service.

Proposed new HTST structure:

The proposed new structure includes the following:

- 3.26. **New post** – FTE 0.6, 2-year fixed contract - high level interim leadership post at M6, working to a brief to establish a safe and secure service, co-produced with families and other stakeholders, offering best value, with the interests of children and families foremost at all times.
- 3.27. A dedicated team manager at M9 – this post has been previously advertised and did not attract a short-listable field of candidates, so the proposal is to upgrade from M10 to M9, with enhanced duties and responsibilities in the JD.
- 3.28. **New posts** - an increase in transport officers from 1.7 FTE to 3.5 FTE to ensure adequate cover and the implementation of processes and procedures to ensure a safe, family-friendly and compliant service, including at times of highest pressure and demand – it is also proposed to consider the upgrading of these posts from scale 5 to scale 6, contingent on new responsibilities specified in JD.
- 3.29. **New post** – a contract manager post (0.5 FTE) to support procurement, the effective management of contracts and the securing of best value principles in running tenders.
- 3.30. SEND caseworker – this post has already been agreed and will link the service securely with processes in the SEN team (a deficit in this area was highlighted in the independent review report) – this post will be funded from the DSG High Needs Block.
- 3.31. **New post** - administrative support officer – this post will deal with routine processes, such as allocation of bus passes, checking on enhanced DBS compliance in transport staff and general team administration. Currently there is a temp admin worker from Guidant in this post.
- 3.32. **Budget implications of new proposed structure**

Post	FTE	Grade	Basic	On- Costs	Total
Head of Service	0.60	M6	34,831	9,056	43,887
Team Manager	1.00	M9	42,509	11,052	53,561
Transport Officers	3.50	Sc 6	90,303	23,479	113,782
<i>SEN Caseworker</i>	<i>1.00</i>	<i>So1/2</i>	<i>30,229</i>	<i>7,860</i>	<i>38,089*</i>
Admin officer	1.00	Sc 3/4	19,945	5,186	25,131
	0.50	M10	19,303	5,019	24,322

Contract & Compliance
Manager

Total Team costs

298,772

**SEN caseworker post is funded from DSG High Needs Block*

Proposed costs to council general fund, excluding DSG post **260,683**

- 3.33. The on-going costs of £261k would be for 2 years i.e. until Sept 2022 and would then reduce to £217k per year when the Head of Service 2-year post ends. The 20/21 HTST staffing budget of £60k would require additional funding of £201k for 2 years, reducing to £157k from Sept 2022.

The early budget forecast for 2020/21 originally estimated a full year spend on HTST of £3.6m resulting in a budget overspend of £1.2m. The budget overspend included an assumption of additional staffing costs due to the current pressures being experienced by the service. Once the new structure is in place the service can focus on making efficiencies where possible, thereby reducing operating costs where it is safe to do so.

4 DETAILS OF ANY ALTERNATIVE OPTIONS CONSIDERED:

Option 1: Leaving service structure unchanged

- 4.1 The independent review report points to the lack of capacity in the current service to cope, especially at times of peak demand. This was also an issue of concern reported by Edge Public Solutions, who said that they would have expected a larger team from their experience in similar Local Authorities. New interim leads within the team report serious capacity issues to deal with anything beyond the often-intense day to day traffic of calls and issues. The systems and structures needed to ensure a safe and compliant service are not in place yet and their introduction and implementation going forward cannot be guaranteed with the team at its current size.
- 4.2 Currently, day to day business, plus the need to develop and implement a whole range of new co-produced systems and compliance monitoring procedures, is managed by a team of 1.75 FTE transport officers (scale 5) and a team manager (interim seconded - M10) plus some temp part-time support from an interim head of service and a Guidant temp admin support.
- 4.3 The team does not have the capacity for the robust management and compliance monitoring of the expanded number of contracts. This leads to risks within the service, which have been exposed within the last several months. With the introduction of the DPS system, more companies are working on our framework, some of whom have less well-developed management systems of their own and are inexperienced in HTST work.
- 4.4 Some of the key areas where policy and practice needed to be embedded and where greater capacity is needed are listed below:
- spot checks – weekly checks of compliance and vehicle safety are needed at numerous school sites, within and beyond the City borders;

- compliance monitoring visits to contractors' offices as per the contract specifications;
- ensuring training of driving and escort staff – the LA needs a well-developed training offer, plus a robust system for ensuring staff are adequately trained;
- risk assessments - the maintenance of up-to-date risk assessments needs to be part of the job descriptions of transport officers going forward.
- safety and safeguarding concerns – the team needs a robust; safeguarding policy agreed with all companies and enough capacity to investigate concerns raised;
- the team needs capacity to maintain and update its register of enhanced DBS checks on transport staff, which given the turnover of staff in this sector, can be a significant task.

Option 2: not recruiting the M6 year interim leadership post in the new structure (0.6 FTE on 2-year contract)

Alternatives considered:

- 4.5 Leadership could resume as previously under the 'School Organisation' M5 post. This was rejected because of the very substantial need for change and re-development and the need for a clear focus on this service alone. Previous leadership capacity from within 'School Organisation' was over-stretched by the demands of HTST, alongside other significant areas of responsibility.
- 4.6 Providing leadership at a lower grade than M6: while this is a small service, the political aspects of service re-development and the need to regain the trust and confidence of the community are such that very significant leadership and management skills and experience are needed. The person appointed would be required to have direct contact with Members, to be able to negotiate with a variety of stakeholders, and to deal confidently with actions to improve the service in the face of considerable residual volatility and press interest. The time limit of two years for this post recognises that once service improvements are secure and stability regained, there will no longer need to be a post at this level.

Option 3: not recruiting the new post of Contract Manager post (0.5 FTE)

- 4.7 The service could attempt to carry out contract management work within existing capacity. However, staff have not had the training, and nor does the team have the capacity, to manage the increased number of contracts that we now have because of the DPS system introduced last summer. The HTST needs to hold operators fully to account for contractual compliance via contract reviews and compliance checks.
- 4.8 The service needs the capacity to review continuously contracts and route prices to ensure 'best value' i.e. the right mix of quality and price.
- 4.9 The service could rely on support from central services or other FCL teams for this work but other services and teams have not had the capacity in several key areas to support the service as needed.

Option 4: not increasing the transport officer posts and upgrading to scale 6 from scale 5

Alternatives considered:

- 4.10 Transport officer posts could remain at 1.75 posts at scale 5: there are currently two transport officers, one full time and one who works term time only. Cover is a serious issue if one is sick or on leave, the other can be over-stretched by the daily business, which includes a high level of calls, and a daily range of urgent and sometimes emergency issues. This can lead to longer than response times and a loss of confidence from families using the service.
- 4.11 The council could retain these posts at Scale 5. However, the job description currently does not include a requirement for skill and expertise in the areas that need to be carried out by transport officers:
- risk assessments: these have not previously been a part of the role, but are essential to the safety and wellbeing of children and young people;
 - monitoring of contractual compliance: visits to operators need to take place to check on compliance with key requirements, including those relating to safe practice;
 - processing allegations/ concerns, including those relating to safeguarding, alongside the team manager and LADO as necessary.
- 4.12 The above tasks would normally be graded above scale 5, hence the request for an upgrade of these post consequent on new job descriptions.

5 COMMUNITY ENGAGEMENT & CONSULTATION

- 5.1. The service is working hard to regain the trust and confidence of the community but within a context of a serious lack of capacity, and a significant overspend.
- 5.2. Families and children are at the front and centre of all proposed improvements and all new policies and operational practices are being co-produced with the Parent and Carers Council, using feedback from the families using the service.
- 5.3. Wherever possible, new guidance and policy is published for consultation before being finalised with all stakeholders, including transport operators and schools, as well as families.
- 5.4. Once schools are fully re-opened, a survey of parents/ carers' view on the HTST service will be carried out and then conducted annually and the service will incorporate feedback into securing further improvements.

6 CONCLUSION

- 6.1 The service has been through a period of turbulence and needs to regain the trust and confidence of the community and stakeholders.
- 6.2 This is a statutory service providing transport for very vulnerable children and young people.
- 6.3 The budget is well below the average for our statistical neighbours and even including the projected overspend, remains below the average for statistical neighbours.

- 6.4 The HTST team does not have the capacity for daily operational demands and the improvements required.
- 6.5 Substantial progress has been made following difficulties in the autumn term 2019, but to secure a quality sustainable service for the future, the team needs to be of sufficient size and expertise to tackle all challenges and to work with a budget that recognises the current pressures and context.

7 FINANCIAL AND OTHER IMPLICATIONS:

Financial Implications:

- 7.1 The early forecast for 2020/21 originally estimated a full year spend on HTST of £3.6m resulting in a budget overspend of £1.2m. Within this estimated spend there was an assumption of additional interim staffing costs due to the current pressures being experienced by the transport team. Compared to the projected interim costs, the revised staffing structure proposed in the report will not therefore increase the forecast costs in 2020/21 as this will have only a part-year effect. The Families, Children & Learning Directorate is managing the 2020/21 position 'at risk' as part of its wider budget strategy.
- 7.2 The proposed staff team outlined within the report has a total cost of £0.299m of which £0.038m would be funded by the Dedicated Schools Grant. The current annual budget available to fund the transport team amounts to £0.060m. Additional full year funding of £0.201m would therefore need to be identified from 2021/22. From 2022/23, if the Head of Service post was no longer required, this would reduce to £0.157m on a permanent basis.
- 7.3 In terms of transportation costs, the Medium-Term Financial Strategy (MTFS) presented to Budget Council on 27 February 2020, outlined that pressures on the Home to School Transport budget were predicted and would need to be recognised from 2021/22. The Budget Book (Appendix 1, Page 114 of the Budget Report) included a provision of £0.750m toward Home to School Transport pressures. This report indicates that this should be increased to £0.800m bringing the total additional funding requirement in 2021/22 to £1m. This is an increase of £0.250m on the original MTFS provision and will therefore increase the predicted budget gap of £9.300m in 2021/22 by a further £0.250m to £9.550m.

Finance Officer consulted:

David Ellis

Date: 11.05.20

Legal Implications:

- 7.4 The Council is under a statutory duty to promote the use of sustainable travel and transport and to ensure suitable travel arrangements are made, where necessary, to facilitate a child's attendance at school (Section 508 Education Act 1986). The proposals in this report are made pursuant to those duties and the associated statutory guidance.

Lawyer consulted:

Elizabeth Culbert

Date: 18.05.20

Equalities Implications:

- 7.5 The large majority children transported by the service have complex special educational needs and disabilities. The Equalities Act of 2010 requires the council to make reasonable adjustments to ensure disabled children are not treated less favourably or subject to unfair treatment.

Any Other Significant Implications:

None

Crime & Disorder Implications:

- 7.6 None

Risk and Opportunity Management Implications:

- 7.7 The Home to School Transport Service is a corporate risk and actions have been identified to mitigate these risks.

SUPPORTING DOCUMENTS

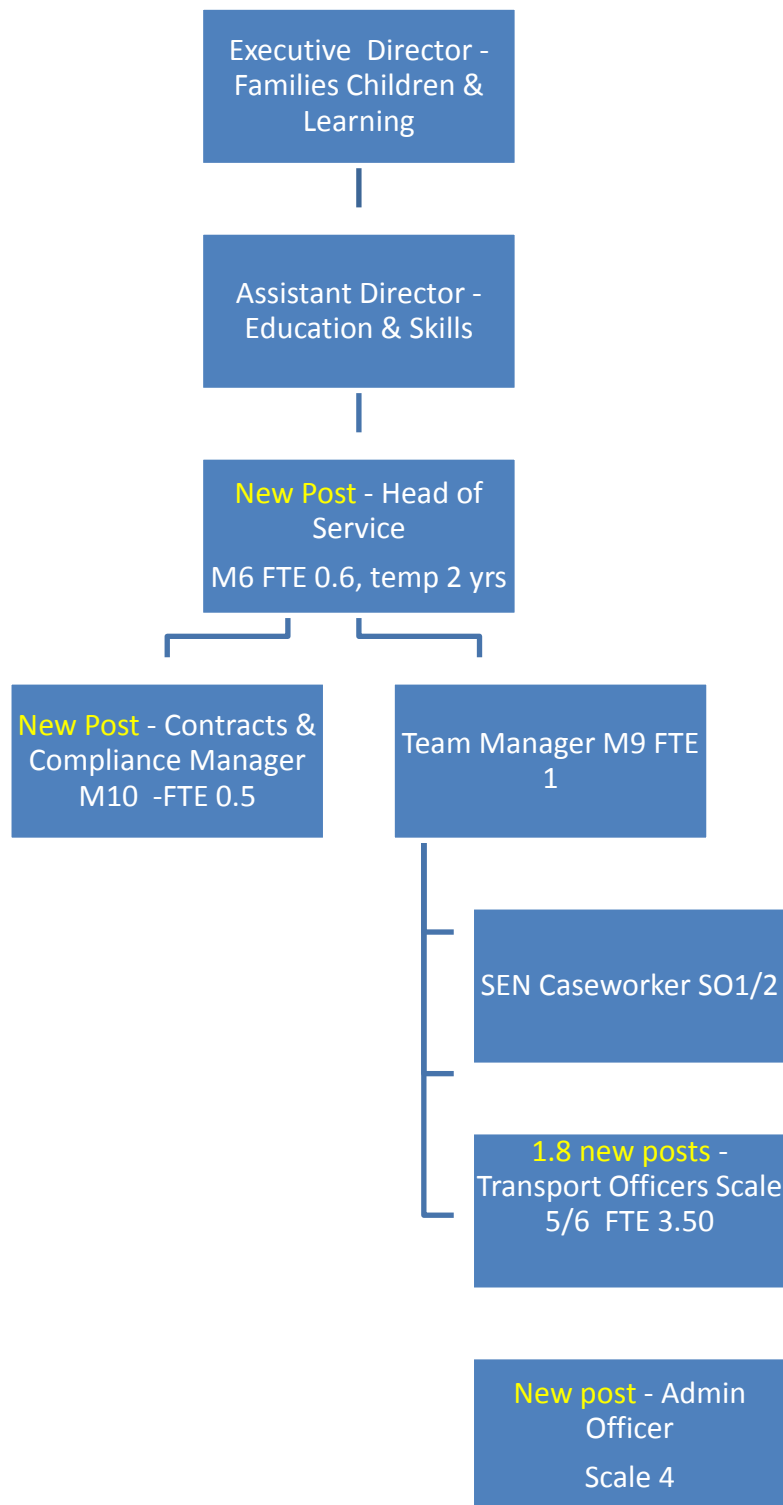
Annexes

1. The independent review report
[Brighton and Hove-HTST independent review-Final draft \(005\).pdf](#)
2. Report to Members Policy Panel
[Members Panel - Home to School Transport report 27.2.10.docx](#)

Appendices

1. Appendix A – Proposed new structure for HTST Service: Structure Chart

Proposed new structure for HTST service: structure chart



Emergency Agreement to Supplier Relief for Home To School Transport Operators

1. PURPOSE OF REPORT AND POLICY CONTEXT

- 1.1 This report provides a record of the use of officer urgency powers by the Interim Executive Director Families, Children and Learning in respect of supplier relief to Home to School Transport (HTST) providers.
- 1.2 The Council's Constitution contains provision, following consultation with the Chair of the relevant Committee, for the exercise of officer urgency powers where it is not reasonably practicable to obtain prior approval of a Committee or Subcommittee. In such cases, a record of the Officer Urgency Decision is made, including the detail of the consultation undertaken, and reported to the next available Committee.

2. RECOMMENDATIONS:

- 2.1 That the use of officer urgency powers by the Interim Executive Director Families Children and Learning in respect of supplier relief to Home to School Transport providers be noted.
- 2.2 That the provision of supplier relief as detailed in the in the report be agreed.

3. CONTEXT/ BACKGROUND INFORMATION

- 3.1 The COVID 19 pandemic has resulted in significant financial challenges for many of the council's HTST providers and there are vulnerabilities for the workforce of drivers and Vehicle Passenger Assistants. It is essential that providers are supported where necessary, so they can survive the impact of the crisis and resume the essential service they offer as soon as schools re-open.
- 3.2 Prior to any direction from the government, the council had already agreed to pay all HTST operators in full up to the end of March 2020 in recognition of the sudden loss of income from school closures. Operators who carried out runs over the Easter holidays have also been paid in full.
- 3.4 The Government's Policy Procurement Note of March 2020 states that public bodies should pay suppliers until the 30 June 'as normal' if they consider them to be 'at risk' over the current crisis, on the proviso that firms operate an 'open book' approach so public bodies can check that relief is genuinely needed and not being double-claimed.
- 3.5 The current crisis has resulted in significant financial challenges for many of the council's HTST providers, most of whom are heavily dependent on school runs for their financial viability. It is essential that firms are supported where necessary, so they can survive the impact of the crisis and resume the essential service they offer as soon as schools re-open.

- 3.6 The over-riding interest of the council in terms of HTST supplier relief is to ensure the sustainability of services for September 2020 and onwards, and it has been determined the following relief will need to be offered to HTST suppliers ‘at risk’:
- 3.7 Payment for:
- All journeys being undertaken currently
 - All fixed costs that cannot be reclaimed elsewhere
 - Full payment for the salaries of Vehicle Passenger Assistants, as they are considered a vulnerable workforce
 - Payment to ‘top-up’ the salaries of drivers and other staff on the furlough scheme or receiving self-employment pay (government schemes pay 80% of income up to a limit and the council would then pay the remaining 20% up to the same limit)
 - In addition, on a case by case basis, the council will consider any exceptional costs that may need to be incurred to ensure the sustainability of individual providers.
- 3.8 No payment will be made for the profit element of business, for costs not incurred (fuel etc) or for staff pay which can reasonably be reclaimed via government schemes (with the exception of VPAs as above). Any grants or other forms of relief obtained through government schemes will be subtracted from relief offered by the council.
- 3.9 All payments to transport providers will be made on a “open book” approach which will allow the council to inspect accounts to ensure firms are not double-claiming and that funds are being used to pay staff

4. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

- 4.1 In terms of undertaking an urgency decision, delay in confirming financial support for Home to School Transport providers would have created a risk that provision would not be in place when school re-open, either in the academic year 19/20 or from September for academic year 20/21
- 4.2 In terms of alternatives to the urgency decision made, a survey of a range of Local Authorities, who are either our geographical or statistical neighbours, was undertaken. This indicated a wide variety of responses to the payment of HTST providers.
- 4.3 The following options were considered and rejected:
- Pay in full for all contracts as normal irrespective of reduced journeys – that would have resulted in the council paying for costs that were not incurred (e.g. fuel and vehicle maintenance) and funding staff and other costs which could reasonably have been claimed via government schemes
 - Pay only for the reduced number of journeys – current journeys are running at about 17% of normal and the financial consequences are likely to drive key firms out of business and would not guarantee the sustainability of services when schools re-open.
 - Pay a retainer – we considered this option which has the benefit of simplicity – but the structure and business model of our home to school transport providers

varies widely and a blanket retainer would inevitably have had arbitrary 'winners' and 'losers' which would not secure the stability needed.

5. COMMUNITY ENGAGEMENT & CONSULTATION

- 5.1 Agreement of the Chair of Policy & Resources was obtained in advance of the decision being taken, as required by the constitution. The opposition spokespersons for the committee were consulted as required.

6. CONCLUSION

- 6.1 The use of officer urgency powers has ensured that the Home to School Transport providers are appropriately supported during the COVID-19 crisis, thereby supporting the providers to be able to continue to provide transport for vulnerable children going forward.

7. FINANCIAL & OTHER IMPLICATIONS

Financial Implications:

- 7.1 The early forecast for 2020/21 originally estimated a full year spend on HTST of £3.6m resulting in a budget overspend of £1.2m. Supplier relief payments on the basis outlined within the report would see a reduction in the total expenditure on HTST. The value of the reduction is dependent on the length of time the current measures remain in place and decisions made on a case by case basis to support operators. Discussions are currently ongoing with operators and information is being gathered to support any offers made, so it is not possible at this stage to accurately quantify the final level of relief payments. Initial indicative estimates suggest that there could be a reduction in overall costs to the council of up to £0.475m. It should be noted that, in order to maintain a safe service further measures resulting in potentially significant additional costs may need to be considered when schools either partially or fully reopen.

Finance Officer Consulted: David Ellis

Date: 07/05/20

Legal Implications:

- 7.2 The legal implications are set out in the body of the report and in the record of the urgency decision.

Lawyer Consulted: Alice Rowlands

Date: 11/05/20

Equalities Implications:

- 7.5 There are no direct equalities implications in this report. The supplier relief provided to HTST providers does not change eligibility for the service but does ensure essential service provision for vulnerable children with SEND going forward

Sustainability Implications:

- 7.6 There are no sustainability implications arising from this report.

SUPPORTING DOCUMENTATION

Appendices:

1. Record of Urgent Decision taken by the Interim Executive Director Families Children and Learning

OFFICER DECISION

Brighton & Hove City Council

REASONS FOR URGENCY AND WHY NOT PRACTICABLE TO HOLD A SPECIAL MEETING OR URGENCY SUB-COMMITTEE:

The Home to school Transport service is subject to close scrutiny following the issues of September 2019 and it is right and proper that decisions going forward are subject to proper scrutiny and monitoring, hence the reason not to use the scheme of delegation to officers' process.

The need to determine specific arrangements for supplier relief in HTST is now extremely urgent. Given the urgency it is not practicable to hold a special meeting or urgency sub-committee. It is now four weeks since the government's PPN suggested payment of suppliers 'as normal' to the end of June 2020 and [over three weeks since the council responded with local guidance for suppliers over this crisis period \(https://www.brighton-hove.gov.uk/content/council-and-democracy/contracts-and-tenders-council\)](https://www.brighton-hove.gov.uk/content/council-and-democracy/contracts-and-tenders-council).

It has been always been recognised that there are specific fragilities for Home to School Transport suppliers and their staff, which necessitate a bespoke approach to decisions about relief on a case by case basis in addition to generic guidance above, but there have been delays while we consulted other Local Authorities and considered various financial models.

The HTST service has been under intense scrutiny for many months now, following a very difficult introduction of new contracting arrangements from September 19, which left families with disrupted and unsatisfactory arrangements and some children not being able to access school at all for several weeks. In that context, assurance has been given to the community that September 2020 will not be a repeat of last year, but that assurance will be under threat if the financial security of firms and their workforce is not secured quickly.

DETAILS AND OUTCOME OF CONSULTATION WITH THE CHAIR/DEPUTY CHAIR OF RELEVANT COMMITTEE AND OPPOSITION SPOKES:

This Officer decision has been discussed in full with Chair of the CYPS Committee who is in agreement with the proposal.

DATE OF CONSULTATION WITH CHAIR/DEPUTY CHAIR AND OPPOSITION SPOKES:

23.04.20

THE DECISION To note the use of officer urgency powers by the Acting Executive Director, Families, Children and Learning to provide supplier relief to operators as set out below.

REASONS FOR DECISION:

The current crisis has resulted in significant financial challenges for many of the council's HTST providers, most of whom are heavily dependent on school runs for their financial viability. It is essential that firms are supported where necessary, so they can survive the impact of the crisis and resume the essential service they offer as soon as schools re-open.

As this decision has been subject to delay, there is need to resolve increasing uncertainty and anxiety amongst operators, and to prevent key staff leaving firms, either through redundancy or to via employment in other driving jobs or as key workers. This is a threat to the continuity of an essential statutory service when schools re-open, as recruitment of Vehicle Passenger Assistants, in particular, is extremely challenging. Challenges remain post-recruitment also in terms of lead-in time, as all transport staff have to have an enhanced DBS, which can take 6-8 weeks or more to obtain, and also to have training in managing special needs and disabilities. Recruitment issues and the long lead-in time post-recruitment could compromise arrangements for September.

The over-riding interest of the council in terms of supplier relief is to ensure the sustainability of services for September and onwards, and it has been determined the following relief will need to be offered to HTST suppliers 'at risk':

Payment for:

- All journeys being undertaken currently
- All fixed costs that cannot be reclaimed elsewhere
- Full payment for the salaries of Vehicle Passenger Assistants, as they are considered a vulnerable workforce (see below)
- Payment to 'top-up' the salaries of drivers and other staff on the furlough scheme or receiving self-employment pay (government schemes pay 80% of income up to a limit and the council would then pay the remaining 20% up to the same limit)
- In addition, on a case by case basis, the council will consider any exceptional costs that may need to be incurred to ensure the sustainability of individual providers.

No payment will be made for the profit element of business, for costs not incurred (fuel etc) or for staff pay which can reasonably be reclaimed via government schemes (with the exception of VPAs as above). Any grants or other forms of relief obtained through government schemes will be subtracted from relief offered by the council.

Vehicle Passenger Assistants (VPAs)

The council is proposing to support salaries of this group of staff in full without requiring firms to furlough, or require them to access the government's self-employment scheme. This is because their work is so critical to the operation of the HTST service and because the more casual and part-time nature of their work may make it more difficult for them to access government schemes to support workers. VPAs are known to be a difficult workforce to recruit. They are mostly self-employed, with operators recruiting them to work for around 2 hours only per day, before and after school, usually on low wages. The hours are not attractive to many, and consequently, this work tends to be fitted around other jobs or to be taken by workers of retirement age. We have some

information that several VPAs have left already to take on key worker posts over this period. Additionally, VPAs must have an enhanced DBS and these can take several weeks to come through. It is essential for the sustainability of the service that the VPA workforce is protected and the enough time is allowed for workers to be recruited, checked, trained and introduced to families before school starts in September 20.

Capacity to undertake an 'open book' approach

All the above will be in the context of the 'open book' approach suggested in the government's PPN, which will allow the council to inspect accounts to ensure firms are not double-claiming and that funds are being used to pay staff. Discussions with firms will be thorough and detailed, so the council can be assured of robustness of proceedings and the protection of unnecessary spend of public funds.

In terms of staff capacity and skills to assess the needs of our eight HTST suppliers on an 'open book' basis, it has been agreed that Senior officers, including the Assistant Director, Education and Skills, will work alongside colleagues in Finance and Procurement, as needed, to ensure proper and thorough scrutiny of financial information. Internal Audit have also agreed to support officers in instigating the right controls to ensure that public funds are used only for intended purposes.

DETAILS OF ANY ALTERNATIVE OPTIONS CONSIDERED:

Officers understood a survey of a range of LAs, who are either our geographical or statistical neighbours. This indicated a wide variety of responses to the payment of HTST suppliers, from councils paying only for journeys undertaken to others paying in full, but the majority have reached agreement somewhere in between those two, with encouragement to firms to claim from government schemes in the first instance and for councils to provide varying degrees of back-up to that. Some councils are paying a blanket 'retainer' across all suppliers, ranging from 15% - 85% of the usual budget.

The following options were considered and rejected:

- **Pay in full for all contracts as normal irrespective of reduced journeys – that would have resulted in the council paying for costs that were not incurred (eg fuel and vehicle maintenance) and funding staff and other costs which could reasonably have been claimed via government schemes – this option would not result in us fulfilling our duty to manage public funds efficiently and would be unaffordable when the council's own revenue loss is in the region of £8M, while covid-19 related costs are running at an extra £3M a month**
- **Pay only for the reduced number of journeys – current journeys are running at about 17% of normal and the financial consequences are likely to drive key firms out of business – this would not guarantee the sustainability of services when schools re-open.**
- **Pay a retainer – we considered this option which has the benefit of simplicity – but the structure and business model of our home to school transport providers varies widely and a blanket retainer would inevitably had arbitrary 'winners' and 'losers' which would not secure the stability needed. We have therefore elected on the principles above, to hold case by case meetings on an 'open book' approach to ensure the fairest and most efficacious response.**

LEGAL IMPLICATIONS:

Contract variations have been drafted to cover the above over this period. These will require the signing of contracts, which so far, two firms have refused to do. Relief will only be paid on return of signed contracts and signed contract variations.

Lawyer Consulted: Alice Rowland 24/4/20

FINANCIAL IMPLICATIONS:

The service budget for 20/21 is £2.400m but a projected overspend of £1.200m has been factored into the budget for this year. With significant caveats around the reliability of estimates here, Finance have calculated that supplier relief on the basis above would result in a full year cost of somewhere in the region of £3,138,694, which would result in an overspend of £725,094 rather than the projected £1.200m.


Following comparisons with other statistical neighbours, officers have advised that the base budget needs to increase to accommodate current pressures and I think there is an in principle agreement to look at this in terms of forward budget planning.

Finance Office Consulted: David Ellis Date: 24.04.20

DATE OF NEXT COMMITTEE MEETING TO WHICH THE DECISION WILL BE REPORTED:

CYPS Committee 15.06.20

P&R Committee June 2020

Date: 24.04.20	
Signed: Interim Executive Director Families Children & Learning	
Logged by Democratic Services Officer for Annual Report: Name:	Date:

Subject:	Statutory relationships education, relationships and sex education and health education		
Date of Meeting:	15.6.20		
Report of:	Deb Austin		
Contact Officer:	Name:	Sam Beal	Tel: 01273 293533
	Email:	Sam.beal@brighton-hove.gov.uk	
Ward(s) affected:	All		

FOR GENERAL RELEASE

1. PURPOSE OF REPORT AND POLICY CONTEXT

1.1 The purpose of this report is inform committee of support being provided to Brighton & Hove schools ahead of the introduction of statutory relationships, relationships and sex education and health education (RSHE) in September 2020.

1.2 The Department for Education statutory guidance on relationships, relationships and sex education and health education can be found here:
<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

2. RECOMMENDATIONS:

2.1 That committee agree a statement supporting Brighton & Hove schools in taking inclusive approaches to RSHE and encouraging them to actively engage with their diverse parent and carer communities.

2.2 That committee agrees to recommend the PSHE Association [Programme of Study for PSHE Education Key Stages 1-5](#) to all Brighton & Hove Schools as the basis of their PSHE curriculum. This will build on the previous Brighton & Hove Programme of Study and be in line with statutory requirements.

3. CONTEXT/ BACKGROUND INFORMATION

3.1 The council has a long history of providing support to schools in improving the quality of teaching and learning in Personal, Social, Health and Economic Education (PSHE) through termly networks, training, consultancy and resource and guidance development.

3.2 The council has won Stonewall awards for support for schools in preventing homophobic, biphobic and transphobic bullying. The PSHE Service provides

resources and guidance to schools to support teaching and learning about all forms of equality and bullying through the PSHE curriculum.

- 3.3 The Brighton & Hove PSHE Service is funded by Public Health and provides 3.5 days a week of support to primary, secondary and special schools. In school training and consultancy for primary schools is charged for.
- 3.4 Brighton & Hove schools which follow the Brighton & Hove PSHE Education Programme of Study will already be covering most of the key content set out in the statutory guidance.
- 3.5 The PSHE Service works in partnership with a range of services and organisations to ensure the advice given and resources developed is up to date. This includes national organisations such as the Sex Education Forum, the PSHE Association and Stonewall, local charities such as Allsorts Youth Project, Terence Higgins Trust, Wise and Right Here and other Brighton & Hove services such as ru-ok? and the Primary Mental Health Team. We also work in partnership with the dioceses.
- 3.6 Schools have been sent a suggested timeline for preparing for statutory relationships, sex and health education and this outlines support being provided by the PSHE Service over the next two years.
- 3.7 A range of materials have been provided to schools on the Services to Schools website www.BEEM.org.uk to support them to prepare for September 2020. This includes materials to support engagement with parents and carers from a range of backgrounds and an example PSHE Policy that local faith leaders were consulted on.
- 3.8 The national PSHE Association has reviewed its Programme of Study to reflect statutory changes. This provides coverage wider than the statutory guidance and includes economic wellbeing. The PSHE Service would like to recommend this to schools, replacing the Brighton & Hove PSHE Education Programme of Study, 2014.
- 3.9 The PSHE Service will focus in the next academic year in supporting schools to assess learning and to ensure that PSHE is accessible to pupils and students with special educational needs and disabilities. We will continue to ensure our resources also provide age appropriate learning opportunities to keep children and young people safe on and off line.

3.10 Proposed statement for schools, from committee:

Our city is well-known for its free thinking, open and inclusive nature. We promote acceptance and respect for difference. These things are at the heart of what we do.

We would like to thank our schools for the work they do to plan and deliver personal, social, health and economic education.

This curriculum area helps ensure that our children and young people have the knowledge and skills they need to lead safe, happy and healthy lives now and in the future.

We whole-heartedly support the work schools do in partnership with our PSHE service and the Allsorts Youth Project to encourage an inclusive approach to relationships education.

This ensures that all children and young people see their families represented in school. It enables them to understand and respect in age-appropriate ways the diversity of sexual orientations and gender identities in Brighton & Hove, and prepares them for life in the modern world.

We believe that this approach helps prevent bullying, and contributes to the duties schools have under the Equality Act.

Two big changes are happening in September 2020:

- relationships and health education will be a statutory part of the primary curriculum, and
- relationships, sex and health education a statutory part of the secondary curriculum.

Schools will continue to be offered support through our PSHE Service to ensure this part of the curriculum meets the needs of all children and young people and helps keep them safe in these challenging times.

We recognise that schools are responsible for the detail of the curriculum in school. Our hope is that Brighton & Hove's primary schools will choose to deliver non-statutory sex education – as many have already been doing for some time – as this supports learning about puberty and helps them with the questions children ask.

We will continue to support schools to listen to any concerns raised by their parent and carer communities about this part of the curriculum. We hope schools will be able offer reassurance and agree shared values.

Guidance for schools produced locally will continue to promote LGBT inclusive approaches. We believe this helps:

- prevent sexism, homophobic, biphobic and transphobic bullying
- supports wellbeing, and
- ensures all pupils and students are prepared for life and work in the modern world.

Guidance will also encourage schools to improve the way the PSHE curriculum is used to challenge other forms of prejudice. These include racism, religiously motivated hate and that directed towards people with disabilities.

Our vision is for a fairer city with a sustainable future. We believe that by working with our schools to promote equality and inclusion we can achieve this.

4. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

4.1 This is a statutory duty on schools.

5. COMMUNITY ENGAGEMENT & CONSULTATION

5.1 The PSHE Service in partnership with Brighton & Hove Faith in Action has held engagement sessions with a range of faith leaders who have contributed to a PSHE example policy for Brighton & Hove schools. It is hoped that this will be an ongoing conversation and that issues raised by communities will be directed to the PSHE Service.

5.2 The PSHE Service has provided resources and training to schools to support them to engage with parents, carers, pupils and students within their schools.

6. CONCLUSION

6.1 There is a lot of good practice in PSHE in Brighton & Hove schools but more work to do to ensure that all children and young people receive their statutory entitlement delivered in an effective way.

7. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

7.1 There are no financial implications as a result of the recommendations of this report.

Finance Officer Consulted: David Ellis

Date: 18/03/20

Legal Implications:

7.2 The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019, which come into force on 1 September 2020, set out the new statutory requirements for relationships and sex education and health education (RSHE) in maintained schools. The Regulations make Relationships Education compulsory for all pupils receiving primary education, and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools.

*Lawyer Consulted: Serena Kynaston
12.02.2020*

Name Date:

Equalities Implications:

7.3 The PSHE Service pays due regard to the protected groups identified in the Equality Act and work hard to represent the diversity of the school community in resources developed and the approaches taken.

7.4 The PSHE Service is open to feedback on how we could do this better.

Sustainability Implications:

7.5 The resources and training provide by the PSHE Service aims to build capacity within schools to deliver effective PSHE education.

Any Other Significant Implications:

None

Crime & Disorder Implications:

None

Risk and Opportunity Management Implications:

None

Public Health Implications:

7.8 The PSHE Service is Public Health funded in recognition that effective PSHE education contributes to improved wellbeing and reduction in for example unplanned teenage pregnancies, sexually transmitted infections and substance misuse.

Corporate / Citywide Implications:

7.9 None

Subject:	Special Educational Needs and Disability (SEND) Strategy 2020 – 2025: draft for consultation		
Date of Meeting:	Children, Young People and Skills Committee 15 June 2020		
Report of:	Deb Austin Interim Executive Director, Families, Children & Learning		
Contact Officer:	Name:	Carolyn Bristow	Tel: 01273 293736
	Email:	Carolyn.bristow@brighton-hove.gov.uk	
Ward(s) affected:	All		

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

1.1 The report provides a draft of the city's new SEND Strategy – Appendix 1.

2. RECOMMENDATIONS:

2.1 That CYPS committee note the draft SEND strategy and the planned consultation process.

3. CONTEXT/ BACKGROUND INFORMATION

3.1 The city's current SEN strategy expired at the end of 2019 and over the previous five years the SEND landscape has changed dramatically. These changes include the introduction of new national legislation and a code of practice and a significant redesign of special education provision in the city following the SEND review. Therefore, it is timely to now develop a new SEND Strategy for the city.

3.2 A sub group of the SEND partnership board have co-produced the draft strategy with a range of stakeholders with the intention to formally launch in September 2020.

3.3 The purpose of the strategy is to deliver on a city-wide agreed vision for the delivery and commissioning of SEND services, providing a framework against which provision can be measured and improved. To allow for measurement of the strategy's success, an accompanying SMART action plan will be introduced with clear outcomes and milestones. This action plan will be monitored regularly by the SEND Partnership Board and the Adult LD Partnership Board.

3.4 Principles applied to this strategy development

The SEND Partnership Board agreed the following principles for developing the new strategy:

-

- The voice of our service users, colleagues and stakeholders to be fully embedded
- There will be an open co-produced approach with families, service users and all stakeholders. A co-production agreement is being produced with the Parent and Carer Council locally (PaCC) articulating their role and the processes of co-production in implementing the strategy
- The strategy should lead to meaningful impact for those in receipt of services
- The strategy should ensure that whatever is developed, it is an approach that works from individual needs through to providing a city-wide strategy
- It should address real issues around funding and the need to build upon the inclusive approach in the city
- The strategy must remain live and relevant, it should be designed to be flexible where needed over the course of the next five years
- Create a framework that enables progress to be measured and the strategy to be held to account through the SEND partnership board

3.7 How the new strategy has been developed

A sub group of the SEND partnership board met and agreed the process.

A range of early face to face consultations have taken place with a wide group of stakeholders including parents/carers, schools, colleges, Adult LD services, early years professionals, curriculum leaders and others.

Children and young people and adults have contributed directly to the development of the strategy.

3.7 Agreed priority areas for the new strategy

- Inclusion and Equality
- Early Identification and Intervention
- SEND Journeys/Pathways
- Achievement and outcomes
- Transitions and preparing for the future
- Sufficiency of SEND Services and Provision

3.8 Keeping the strategy live and monitoring progress

The SEND partnership board and the Adult LD Partnership Board will oversee the progress made in the strategy and an annual update report will come to CYPS Committee.

Each priority area has a strategic action plan, as set out in the main document in appendix 1. There will be a more detailed action plan, listing milestones, measures of success and key leads for more detailed actions. An update report against these more detail actions plans will be taken to the Partnership Boards for oversight, support and challenge.

Each priority area will have a linked workstream group made up of key stakeholders, who can oversee and lead the work needed in that area. Each workstream will present a highlight report (containing progress made against the actions and escalated any issues) regularly to the SEND partnership board.

Each Workstream will also have a PaCC Steering Group representative as a member. This essential role is to ensure there is a built-in mechanism for parent/carer feedback and contributions at all points of the strategy management.

The PaCC rep will join the priority area workstream meetings, asking key questions and providing challenge on the progress made. They will contribute to the report back to the SEND Partnership Board.

3.9 Consulting on the draft strategy

We will consult on this strategy throughout Summer 2020 with all partners and stakeholders, with a final version being launched in the Autumn.

A consultation process has been designed and an ongoing questionnaire will launch 20th June. A series of face to face and other consultation activities will also take place with key stakeholders to ensure their views are further captured for the final version.

The draft presented in appendix 1 has been the result of many detailed discussions with a range of stakeholders.

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

- 4.1 Stakeholders agree that the city needs a new SEND Strategy. It is best practice for a local area to have one in order to agree local priorities, commissioning arrangements and to enable success and progress in SEND services to be measured.

5. **COMMUNITY ENGAGEMENT & CONSULTATION**

- 5.1 A key principle of the development of the new strategy is to ensure that the voice of children, young people and adults with SEND is heard and incorporated. The development of the strategy has involved a large number of discussions with a range of stakeholders and interested parties. This includes parents, carers, children and young people, adult service users, parent support groups, statutory service providers, education sector, independent sector, and community and voluntary sector colleagues.
- 5.2 We are also able to incorporate learning from the wide range of other steps taken in the city to capture feedback. This includes the biannual Safe and Well at School Survey, which provides valuable feedback from pupils who are in receipt from support in school. We are also able to learn from the surveys and other activities undertaken by our parent/carer support groups in the city such as Amaze surveys and PaCC workshops.

6. **CONCLUSION**

- 6.1 In order for full coproduction and the ability for all stakeholders to contribute it is important that the draft strategy now has a public consultation process.

7. **FINANCIAL & OTHER IMPLICATIONS:**

Financial Implications:

- 7.1 Future strategies and priorities will need to be considered in conjunction with available budget. In terms of Council finance, the scope of services included crosses both Council General Fund and Dedicated Schools Grant budgets. As part of the Dedicated Schools Grant settlement for 2020/21 the Government has

announced an additional sum of £780m nationally for high needs. For Brighton and Hove, this equates to an increase in the High Needs Block (HNB) allocation of c. £2.5m. This additional resource will give the LA some capacity to develop strategies in line with agreed priority areas. Funding settlements beyond 2020/21 are still to be announced by government.

Finance Officer Consulted: Steve Williams

Date: 01/06/2020

Legal Implications:

- 7.2 In September 2014, the introduction of the Children and Families Act brought about major reforms to the way Local Authorities and other organisations support children and young people with special educational needs and disabilities. The Special Educational Needs and Disability Code of Practice 0-25 years is the related statutory guidance for organisations which work with and support children and young people. This places a duty on the Local Authority to consult children with SEND and their parents or carers when reviewing local SEN and social care provision.
- 7.3 The public consultation exercise outlined in this report will meet the common law duties in respect of procedural fairness, as well as duties set out in the statutory guidance that children, young people, their parents and carers must be consulted in determining the Council's strategy for SEND.

Lawyer Consulted:

Serena Kynaston

Date: 03/06/2020

Equalities Implications:

- 7.4 The ability of residents with disabilities to access services and make progress is a key consideration in the development of the new strategy. Improving outcomes for all in the city with SEND is a key priority for all partners and will be monitored as part of this work.
- 7.5 A full equalities implications assessment process is being conducted alongside the strategy consultation. Certain protected characteristics feature heavily in the strategy already, such as age and disability. We are working with partners to explore the implications for some of the other areas such as pregnancy/maternity and religion/belief.
- 7.6 One of the strategic actions in the 'Sufficiency of SEND Services and Provision' priority is to carry out a city-wide SEND sufficiency project. This will involve further developing datasets and reporting we currently have around SEND Services. We will incorporate the findings from our equalities assessment work into that project.
- 7.7 Any actions identified from our equalities impact assessment work will be incorporated into the SEND Strategy priority action plans, where appropriate. This will ensure that those actions will be part of the regular monitoring of progress and scrutiny of data by the SEND Partnership Board.

Sustainability Implications:

- 7.8 An agreed SEND Strategy within the city allows for more informed commissioning in this area, supporting best value for public resources.

Any Other Significant Implications:

Crime & Disorder Implications:

7.5 None

Risk and Opportunity Management Implications:

7.6 None

Public Health Implications:

7.7 Early discussions on the new SEND Strategy development have taken place to ensure it is aligned with the city's existing Health & Wellbeing Strategy.

Corporate / Citywide Implications:

7.8 None

SUPPORTING DOCUMENTATION

Appendices:

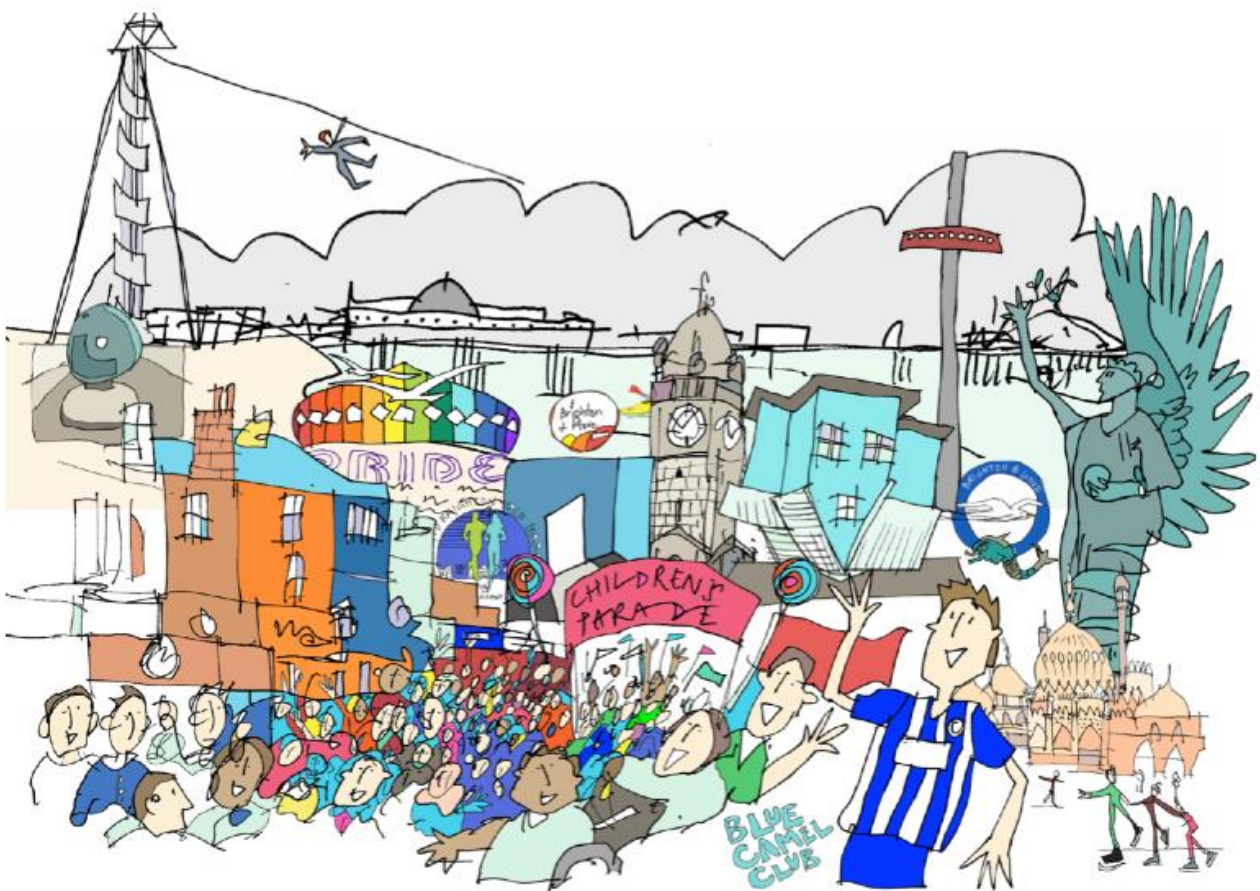
1. Draft SEND Strategy 2020 – 2025

Draft Document

Brighton and Hove

Special Educational Needs and Disability (SEND) Strategy

2020 – 2025



Introduction

Welcome to the Brighton and Hove co-produced citywide strategy which has been developed to enhance the outcomes and life chances of children and young people with SEND and adults with Learning Disabilities across the city. Although the Local Authority (LA) and the Clinical Commissioning Group (CCG) are the leads for the strategy, its success will undoubtedly lie in the effectiveness of the partnership between all stakeholders, in particular our families.

The strategy sets out our co-produced six key priorities and refers to the partnership between the LA, CCG, families, schools and settings, other agencies and services in Health and Social Care, including Adult Services and the voluntary and community sector. The new strategy will be steered by the SEND Partnership Board which is co-chaired by the Assistant Director, SEN Health and Disability and Commissioning Manager from the Clinical Commissioning Group (membership is listed in the appendices). The progress against the actions specific to adults with learning disabilities will also be monitored by the Learning Disability Partnership Board. All partners will be accountable for delivering on the actions that have been identified and agreed and the progress against each of the actions will be monitored through the relevant boards.

It is vital that this is a meaningful, accessible, engaging and thought-provoking document. The city's Parent and Carer Council, (PaCC) and Amaze have worked very closely with the LA and the CCG to engage a wide range of stakeholders in order to ensure that the key priorities reflect the needs of the SEND community. Central too is the voice of children and young people, in addition to those adults with Learning Disabilities. With this in mind, the use of graphic facilitation has enabled those who are not always able to express their thoughts to be visually represented: their views are therefore illustrated throughout this document.

We very much hope that you find our strategy ambitious, aspirational and a reflection of our core aim: to achieve the best outcomes for the city's most vulnerable children, young people and adults with Learning Disabilities.

Deb Austin
Executive Director Families, Children & Learning

Georgina Clarke-Green
Assistant Director, Health, SEN & Disability, Families, Children and Learning

Fiona England, Chair of Parent Carer Council

Kathy Felton, Commissioning Manager, Brighton and Hove Clinical Commissioning Group

What children, young people and young adults tell us



We worked with children, young people and young adults in three areas with a wide range of abilities and additional needs using graphic facilitation. Three questions were asked during this process and responses were captured in words, colours and images. These questions ranged from 'What do you think about the 6 priority areas?' to 'What makes a good life?'

We also asked children, young people and young adults what images would be needed to make this strategy reflect Brighton and Hove. As young people shared their ideas, they were drawn in real time on a large piece of paper. The drawings were summarised to make sure nothing was missed and that the images made sense to the children and young people. These images were transferred to a digital format used in the SEND Strategy document.

Our 2020 vision

Our children and young people with Special Educational Needs and adults with Learning Disabilities will achieve the very best that they can so they can lead happy, healthy, independent and good lives.



'Better outcomes, better lives'

Local context

Brighton and Hove is proud to be an inclusive city. Our mainstream schools have a range of specialist facilities, both in the primary and secondary phases, that support children and young people with a variety of needs including: Autism; Sensory Impairment; Speech, Language and Communication Needs; Specific Learning Difficulties. We have an outstanding specialist nursery for young children with SEND at the Jeanne Saunders Centre and two outstanding special schools: Downs View and Hill Park within our three complex needs hubs. We also have a range of well-regarded support services such as Brighton and Hove Inclusion Support Service.

The city is fortunate to have an active and representative parent carers' forum – the Parent Carers' Council (PaCC) which is hosted and supported by Amaze, a charity that is commissioned to provide the local Special Educational Needs Information Advice and Guidance Service (SENDIASS). Collectively, they reach a large proportion of families with children and young people with SEND and target their services and outreach support in order to meet the needs of the most vulnerable communities. Amaze holds data on about 70% of the eligible population on the city's Children's Disability Register, The Compass, which provides an easy mechanism for gathering views across the city or targeting specific communities. This is supplemented by additional consultations and specific engagement work undertaken by PaCC which has elicited a good response.

Our Social Care Specialist Community Disability Service supports our children and young people with SEND and the city's adults with a Learning Disability. This is provided through three assessment and care 'pods' that are age banded as follows: 0-13, 14-24 and 25+ years. The model is designed to place focus on transition for young people between the ages of 14-24 to ensure they have consistent and seamless support in a time in their lives when they will experience many changes. This service works closely alongside our colleagues in Safeguarding and Care.

Brighton and Hove has good and outstanding in-house residential provision that supports our most vulnerable children, young people and adults with a disability. The city has two respite/short breaks homes for children and young people and nine residential homes that provide specialist residential care and supported living.

The Shared Lives scheme supports adults and young people over the age of 16 who are unable to live independently. The scheme currently offers 59 people the chance to stay in the community through being looked after within a family home.

The city's day centre for adults with Learning Disabilities based at Wellington House provides an innovative range of activities for those service users who need a stimulating programme throughout the day and is greatly appreciated by the families of the service users it supports.

Sussex Community Foundation Trust (SCFT) provides health input for many children and young people with SEND. The health visiting team is key in the early identification

of children with developmental concerns and provision of support for their families. The multidisciplinary team at Seaside View Child Development Centre comprises community paediatricians, physiotherapists, occupational therapists, specialist speech and language therapists, a specialist nursing team and audiology and clinical psychologists. They provide assessment and intervention for children and young people with a range of developmental concerns and disabilities including: Developmental Delay; Learning and Speech and Language Difficulties; Social Communication Difficulties; Physical Disabilities; Sensory Impairment.

The service is delivered in the child development centre, at special and mainstream schools, nurseries and at home. The community speech therapy team provides assessment and input for children in clinics, nurseries and schools. Neurodevelopmental assessment of those with suspected Autism over the age of 11 and Attention Deficit Hyperactivity Disorder (ADHD) is undertaken by the Child and Adolescent Mental Health Service (CAMHS) within the Sussex Partnership Foundation Trust. Here, there is close working within the teams and with hospital services (both local and tertiary), the community nursing team and General Practitioners (GPs).

Sussex Partnership Foundation Trust (SPFT) provide the CAMHS in our City. Services are available across locations such as GP surgeries, clinics, hospitals and schools. The specialist teams in CAMHS undertake assessment and provide treatment for children and young people up to age 18 who have emotional, behavioural or mental health problems. There is close working across the range of community and wellbeing support services.

We are also very lucky to have a strong voluntary and community sector within the city which provides families with a wide range of valuable services. In terms of Adult Learning Disability services, we have, amongst others, Speak Out which is an independent advocacy charity for people with Learning Disabilities and Grace Eye which provides a wide range of services including day activities such as yoga, art and cooking, supported living and a Shared Lives Project. Our children benefit from other services such as Extratime which runs high quality, affordable clubs, holiday schemes and family events activities for children and young people with and without disability aged 4 – 25 years. Here, children and young people with SEND have an opportunity to have fun, try new things and socialise with their friends.

What families tell us

The Brighton and Hove community is already providing some excellent provision and high-quality support, provision and services to many families with children and young people with SEND.

“I just wanted to thank you hugely for the amazing support you have given to my son over the last 5 years and the incredible commitment and dedication you have shown to his care. You have seen him through many difficult times and a lot of highs and lows and seen him grow and develop and start to self-manage his behaviours better. I certainly believe that he has come a long way and you have played a hugely important part in this so thank you so much for that.”
(Parent)

However, we also hear consistent themes when delivering our services and support to families, so we are keen that this new strategy provides an opportunity to address some of these worries. Families have told us that:

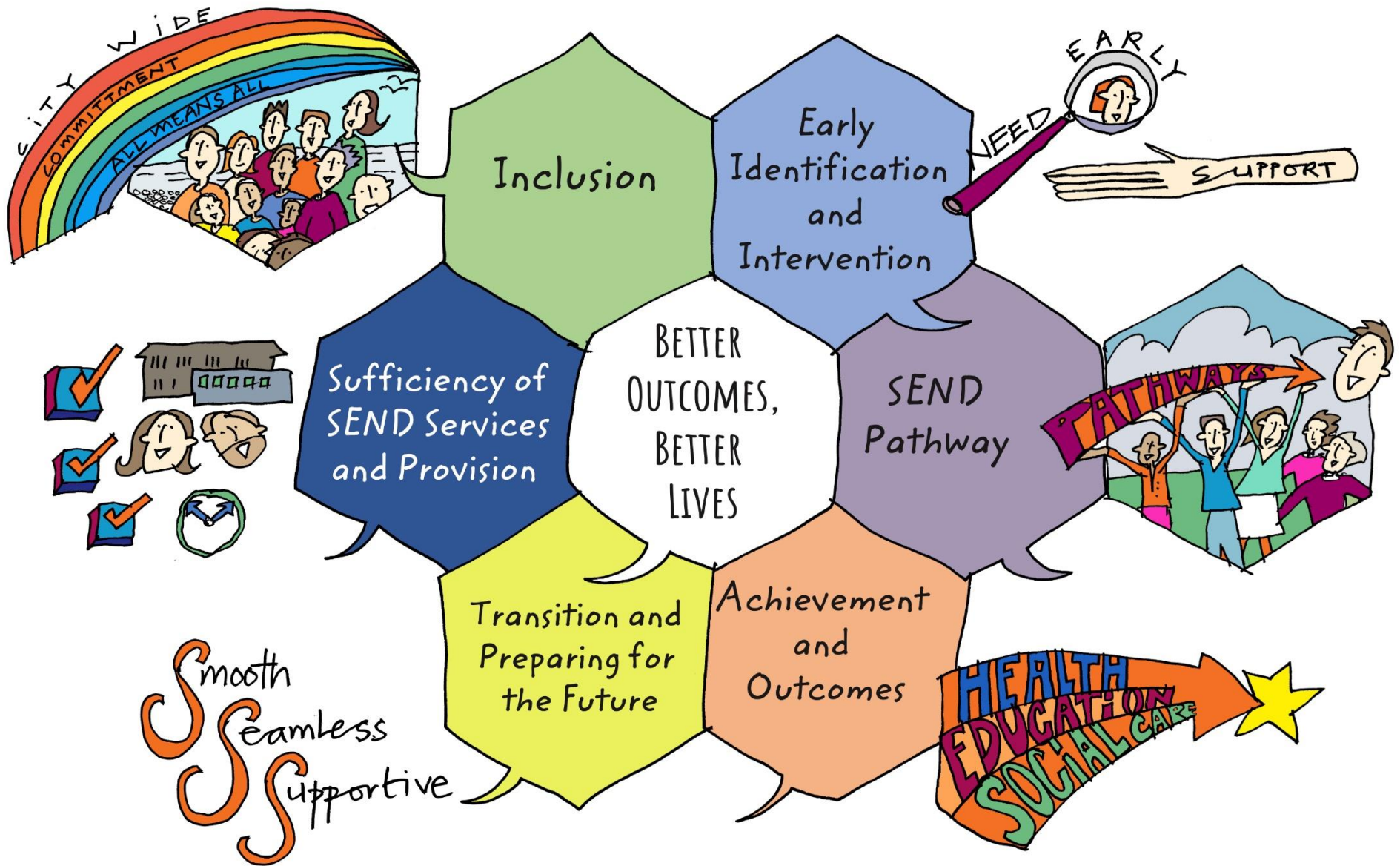
- They can feel lost and sometimes find it difficult to find out what is available for their child
- They can feel isolated and alone, stressed and exhausted
- They worry their child will struggle to ‘fit in’ or make friends
- There is too long a wait for some assessments and therapies
- Some feel that getting an EHC Plan is the only way of accessing the support their child needs
- Services are often not joined up, don’t always work together and families have to give the same information repeatedly, to different teams
- They worry the city hasn’t got the right range of educational provision to meet their child’s or young person’s needs
- They worry about how their children are supported in mainstream schools
- Their child with SEND, their siblings and themselves as parent carers, are facing increasing levels of anxiety and poor mental health
- Parent carers’ ability to maintain employment is affected and they are worried about not having enough money
- They are concerned about their child’s future, and the ‘cliff-edge’ of adult services

Our ambition is that all children and young people with SEND and their families are able to say

- We are listened to and respected
- Our needs are understood, acknowledged and provided for
- Our voice and views are at the heart of all decision making for our child
- We are involved in co-production of services and support at all levels of the system
- We have access to good quality and impartial information, advice and support
- We have regular communication that is tailored to specific needs
- Our needs are identified early
- The pathways to access help are transparent and equitable
- We have more help from a range of agencies for our children and young people on SEN Support
- We can access more support at home or locations of our choosing
- We can access a variety of short breaks and after school activities
- Professionals work in partnership with parents, are well trained and empathetic and work flexibly around us
- We are welcomed and included, and we are accessing (education, social and leisure) opportunities within our local community
- We are no longer excluded from schools
- We have earlier, person-centred and more aspirational/ambitious planning, for a good adult life and there is a smooth handover from children to adult services, where parent carers and children and young people know what to expect



Our priorities for the next 5 years



Profile of Need: Education

SEN Support

The attainment of our pupils with EHC Plans is below the national average and is an area of focus for the SEND strategy. Although our permanent exclusions are very low, fixed term exclusions are relatively high for those pupils with an EHC Plan. This is also true for overall absence and persistent absence. Each of these areas will be addressed within Priority 4: Achievement and Outcomes.

Currently, 33% of the city's Children in Care have an EHC Plan and 15.7% of Brighton and Hove's Children in Need cohort also have an EHC Plan. There are 4,887 or 13.1% of pupils on SEN Support within the city's mainstream settings. This is higher than the national average of 11.9%.

The profile of need for this level of support differs from that of the children and young people with an EHC Plan. At 29.7%, Specific Learning Difficulties is the most prevalent primary need with Speech, Language and Communication Needs being the second most common additional need requiring support in mainstream schools.

In total 57.8% of those children and young people on SEN Support are below 10 years old, with many children converting to an EHC Plan upon transferring to secondary school.



4887

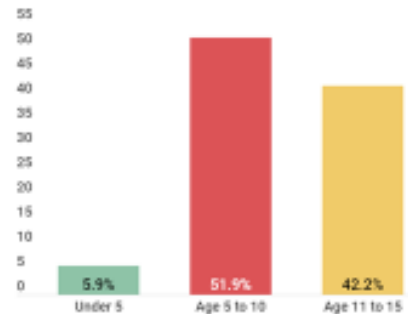
Number of children and young people in Brighton and Hove schools with SEN Support



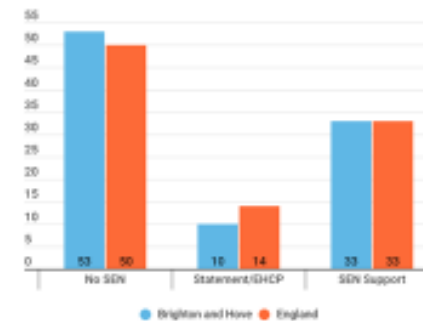
13.1%

Pupils in Brighton and Hove schools with SEN Support (11.9% nationally)

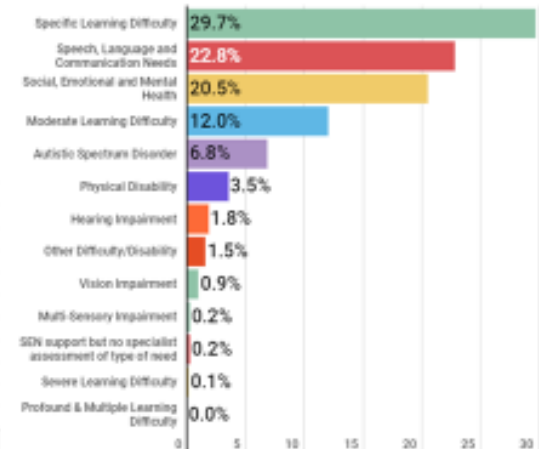
Children and Young People with SEN Support by Age Band



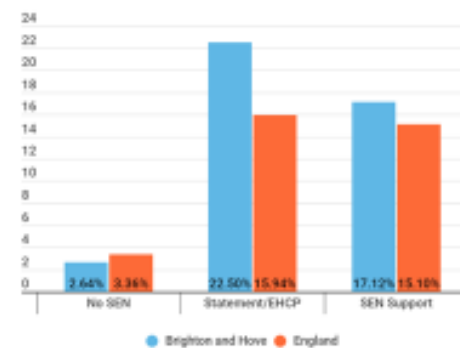
Key Stage 4 Attainment 8 2019



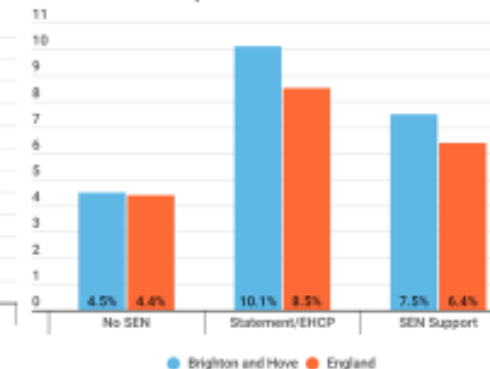
Children and Young People with SEN Support by Primary Need



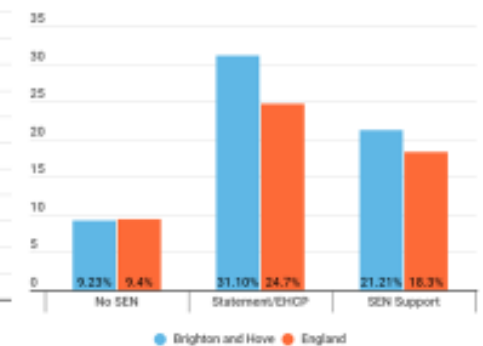
Rate of Fixed Term Exclusions for children and young people with Special Educational Needs 2017/18 Academic Year



Overall Absence for children and young people with Special Educational Needs 2017/18 Academic Year



Children and Young People with Special Educational Needs defined as persistent absentees



Profile of Need: Education

Education, Health and Care Plans

At the time of publication, there are 1,676 children and young people aged 0-25 years with an Education and Health Care Plan in the city. This equates to 3.3% of the school population compared to 3.1% nationally.

The significant majority of EHC plans are held by boys, with girls making up only 29% of the entire cohort. Most of the EHC Plans exist in the secondary phase.

Autistic Spectrum Disorder is the most prevalent need within the city comprising 22.3% of all EHC Plans. This is closely followed by 20.3% of children and young people with an EHC Plan having Social Emotional Mental Health difficulties identified as their primary need.

Brighton and Hove has a higher percentage of children and young people with EHC Plans in mainstream schools and Further Education colleges compared to the South East and national levels. The percentage of children and young people in non-maintained and independent schools is lower compared to the South East and national levels.



1,676

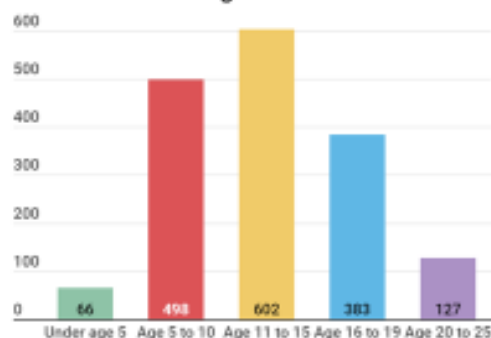
Number of children and young people with an Education, Health and Care Plan aged 0-25.



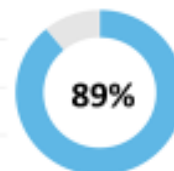
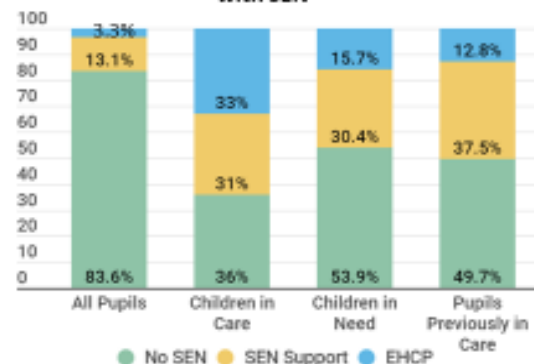
3.3%

Pupils in Brighton and Hove schools with an Education, Health and Care Plan (3.1% nationally)

Children and Young People with an EHCP by Age Band

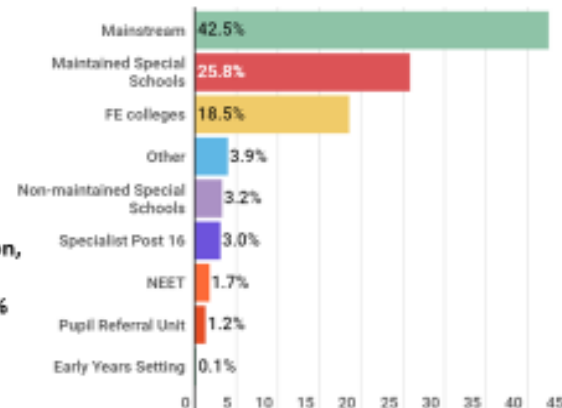


Children and Young People open to Social Care with SEN

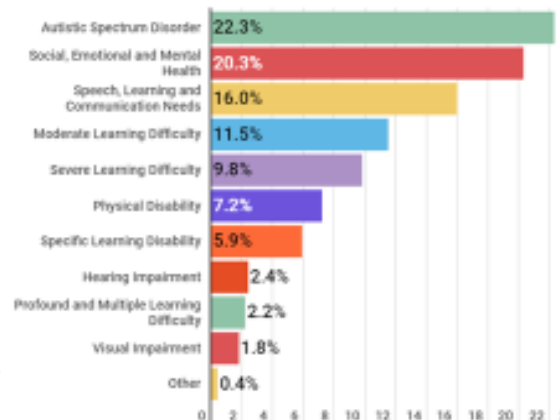


Pupils in KS4 SEN cohort in Education, Employment or Training at 17 (90% nationally)

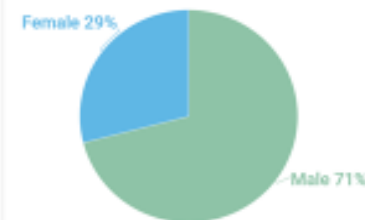
Children and Young People with an EHCP by Placement Type



Children and Young People with an EHCP by Primary Need



Children and Young People with an EHCP by Gender



Profile of Need: Health

Child Development Service

The CCG has identified funding to improve the services for children with Autism as part of a new Neurodevelopmental Pathway in Brighton and Hove.

The new service will improve access for children with Autism. The service specification is currently being finalised for implementation in 2020.

Children Referred for ASC Assessment

 2018/19 - 328

 2019/20 - 309

Number of children Assessed

 2018/19 - 231

 2019/20 - 265

Number of children receiving ASC diagnosis

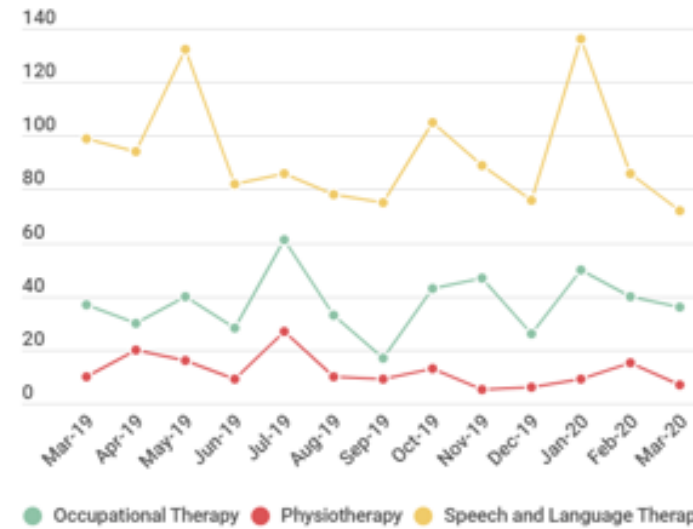
 2018/19 - 167

 2019/20 - 183

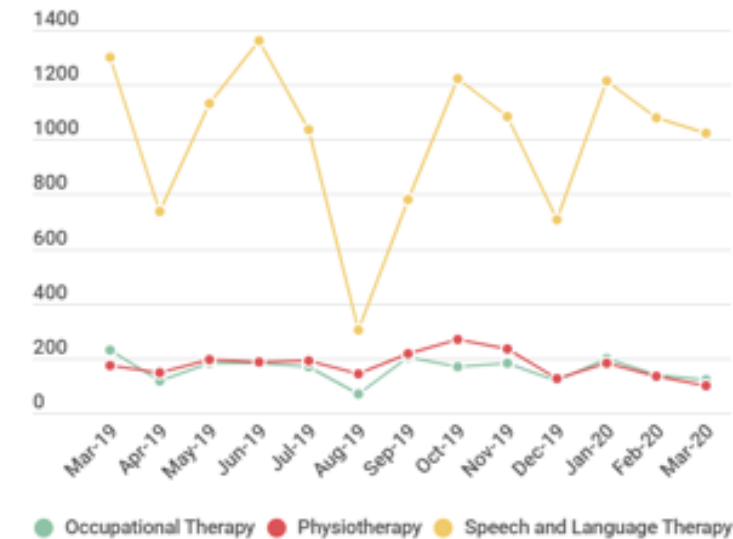
ASC Waiting Times



Referrals for Physiotherapy Occupational Therapy and Speech and Language Therapy



Physiotherapy Occupational Therapy and Speech and Language Therapy Activity



Profile of Need: Health

Child and Adolescent Mental Health Service

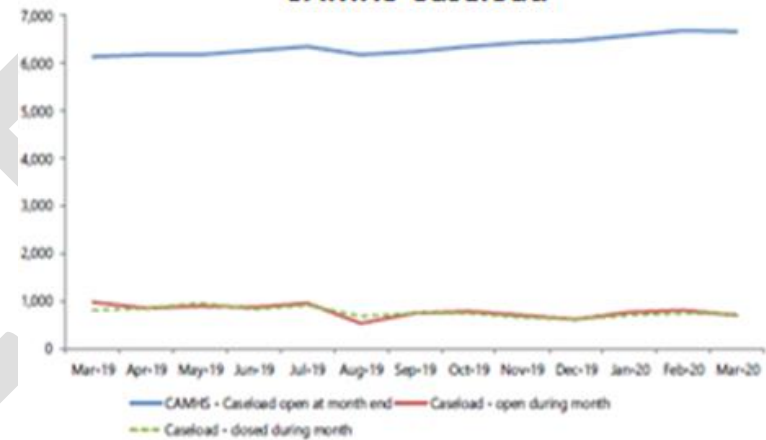
The performance information is a snapshot of Brighton and Hove's current CAMHS service.

The Sussex CCGs have recently concluded a Sussex Wide Children's Review and they will be working together over the coming months to address the key findings of the review. The aim of the review was to ensure good services for children across Sussex and improved integrated pathways for our children and young people.

CAMHS New Referrals



CAMHS Caseload



Month	Mar-19	Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20
-	6,137	6,181	6,187	6,262	6,356	6,183	6,242	6,353	6,439	6,477	6,591	6,679	6,670
-	964	832	890	856	938	530	741	787	693	607	758	801	684
-	793	848	940	820	900	673	740	727	655	618	691	738	706

CAMHS Contacts



Month	Mar-19	Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20
-	547	574	655	534	582	446	516	606	652	475	604	564	524
-	4,744	4,256	5,196	4,938	4,846	3,729	4,492	5,397	6,209	4,366	5,680	4,730	4,687

105

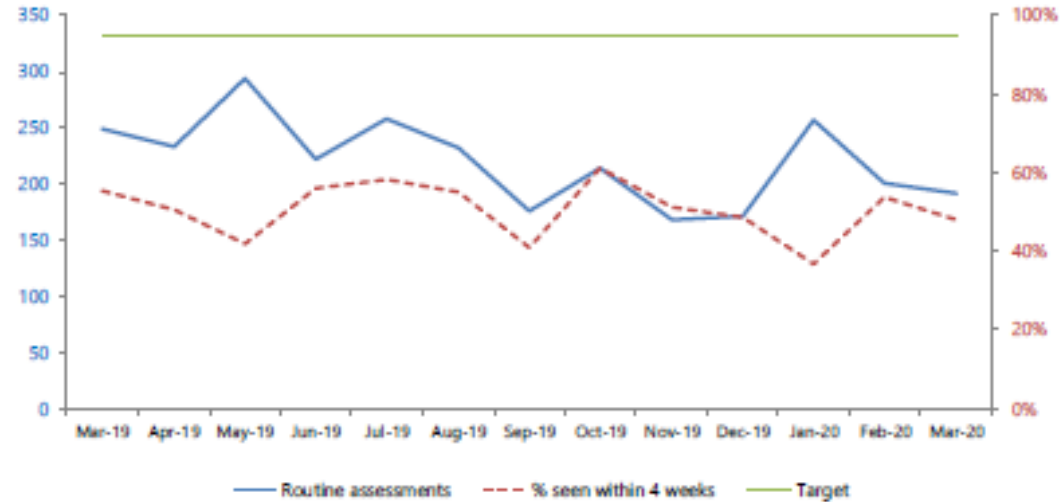
Profile of Need: Health

CAMHS Routine Treatments



	Mar-19	Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20
-	229	202	262	201	214	190	142	106	119	90	145	122	98
-	96%	94%	97%	95%	91%	87%	87%	84%	79%	72%	75%	72%	77%

CAMHS Routine Assessments



	Mar-19	Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20
-	249	233	294	222	258	232	176	214	168	171	257	201	192
-	55%	51%	42%	56%	58%	55%	41%	61%	51%	49%	37%	54%	48%

Further description will be included in the final document.

Profile of Need: Health

Adult Health with Learning Disabilities Health
Information will be included in the final document

DRAFT

Profile of Need: Care

Specialist Community Disability Services

Brighton and Hove currently have 165 children and young people open to Specialist Community Disability Early Help Service and 266 children and young people open to Specialist Community Disability Services.

Children in Need and in Care with SEN

Brighton and Hove have 31% of children in care compared to 29% in England and 30.4% of children in need compared to 21% in England.

Adults with Learning Disabilities

Brighton and Hove currently has 708 service users who receive long-term support during the year with a primary support reason of Learning Disability.

81.4% of service users live on their own or with their family. Of the 18.6% of service users that do not live on their own or with their family, 28.2% live within supported accommodation.



708

Working age (18-64) service users who received long-term support during the year with a primary support reason of learning disability support



8.8%

In paid employment, above national average of 5.9%



266

Children and young people open to Specialist Community Disability Services



81.4%

living on their own or with their family, above the national average of 77.4%



● In paid employment ● Not in paid employment



165

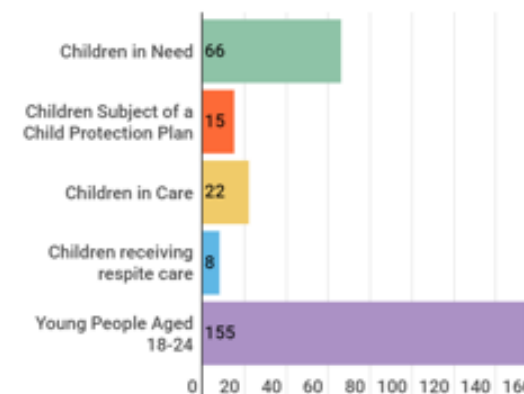
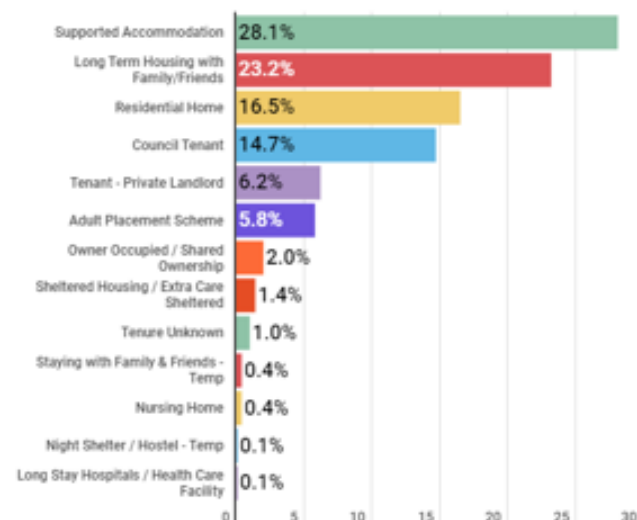
Children and young people open to Specialist Community Disability Early Help Service



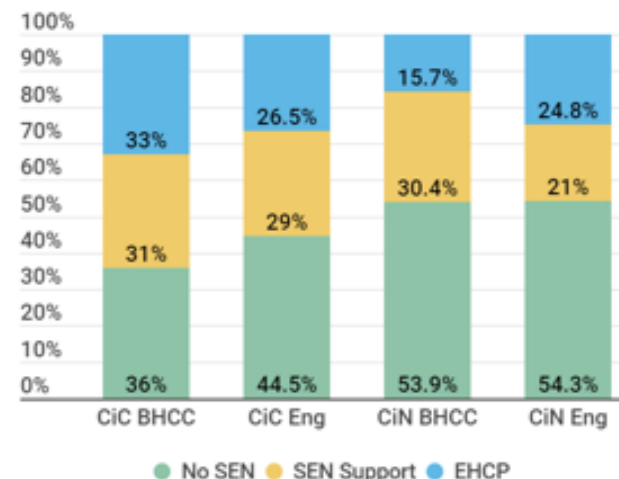
● Living on their own or with their family

● Not living on their own or with their family

Adults with a learning disability by accommodation status



Children in Need and Children in Care with Special Educational Needs



Priority 1: Inclusion

Vision: We will ensure there is a city-wide commitment to services and support that will be inclusive to children, young people and adults with Special Educational Needs and or Learning Disabilities.

What are the outcomes?

- There will be a commitment from all schools and early years settings to a city-wide charter for Inclusion
- Co-production will be central to the design and development of all services and provision
- Adults with Learning Disabilities will be able to access health services more easily and there will be a significant increase in the number of Learning Disability Annual Health checks being undertaken

We will:

Action Reference	Priority 1: Inclusion Strategic Actions Workstream 2
Inclusion 1	Co-produce a city-wide charter for inclusion. This will be supported by a communication campaign on Inclusion that promotes a shared ethos and commitment to disadvantaged learners and those with SEND.
Inclusion 2	Co-produce and promote, including with schools, a city-wide self-assessment tool for Inclusion to include best practice for children and young people with SEN and/or disabilities.
Inclusion 3	Co-develop new services that intervene earlier to support children and young people with Special Educational Needs enabling inclusion and access to other services and opportunities.
Inclusion 4	Co-produce a multi-agency training package for Social Care staff on SEND and Inclusion, to enable better delivery of services to families across the system.
Inclusion 5	Enable a wider cohort of children and young people with SEN and/or Disabilities to access after school clubs, weekend and holiday schemes.

Inclusion 6	Improve our communication to reflect-more explicitly-the participation, views, wishes, faiths and cultural needs of children and families.
Inclusion 7	Review and develop further the Hidden Children Missing Education action plan with parents/carers and other partners, ensuring that full time education can be accessed by children and young people with SEND and those who fall into the 'disadvantaged' category.
Inclusion 8	Ensure that buildings that house services for children and young people are accessible for all types of SEN and Disability.
Inclusion 9	Develop a plan that focuses on providing support for young carers and siblings of those with Special Educational Needs.
Inclusion 10	Ensure that there is uptake of Learning Disability Annual Health checks for young people from age 14 years and adults with Learning Disabilities through the EHC Plan annual review process.
Inclusion 11	Develop further person-centred local medical/hospital passports considering the use of technology for children young people and adults with complex needs to ensure that their holistic needs are met during a hospital stay.
Inclusion 12	Promote on-line GP consultations in primary care as direct access online is more accessible for parents/ carers and adults with learning disabilities.

Priority 2: Early identification and intervention

Vision: We will ensure that children’s needs are identified, assessed and supported both early in life and when issues arise.

What are the outcomes?

- There will be a reduction in the number of families reaching crisis point through timely Early Help intervention
- There will be an increased awareness of Early Help, intervention and inclusion across the city
- There will be a consistent offer of mental health and wellbeing services across Sussex

We will:

Action Reference	Priority 2: Early identification and intervention Strategic Actions Workstream 2
EIAI 1	Review the early help offer in the city to improve support for children and families with SEN and or Disabilities
EIAI 2	Implement the recommendations from the Local Government Association peer challenge on preventative services that took place in the city in January 2020.
EIAI 3	Develop guidance for delayed entry to school applications and applications to place children out of year group that fully considers the longer-term implications for children with SEND.
EIAI4	Co-design with families the development of peer support schemes in the city that builds on what already exists.
EIAI 5	Implement the recommendations of the Pan Sussex review of Emotional Mental Health and Wellbeing Services.
EIAI 6	Build on our SEND Guide for Professionals and develop a tool kit for schools so that SENCO’s can identify and support additional needs at an earlier stage. To compliment this a SEND accessible guide for families will also be co-produced with our parent groups to enable better understanding of the tools used by schools to identify and support additional needs.

EIAI 7	Achieve an increased awareness in education, health and care settings of inclusion issues and strategies/interventions in order to support vulnerable children and young people and adults with Learning Disabilities. This will be delivered through an enhanced inclusion training offer from Brighton and Hove Inclusion Support Service (BHISS).
EIAI8	Work with the city's Behaviour and Attendance Partnerships (BAP) and other schools to ensure that children's Special Educational Needs are fully considered in relation to school policies including behaviour and safeguarding.
EIAI9	Strategic leaders will ensure that the whole-family approach is communicated effectively and embedded across all levels of the partnership and delivery teams.
EIAI10	Strategic leaders will give greater attention to evidencing impact alongside maintaining a focus on positive outcomes for families. This will enable best use of existing resources with a view to developing the business case for investment in preventative services.
EIAI11	Implement personalised care and social prescribing for children and young people with complex health and Special Educational Needs.

Priority 3: SEND Pathways

Vision: We will ensure that children, young people and adults with SEN and or disabilities and their families can access the right support from services easily and quickly.

What are the outcomes?

- Our pathways will be clear and accessible to families
- There will be a reduction in the duplication of meetings and families will only need to tell their story once
- There will be a short-breaks/respite service for children and adults that meets the needs of families

We will:

Action Reference	Priority 3: SEND Pathways Strategic Actions Workstream 3
Pathways 1	Implement a communication strategy (which includes data sharing agreements) across services to ensure better lines of communication exist for children and young people with Special Educational Needs and their parents and carers.
Pathways 2	Improve the timeliness of in-school triage for children and young people with Social, Emotional and Mental Health Difficulties to ensure the right needs assessments are being identified and acted upon.
Pathways 3	Ensure that all meetings about the child/young person are brought together where possible to save families and professionals attending multiple meetings and repeating the same information.
Pathways 4	Review our SEND decision-making systems and ensure that processes are transparent for families.
Pathways 5	Transform the Neurodevelopmental Pathway to increase capacity for Autism and ADHD diagnosis across providers to ensure integrated pathways, approaches and packages of support for all Neurodevelopmental conditions. This will include the roll out of integrated clinics for complex and co-morbid cases.
Pathways 6	Co-design services considering a 'whole family' approach for all pathways when a diagnosis is made.
Pathways 7	Work with families and multi-agency professionals to build on pathways for those children "missing education" who are not eligible for support because they are not on a school roll.

113

Pathways 8	Review our offer for children and young people previously in care to ensure that their needs are identified early, and they receive appropriate support in schools and colleges.
Pathways 9	Ensure that Children in Care Reviews and Annual Reviews are brought together once a year.
Pathways 10	Review the short break and respite policy and commissioning strategy for children, young people and adults with LD. This aims to provide a range of opportunities through the extended day opportunities, and short breaks in their community, ensuring it reaches more families and eligibility is equitable.
Pathways 11	Ensure that EHC Plans better reflect the Health and Social Care needs of children and young people. For example short breaks provision will link to identified need and have clear outcomes.
Pathway 12	Ensure the Local Offer and information, advice and guidance through the SENDIAS Service is clear and accessible so that families in Brighton and Hove know what the Health SEND offer is and how to access it.
Pathway 13	Develop with partners a Quality Assurance Framework for Education, Health and Care Plans with a focus on improved outcomes for children and young people.
Pathway 14	Co-develop a special schools admissions protocol.
Pathway 15	Deliver the agreed recommendations with parents/carers for the Home to School transport service cited within the Independent Review Report.
Pathway 16	The CCG will develop Neurodevelopmental pathways leading to the provision of a Neurodevelopmental hub. This will increase capacity for Autism and ADHD assessments and co-production of the family support offer.
Pathway 17	Health will review and co-develop, with families, the range of Child Development Centre Pathways, clarifying the offer and developing outcomes for ongoing monitoring.
Pathway 18	CCG will develop and implement an integrated commissioning model across Health and Social Care.

Priority 4: Achievement and Outcomes

Vision: We will ensure that all children, young people and adults with learning disabilities are able to achieve their full potential across Health, Education and Social Care.

What are the outcomes?

- Children and young people with Special, Educational Needs and/or Disabilities will have their achievements recognised and celebrated
- There will be a more flexible curriculum offer to provide more opportunities for success as recognised by Ofsted
- There will be a reduction in the attainment gap for children and young people at all key stages with Special Educational Needs and/or Disabilities
- Adults with learning disabilities will engage in 'lifelong learning' pathways and increase their independence

We will:

Action Reference	Priority 4: Achievement and Outcomes Strategic Actions Workstream 4
AO1	Develop a city-wide approach to recognising and celebrating other outcome measures for young people with SEND and adults with LD.
AO2	Focus on personalised outcomes across education, health and care in planning children, and young people's EHC Plans and Social Care plans.
AO3	Encourage education settings to implement alternative qualifications that champion Life Skills such as RARPA (Recognising and Recording Progress and Achievement) – a five stage process to measure the progress and achievement of learners on non-accredited learning programmes.
AO4	Work with schools to review the curriculum offer in the city for those with Special Educational Needs.

AO5	Develop a framework for wellbeing outcomes that makes explicit milestones for Mental, Physical, Social and Emotional Wellbeing.
AO6	Develop an outcomes framework for both EHC Plans and those children and young people on SEN Support.
AO7	Implement an attendance strategy for SEND learners to increase their attendance in school.
AO8	Continue to challenge and support schools to close the progress and attainment gap for 'disadvantaged' learners and those with SEND.
AO9	The CCG will review current service specifications to ensure the involvement of children, young people and parent/carers so that meaningful outcomes are defined and agreed.
AO10	Develop 'lifelong learning' pathways with Local Training and Education Providers for Adults with LD that ensures a wide range of opportunities that enhance their skills sets and increase their independence
AO11	Reduce the number of children and young people with SEND being excluded from education settings through an enhanced training offer and the allocation of additional resources to the School Behaviour and Attendance Partnerships (BAP)

Priority 5: Transitions and preparing for the future

Vision: We will ensure that moves between services or changes in provision and support across all ages are smooth, seamless and supportive.

What are the outcomes?

- Transition for children going into reception and secondary schools will be well planned and supported
- A 14-25 co-produced pathway that includes Education and Care will be in place
- We will have increased employment and training opportunities for young people and adults with Special, Educational Needs and/or Disabilities

We will:

Action Reference	Transitions and preparing for the future Strategic Actions Workstream 5
TPF 1	Establish a multi-agency preparing-for-adulthood group which reports to the SEND Partnership Board to enable better transition into adult services and increase employment and training opportunities.
TPF2	Introduce person-centred planning reviews for young people in Year 9 to enable them to be more involved in all elements of their transition to adulthood.
TPF3	Develop and implement a co-produced 14-25 pathway for all young people with SEND to enable them to understand and navigate their next steps into adult life. This needs to include earlier consideration of post 16 options.
TPF 4	Develop city-wide training/practice-sharing activities focussed on Year 6 transition.
TPF 5	Implement a clear process for phase transfers (-1 to Reception, Year 6 to Year 7 and Year 11 to post-16) by working closely with families and statutory services such as School Admissions.

TPF 6	Increase the number of young people with SEND in employment through the development of supported internships and mentoring programmes with employers. Include a review of Information, Advice and Guidance available in the city for young people.
TPF 7	Review commissioning approaches and health and medical services to ensure that children and young people up to the age of 25 experience a seamless service and age-appropriate care.
TPF 8	Develop and increase the opportunities for young people and adults with Learning Disabilities to enhance their life skills.
TPF9	Develop a range of tools for providers in the city to prepare our children for adulthood.
TPF 10	Provide training for foster carers who can become shared lives carers. This will ensure consistency for young people with SEND who remain in family homes.
TPF 11	Expand the Move On project to enable more adults with learning disabilities to have greater levels of independent living.
TPF 12	Improve multi-agency working when planning the discharge of people with Learning Disabilities who are leaving their hospital placements.
TPF 13	Review the commissioning of services for young adults between the ages of 18 and 25 with SEND to ensure they experience seamless and age appropriate care. Young people will be included in commissioning decisions.
TPF 14	Develop an integrated, joined-up and multi-agency offer to support the transition of young people with SEND and complex health needs to adult services - even when there are no clearly identifiable adult services to meet their needs.
TPF 15	Commission services to ensure that providers of adult services actively contribute to the transitions care plan; this may include joint clinics held in a young person-friendly environment where a holistic approach can be readily adopted.
TPF16	Focus on developing children and young people's independence, confidence and social skills so they can access education and their local community. Ensure an independent travel training programme is developed within the city.
TPF 17	Build on the 'What's out there' days for young people with Disabilities.

Priority 6: Sufficiency of SEND Services and Provision

Vision: To ensure that the right provision is available at the right time for all children and young people with SEND which includes Early Years, Post-16, Post-10 and adults with a Learning Disability.

What are the outcomes?

- A commissioning strategy for children and young people with Special Educational Needs and/or Disability and adults with Learning Disabilities will be in place
- We will have a clear evidence base that supports the allocation of funding to further develop our specialist provision and services
- We will have a clear and accessible Local Offer of support

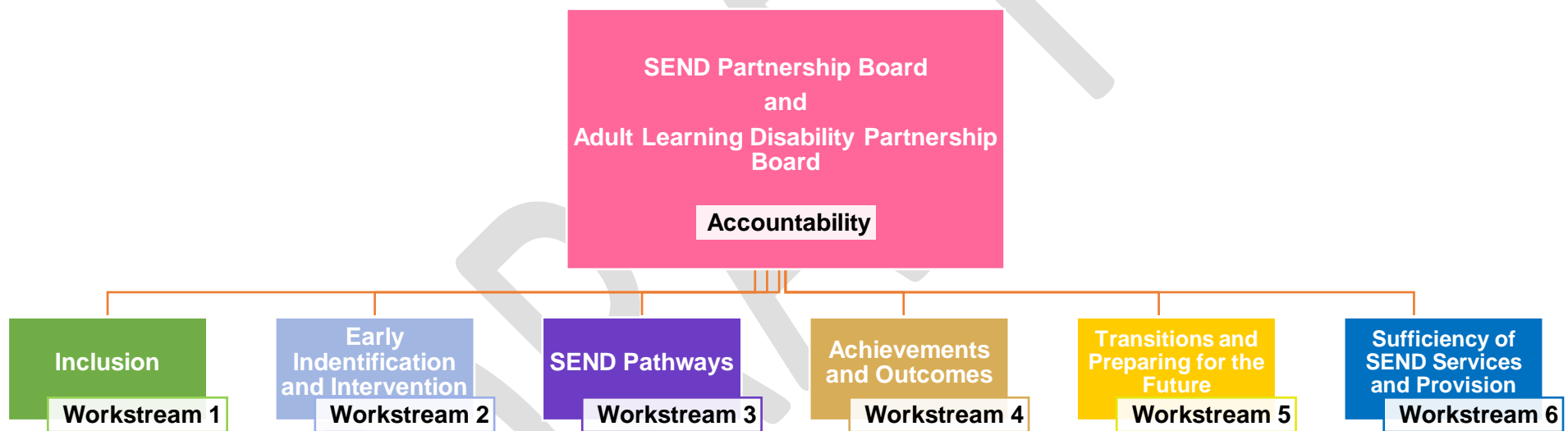
We will:

Action Reference	Priority 6: Sufficiency of SEND Services and Provision Strategic Actions Workstream 6
SF1	Carry out a city-wide SEND sufficiency project to plan effectively how we will meet the prospective needs of our children and young people with SEND and adults with a Learning Disability. The purpose of this project will be to identify what provision and services we will require for children and young people in terms of Education, Health and Social Care for a range of needs.
SF2	Continue to harness the reach/knowledge/input from the wide range of (parent/carer/advocacy) community support groups across the city which add value to all statutory services.
SF3	Establish an LA commissioning and brokerage team to ensure a wide range of activities are accessible for all children and young people with SEND. This will keep children and young people in their local community and use resources efficiently.
SF4	Continue to build on the Local Offer information detailing provision available for children and young people with SEND across Education, Health and Social Care.

SF5	Develop our SEMH offer to support children to stay in mainstream provision. We will engage specialist support to work at an earlier stage with children to stabilise placements and prevent exclusion.
SF6	Be responsive to the changing needs of our local population through data and intelligence, using local data sources such as the Disability Register overseen by Amaze. For example, for families where English is an additional language, we will increase support so that parents can better understand their child's needs.
SF7	Review how SEND is funded across the system at a local level and explore alternative ways to manage the High Needs Block allowance for EHC Plans.
SF8	Carry out a skills audit to identify where we need to target support to improve staff recruitment and ensure retention in services that support SEND.
SF9	Review our offer for children and young people with Disabilities with a view to increasing the quality and capacity of Personal Assistants (PA) for young people in the city.
SF10	The CCG will improve their data systems to predict need and to plan effectively how we will meet the needs of children and young people.

DRAFT

Appendix 1: Governance – How we will make sure this is delivered.



We will deliver our strategy using a workstream approach involving all key partners. Each workstream will have co-leads from Education, Social Care and Health. The Parent and Carer Council will have focus groups aligned to each workstream with a named lead who will represent PaCC on each workstream and act as an equal partner in the delivery of jointly developed action plans. The workstreams will meet bi-monthly and report directly to the SEND Partnership Board and the Adult Learning Disability Partnership Board twice a year.

Appendix 2: Links to other strategies

Brighton & Hove Council Corporate Plan 2020-2023

Adults Learning Disabilities Strategy

Hidden Children Strategy

Health and Adults Social Care Commissioning Strategy

Health and Wellbeing Strategy

NHS Long term plan

The Carers Strategy

Joint Strategic Needs Assessment

Appendix 3: SEND Partnership Board Members

Joint Chairs: Assistant Director Health, SEN & Disability, Commissioning Manager, Clinical Commissioning Group

Parent Carer Council

AMAZE Charity that gives information, advice and support to families of children and young people with special educational needs and disabilities (SEND) in Brighton & Hove

Head of Service-Early Years Youth & Family Support

Head of Brighton and Hove Inclusion Support Services

Head of Service 0-24 Specialist Community Disability Service

Head of Service 25+ and Specialist Clinical Services

Service Manager – Policy & Business Support

Head of SEN Statutory Service

Head of School Organisation

Designated Medical Officer

Executive Head, East Hub

Executive Head, West Hub

Executive Head, Central Hub

Headteacher, Hove Park School

SENCO, Blatchington Mill School

SENCO, Longhill School

Performance Manager, Performance and Safeguarding Service

Appendix 4: Adult Learning Disability Partnership Board Members

Head of Service 25+ and Specialist Clinical Services

Head of Service 0-24 Specialist Community Disability Service

Representative from Grace-Eyre

Representatives from Speak Out

Lead Councillor for Adult Social Care

Representative from Healthwatch

Deputy Chair of Parent and Carers' Council

Representatives from Amaze

Representative from the Carers Centre

Assistant Director for Health, SEN and Disability

Commissioning and Performance Manager

Learning Disability Health Facilitator

Representatives from Health & Adult Social Care:

Commissioning & Contracts Manager

Performance and Commissioning Manager (Engagement Lead)

Health Promotion Specialist

Representative from Brighton & Hove Clinical Commissioning Group:

Community Health Trainer, Healthy Lifestyles

Equalities Manager

Active for Life Sport & Physical Activity Worker

Employability Adviser, Employability Team

Representatives from Sussex Partnership NHS Foundation Trust
Learning Disability Liaison Nurse Manager,

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Glossary of terms

SEND	Special Educational Needs and or Disabilities
LA	Local Authority
CCG	Clinical Commissioning Group
PACC	Parent Carers' Council
SENDIASS	Special Educational Needs Information Advice and Guidance Service
SCFT	Sussex Community Foundation Trust
CAMHS	Child and Adolescent Mental Health Service
BHISS	Brighton and Hove Inclusion Support Service
ADHD	Attention Deficit Hyperactivity Disorder
ASC	Autistic Spectrum Condition
GP	General Practitioner
EHC	Education, Health and Care
BAP	Behaviour and Attendance Partnerships
NHS	National Health Service

Accessible information

If you would like this letter or information in an alternative format, for example large print or easy read, or if you need help communicating with us, for example because you use British Sign Language, please let us know. You can call us on 01273 293552 or email SEN.Team@brighton-hove.gov.uk



Subject:	Adult & Community Learning		
Date of Meeting:	15th June 2020		
Report of:	Deb Austin Interim Executive Director for Families Children & Learning		
Contact Officer:	Name:	Carla Butler	Tel: 01273 291281
	Email:	carla.butler@brighton-hove.gov.uk	

1. PURPOSE OF REPORT AND POLICY CONTEXT

- 1.1 The purpose of this report is to inform committee of the recent decisions made at Housing Committee on 29th April 2020, and Policy and Resources Committee on 30th April 2020.

2. RECOMMENDATIONS:

- 2.1 That committee notes the recommendations approved by the Housing and Policy and Resources Committees.

3. CONTEXT/ BACKGROUND INFORMATION

- 3.1 The council's adult & community learning offer funded by the Education and Skills Funding Agency (ESFA) is currently delivered through sub-contracting arrangements.

- 3.2 The Friends Centre, the council's main provider of adult and community learning, recently informed the council that they would not be in a position to provide the services at the end of the academic year on 31st July 2020.

- 3.3 The report presented to the Housing and Policy and Resource Committees set out the options and recommendations for the future delivery model of the council's adult and community learning offer from 1st August 2020.

3.4 Housing Committee agreement:

That a contribution of £40,000 from the Housing Revenue Account be set aside in the 2020/21 financial year to support the funding requirements detailed in Option 1 in the Policy and Resources Committee report and that any future HRA contributions be conditional on tenants support evidenced by consultation and that should this consultation be favourable, the HRA contribution be proportionate to the established benefits derived by tenants from these services, as also described in 3.41.

3.6 Policy & Resources Committee agreement:

- 3.7 That the Adult and Community Learning be brought in-house following the expiry of the current arrangements on 31st July 2020;

- 3.8 That additional funding to be allocated to the Families, Children and Learning Directorate to cover the associated costs of bringing delivery in-house.
- (i) Option 1 – funding anticipated being in the region of £61,030 in year 1, based on funding of £20,000 each for Neighbourhood Learning in Deprived Communities (Hangleton and Knoll and Whitehawk Inn) is provided by the Housing Revenue Account.
- 3.9 That delegated authority be granted to the Executive Director for Economy, Environment & Culture to:
- (i) Secure a 1year lease on Isetta Square from the Friends Centre.
 - (ii) Take any other steps necessary to implement the recommendations in this report.
- 3.10 That delegated authority be granted to the Executive Director for Families, Children & Learning to:
- (i) Take forward TUPE arrangements to facilitate the in-house provision of community learning delivered by the friends centre.
 - (ii) Take forward the option to bring in house two externally funded projects, Step by Step and Get Socially Active projects and manage TUPE arrangements and subsequent liaison with funders
 - (iii) Take any other steps necessary to implement the recommendations in this report including a comprehensive review of the service after one and three years of operation to assess value for money, opportunities for efficiencies, investment and growth opportunities, performance, satisfaction, and impact on equalities data.
- 3.11 That delegated authority be granted to the Executive Director for Neighbourhoods, Communities & Housing to take forward the recommendation to fund Neighbourhood Learning in Deprived Communities from the Housing Revenue Account of £40,000,if option 2.3 (i) is approved.
- 3.12 The Adult and Community Learning report and appendices presented to Housing Committee and Policy and Resources Committees are included in the Appendices.

SUPPORTING DOCUMENTATION

Appendices:

1. Adult and Community Learning Report - Housing Committee – Agenda item 79, and Policy and Resources Committees – Agenda item 167,
2. Adult and Community Learning Briefing Paper
3. Adult curriculum proposal
4. Delivery venues
5. Neighbourhood Learning in Deprived Communities Briefing Paper
6. Adult & Community Learning Extract for CYPS

Appendix 2 – briefing paper Adult Education and Community Learning

1. The Department for Education apportions the Adult Education Budget (AEB) between the Education Skills Funding Agency (ESFA) and the six mayoral combined authorities. The ESFA awards direct non-procured grants to local authorities on an annual basis. AEB funds flexible tailored programmes of learning for adults aged 19+.
2. The council is subject to Ofsted; at the last inspection in February 2020 the council was awarded an overall Grade 2 Good judgement.
<https://reports.ofsted.gov.uk/provider/42/50835>
3. The councils AEB allocation includes funding ring fenced for Community Learning which is used to develop the skills, confidence, motivation and resilience of adults of different ages and backgrounds in order to:
 - progress towards formal learning or employment and/or
 - improve their health and well-being, including mental health and/or
 - develop stronger communities
4. The Adult Education Budget supports three legal entitlements to full funding for eligible adult learners (set out in the Apprenticeships, Skills and Children's Learning Act 2009), for the following qualifications:
 - English and maths, up to and including level 2, for individuals aged 19 and over, who have not previously attained a GCSE grade A* - C /grade 4, or higher, and/or
 - first full qualification at level 2 for individuals aged 19 to 23, and/or
 - first full qualification at level 3 for individuals aged 19 to 23
5. Community Learning Courses are reported to the ESFA under four delivery strands:
 - **Personal and Community Development Learning** - for personal and community development, cultural enrichment, intellectual or creative stimulation and for enjoyment (generally not leading to a formal qualification)
 - **Family English, Maths and Language** - learning to improve the English, language and maths skills of parents, carers or guardians and their ability to help their children
 - **Wider Family Learning** - learning to help different generations of family members to learn together how to support their children's learning

- **Neighbourhood Learning In Deprived Communities (NLDC)** - supports local Voluntary and other third sector organisations to develop their capacity to deliver learning opportunities for the residents of disadvantaged.
6. £40,000 of BHCC's allocation for 2019/20 is awarded to Neighbourhood Learning in Deprived Communities (Whitehawk Inn and Hangleton and Knoll).
 7. Community Learning Funding providers are required to have a Pound Plus Policy. Pound Plus is additional income, savings, or in kind benefit generated from other sources, it must be invested in the people with most need who can least afford community learning provision. For transparency, providers are also required to have a Local Fee Remission Policy which sets out clear eligibility criteria for individuals who, due to their circumstances, qualify for either partial or total fee remission.
 6. Partnership working underpins the community learning objectives and is critical to developing and delivering an effective community learning offer. Providers must engage and work closely with a wide range of relevant partners and stakeholders in their local area to help shape their community learning offer to engage specific groups.
 7. Currently in the City, other providers in receipt of AEB and Community Learning Funding directly from the ESFA work together to achieve these aims through the ESFA Network, a sub-group of the Adult Learning and Skills Partnership (ALSP). The network terms of reference are:
 - Ensuring a varied curriculum offer which meets the needs of learners and is responsive to local demand for skills
 - Effectively utilising the Adult Education Budget to minimise under-recruitment or oversupply of provision
 - Ensuring progression opportunities and pathways
 - Increased awareness and understanding provision available to enable signposting and cross-referral of students
 - Policy oversight: including funding, sub-contracting, finance, auditing
 - Responding to consultation on behalf of the City as a professional network
 - Capturing, reporting and responding to the Learner voice
 - Reports to ALSP significant issues, including barriers to progress at a city and regional level.
 8. Current ESFA City Network Members are in receipt of the following AEB allocations for 2019/20.

Member	Adult Education Budget	Community Learning allocation proportion	Notes
Brighton & Hove City Council	£560,349	£412,289	Delivery sub-contracted

Varndean College Adult Learning	£269,029	£68,487	
Portslade Adult Community Learning (PACA)	£290,155	£101,416	Part of the Aldridge Academy
Greater Brighton Metropolitan College	£5,114,188	£653,880	Brighton & Hove and West Sussex

1.1 Accredited Learning courses

Area	Number of Courses	Number of Enrolments
English Autumn Term	1 accredited 4 non-regulated	34
ESOL Autumn Term	6 (4 S&L and 2 Writing) 3 non-regulated	76
Maths Autumn Term	2 non-regulated	16
English Spring Term	1 accredited 4 non-regulated	34
ESOL Spring Term	6 (4 Writing and 2 S&L) 3 non-regulated 1 Functional Skills ICT	94
Maths Spring Term	2 non-regulated	16
English Summer Term	1 accredited 4 non-regulated	34
ESOL Summer Term	6 (4 S&L and 2 Writing) 3 non-regulated 1 Functional Skills ICT	98
Maths Summer Term	2 non-regulated	16
TOTALS		418

1.2 Community Learning courses

Area	Number of Courses per term	Number of Weeks	Number of terms	Number of Enrolments overall
ESOL Read / Write Courses	2	10	3	60
IT	5	10	3	105
Personal Development	2	6	3	60
Employability	8	2	1	120
Family Learning (through BHCC contracted tutors)				
TOTALS	17+			285+

1.3 Courses acquiring fees, and offering concessions and Better Living through Learning (BLTL- courses for £15)

Area	Number of Courses per term	Number of Weeks	Number of terms	Number of Enrolments overall
Spanish	5	10	3	180
French	3	10	3	105
Sewing	2 7 1	5 10 15	3 3 2	220
Crochet	2	5	3	50
Photography	1	5	3	25
Art	3 1 10	5 8 10	3 3 3	335
Printing	2	6	3	50
Writing	3	5	3	85
TOTALs	40			1,050

Appendix 4 - Adult and Community Learning venues (Appendix 3 P&R Committee)

The table below lists the current venues where delivery has been held during 2019/2020.

Location of courses delivered	Courses delivered
BMECP	2
Brighton Junction	193
Brunswick Primary School	1
BUCFP	1
Hangleton Library	1
Ivory Place	53
Moulsecoomb Leisure Centre	4
Moulsecoomb Primary	1
Moulsecoomb Primary School	4
OASIS	1
Peter Gladwin Primary	1
Queens Park Primary	1
Rudyard Kipling School	2
St Bartholomew's School	1
St George's Hall	1
Tarner Children Centre	2
Vallance Community Centre	1
Voices In Exile	3
West Blatchington Primary School	2
Whitehawk Inn	24
	299

All delivery at schools apart from an IT course at Moulsecoomb Primary School is Family Learning courses specifically for parents in that school.

Appendix 5 - briefing Paper - Neighbourhood Learning in Deprived Communities
(Appendix 4 – P&R paper)

1. This paper describes how Brighton & Hove City Council uses the funding allocated by the Education Skills Funding Agency (ESFA), through the Adult Education Budget (AEB) for Neighbourhood Learning in Deprived Communities (NLDC) a delivery strand of the community learning element of the AEB. NLDC supports local voluntary and other third sector organisations to develop their capacity to deliver learning opportunities for the residents of disadvantaged neighbourhoods.
2. In Brighton and Hove, NLDC grants of £20,000, has been awarded to the Hangleton and Knoll Partnership (HKP) and the Whitehawk Inn.
3. These Hubs are located in the most deprived parts of the City. Delivery in community venues widens participation in learning enabling them to work with clients who are least likely to be engaged in learning and consequently are furthest from the labour market, and least likely to access a more formal learning or training opportunity with other providers in the City.
4. They deliver largely non-accredited community learning programmes and first steps engagement learning which encourages development of skills which lead to progression into further study, volunteering, active citizenship, and work-readiness. They also work with other organisations and services to enable the provision offer to be customised to better meet the needs of residents, as well as achieve the city's strategic priorities to reduce unemployment, address low skills and improve economic outcomes for residents furthest from the labour market.
5. All non- accredited programmes are judged using the national Recognising and Recording Progress and Achievement (RARPA) process. Learners identify targets based on the programme content, learners are asked to rate their skills at the start and end of their learning to ensure they recognise the additional work-related skills they have gained on their programme.
6. Learners include residents who; have left compulsory education with no or low qualifications; had long periods of unemployment or little or no work history; suffer or have suffered from mental health problems; are/have previously been dependent on drugs and/or alcohol; been homeless; are ex-offenders.
7. The main barriers for residents are low prior attainment in maths and English, low confidence and self-esteem, a lack of work experience and poor digital skills. NLDC funding provides support to overcome these barriers to enable residents to benefit from opportunities over time that would not have been possible without the support of a first step approach.

8. In 2018/19 341 learners were supported by both organisations.

9. An example of the learning offer provided by both hubs is provided below:

Hangleton & Knoll Project (enrolments: 127 2018/2019)

- Food Safety
- Follow on IT course
- First Aid
- Community Volunteer Development
- ESOL conversation focussing on health, education and employment
- Computing for improvers
- Your Life, retirement course
- Microsoft Office
- Family history
- Solution focussed well being

Whitehawk Inn (enrolments: 161 2018/2019)

- Digital Gadget Workshop
- Creative Writing
- Graffiti Workshop
- Green Screen Filming
- Knitting
- Spoken Word
- Made of Money
- Social History
- IT Skills
- CV writing
- Interview Skills
- Job search & IAG

In addition digital first steps engagement sessions support residents to navigate DWP support, produce job applications, access electoral registration and money saving websites.

Subject:	ADULT & COMMUNITY LEARNING – Extract from the proceedings of the Policy & Resources Committee meeting held on the 30 April 2020		
Date of Meeting:	15 June 2020		
Report of:	Executive Lead Officer for Strategy, Governance & Law		
Contact Officer:	Name:	Mark Wall	Tel: 01273 291006
	E-mail:	mark.wall@brighton-hove.gov.uk	
Wards Affected:	All		

FOR GENERAL RELEASE

Action Required of the Council:

To receive the item referred from the Policy & Resources Committee for information.

Recommendation. That the decisions of the Policy & Resources Committee be noted.

BRIGHTON & HOVE CITY COUNCIL
POLICY & RESOURCES COMMITTEE

4.00pm 30 APRIL 2020

VIRTUAL MEETING

MINUTES

Present: Councillor Platts (Chair) Yates (Deputy Chair), Mac Cafferty (Opposition Spokesperson), Bell (Group Spokesperson), Allcock, Clare, Gibson, Moonan, Miller and Shanks.

PART ONE

167 ADULT & COMMUNITY LEARNING

- 167.1 The Interim Executive Director for Families, Children & Learning introduced the report concerning the future delivery model of the Council's Adult & Community Learning offer funded by the Education & Skills Funding Agency. She noted that the Housing Committee had agreed to the use of HRA funding for Year 1.
- 167.2 Councillor Shanks welcomed the report and formally moved an amendment on behalf of the Green Group which sought to enable alternative options to be looked at.
- 167.3 Councillor Clare formally seconded the amendment.
- 167.4 Councillor Bell stated that he fully supported the scheme although was concerned about the call on HRA funding and questioned whether it would be more appropriate to use the General Fund.
- 167.5 The Acting Chief Finance Officer stated that the HRA was to be used for then benefit of tenants and this had been demonstrated in the report. However, the decision was for Members although the current pressures on the General Fund should be taken into consideration as outlined in the options listed in the report.
- 167.6 Councillor Allcock noted that the Housing Committee had agreed to the funding from the HRA for the first year and welcomed the Green Group's amendment. He believed there was a need for the service in the city and noted the support of the Trustees from the Friend's Centre.
- 167.7 Councillor Gibson stated that any future funding needed to be proportionate to the tenants' benefits and future consultation on how the service would be provided needed to be improved. He hoped that the service could be turned around and could then continue to provide the important support to adults in the city.

- 167.8 Councillor Miller expressed some reservations about the use of HRA and noted that some people would effectively be paying twice for the service. He was also concerned about funding elements and welcomed the Green amendment.
- 167.9 Councillor Moonan acknowledged the need to look at the funding elements and stated that the service provided an important second opportunity to develop skills and knowledge and hoped that it could be supported.
- 167.10 The Chair noted the comments and put the Green Group's amendment to the vote which was carried unanimously.
- 167.11 The Chair then put the recommendations to the vote, noting that the recommendation to use the £40k funding from the HRA in Year 1 was being put forward as the preferred option.

167.12 **RESOLVED:**

- (1) That a contribution of £40,000 from the HRA be set aside in the 2020/21 financial year only to support the funding requirements detailed in Option 1 in the report and subject to recommendation 3 below, and that any future HRA contributions be conditional on tenants support evidenced by consultation and that should this consultation be favourable, the HRA contribution be proportionate to the established benefits derived by tenants from these services, as also described in paragraph 3.41 of the report;
- (2) That the Adult and Community Learning be brought in-house following the expiry of the current arrangements on 31st July 2020;
- (3) That additional funding to be allocated to the Families, Children and Learning Directorate to cover the associated costs of bringing delivery in-house based on the option below be approved:
 - (i) Funding anticipated being in the region of £61,030 in year 1, based on funding of £20,000 each for Neighbourhood Learning in Deprived Communities (Hangleton and Knoll and Whitehawk Inn) is provided by the Housing Revenue Account; and
 - (ii) If necessary, to explore other options to mitigate any loss of NLDC funding to the Hangleton and Knoll and Whitehawk Inn project resulting from the in-house proposal moving beyond year one, should no further funding be obtained from the HRA in future years .

Note: the costs for year two onwards for both options is dependent on securing suitable accommodation within the council.

- (4) That delegated authority be granted to the Executive Director for Economy, Environment & Culture to:
 - (i) Secure a 1year lease or license as appropriate on Isetta Square from the Friends Centre; and

- (ii) Take any other steps necessary to implement the recommendations in this report.
- (5) That delegated authority be granted to the Executive Director for Families, Children & Learning to:
 - (i) Take forward TUPE arrangements to facilitate the in-house provision of community learning currently delivered by the Friends Centre.
 - (ii) Take forward the option to bring in-house two externally funded projects, Step by Step and Get Socially Active projects and manage TUPE arrangements and subsequent liaison with funders.
 - (iii) Take any other steps necessary to implement the recommendations in this report including a comprehensive review of the service after one and three years of operation to assess value for money, opportunities for efficiencies, investment and growth opportunities, performance, satisfaction, and impact on equalities data.
- (6) That delegated authority be granted to the Executive Director for Housing, Neighbourhoods & Communities to take forward the recommendation to fund Neighbourhood Learning in Deprived Communities from the Housing Revenue Account of £40,000; and
- (7) That the Audit & Standards Committee receive a report, to ensure good financial governance for the city council.