

Children, Young People & Skills Committee

Date: **7 November 2022**

Time: **4.00pm**

Venue **Council Chamber, Hove Town Hall**

Members: **Councillors:** Allbrooke (Chair), John (Deputy Chair), O'Quinn (Opposition Spokesperson), Brown (Group Spokesperson), Grimshaw, Hamilton, Lloyd, McNair, Meadows and Nield

Co-optees

Trevor Cristin (Diocesan Director of Education) and Simon Parr (Catholic Diocese)

Non-Voting Co-optees

Adam Muirhead (Community Works Rep)

Contact: **Emma Thomson**
Democratic Services Officer
01273 291077
emma.thomson@brighton-hove.gov.uk

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AGENDA

15 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.

16 MINUTES

7 - 14

To consider the minutes of the meeting held on 12 September 2022.

17 CHAIR'S COMMUNICATIONS

18 CALL OVER

19 ITEMS REFERRED FROM COUNCIL

No items were referred from Council held on 20 October 2022.

20 PUBLIC INVOLVEMENT

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

- (a) **Petitions:** to receive any petitions received by due date of 10 working days ahead of the meeting (24 October 2022);
- (b) **Written Questions:** to receive any questions submitted by the due date of 12 noon on the 1 November 2022;
- (c) **Deputations:** to receive any deputations submitted by the due date of 12 noon on the 1 November 2022.

21 MEMBER INVOLVEMENT

To consider the following matters raised by Councillors:

- (a) **Petitions:** to receive any petitions notified by the due date of 24 October 2022;
- (b) **Written Questions:** to consider any written questions;
- (c) **Letters:** to consider any letters;
- (d) **Notices of Motion:** to consider any Notices of Motion submitted directly to the committee.

22 ETHNIC MINORITY ACHIEVEMENT SERVICE (EMAS) UPDATE

Presentation from EMAS Team Leader.

23 SCHOOL ADMISSION ARRANGEMENTS 2024-25

15 - 70

Report of the Executive Director Families Children & Learning

Contact Officer: Richard Barker

Tel: 01273 290732

Ward Affected: All Wards

24 SIXTH FORM PROVISION

Report of the Executive Director Families Children & Learning – report to follow.

25 PROPOSAL TO RELOCATE THE PRIMARY PUPIL REFERRAL UNIT PROVISION TO THE FORMER WEST HOVE INFANT SCHOOL, CONNAUGHT ROAD SITE

71 - 80

Contact Officer: Richard Barker

Tel: 01273 290732

Ward Affected: All Wards

26 EARLY YEARS STRATEGIC ACTION PLAN

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Contact Officer: Joanne Templeman

Ward Affected: All Wards

27 FAIRER BRIGHTON & HOVE - NOVEMBER 2022 UPDATE

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Report of the Executive Director Families Children & Learning

Contact Officer: Carolyn Bristow
Ward Affected: All Wards

Tel: 01273 291288

28 YOUTH COUNCIL - MAKE YOUR MARK UPDATE 129 - 134

Report of the Executive Director Families Children & Learning

Contact Officer: Deborah Corbridge
Ward Affected: All Wards

Tel: 01273 29

29 SCHOOL OFSTED PRESENTATION 135 - 140

30 ITEMS REFERRED FOR COUNCIL

To consider items to be submitted to the 15 December 2022
Council meeting for information.

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FURTHER INFORMATION

For further details and general enquiries about this meeting contact Emma Thomson, (01273 291077, email emma.thomson@brighton-hove.gov.uk) or email democratic.services@brighton-hove.gov.uk

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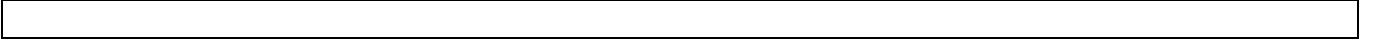
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Brighton & Hove City Council
Children, Young People & Skills Committee

4.00pm 12 September 2022

Council Chamber, Brighton Town Hall

Minutes

Present: Councillor Allbrooke (Chair), John (Deputy Chair), O'Quinn (Opposition Spokesperson), Brown (Group Spokesperson), Grimshaw, Hamilton, Lloyd, McNair, Meadows and Nield

Co-optees: Ms D Boyd and Mr A Muirhead

Part One

1 PROCEDURAL BUSINESS

(a) Declarations of Substitutes

1.1 There were none

(b) Declarations of Interest

1.2 There were none

(c) Exclusion of Press and Public

1.3 There were no Part Two Items and so the press and public were not excluded from the meeting.

1.4 The Chair's statement on the death of Her Majesty Queen Elizabeth II

We are holding this Committee during a period of national mourning and today we join with people around the world in noting the sad death of Her Majesty Queen Elizabeth II.

As elected politicians, we recognise many people will be saddened by the news and wish to pay their respects. For that reason, before we proceed to the items on the agenda, I ask the Committee, assembled Officers and Co-optees to join me in a minute's silence.

One minute silence

I wanted to let the Councillors know that the Corporate Parenting Board, scheduled to take place on Monday 19th September will be postponed. Arrangements for the meeting will be confirmed.

The loss of Her Majesty Queen Elizabeth II may bring up feelings that we have all experienced or will experience. These are feelings that we will all recognise of grief and mourning. Grief for those who have had a significant impact on our lives, whether we knew them personally or not, can emerge in different ways and I wish both the Queen's family and everyone who loved her my sympathies at this time. If you are experiencing complicated feelings of grief and need support, Cruse, the bereavement charity has a free helpline as well as some helpful advice on their website.

Our new monarch, King Charles III, has been an advocate of many of the young people this committee strives to support through the Prince's Trust Charity, which he founded in 1976. The Prince's Trust supports young people to get their lives back on track – whether they are experiencing homelessness, unemployed, struggling at school or leaving care. This includes work in our city, such as the 12-week Team Trust programme which runs from Greater Brighton Metropolitan College. This is something we can all take inspiration from.

2 MINUTES

- 2.1 **RESOLVED:** That the minutes of the meeting held on 13 June 2022 be agreed as a correct record.

3 CHAIR'S COMMUNICATIONS

- 3.1 The Chair gave the following communication:

I would like to highlight that on Saturday, my partner Benedict and I entered a civil partnership downstairs at Brighton Town Hall. Going forward please refer to me as Councillor Allbrooke. Thanks of course to the ceremonies team for a wonderful ceremony.

I would like to give my congratulations once again to all our city learners who were moving on from their schools and colleges this summer. Many young people have been celebrating fantastic GCSE and A-Level results and we are proud of all our city learners who have done incredibly well after a difficult couple of years. We wish them all the very best of luck for the future. A future meeting of this Committee will provide a report which gives a breakdown of achievement for the different areas of the city and look at those who face barriers to accessing education.

4 CALL OVER

- 4.1 All items were reserved for discussion.

5 PUBLIC INVOLVEMENT

- 5.1 There were no Petitions, Written Questions or Deputations.

6 ITEMS REFERRED FROM COUNCIL

- 6.1 There were no items referred from Full Council.

7 MEMBER INVOLVEMENT

7.1 There were no Petitions, Written Questions, Letters or Notices of Motion.

8 ETHNIC MINORITY ACHIEVEMENT SERVICE (EMAS) UPDATE

8.1 The Chair advised that due to technical issues it was not possible to show any visual presentations, and so this item has been deferred to a later meeting of this Committee.

9 FOSTER CARE PLACEMENTS

- 9.1 The Committee considered the report of the Executive Director Families Children & Learning regarding the procurement of a hybrid framework agreement and the award of the hybrid framework agreement and individual placement agreements, for foster care placements in the independent sector.
- 9.2 Cllr O'Quinn sought clarification regarding the allocation of the weekly payment of £826 to independent foster care agencies. The Children's Placement Manager advised the agency receives this payment to manage the placement, including training of the foster care parents and supervisions, with a percentage – which is determined by the agency – allocated to the foster parents as an allowance. The Executive Director Families Children & Learning also noted there is an element of profit as whilst the payment covers the outlined costs, very few independent foster agencies are not for profit, which is why placing local children with Brighton and Hove carers in the city is a priority.
- 9.3 Cllr O'Quinn also queried how the allocation of financial support operates in line with the individual special needs of the foster child. The Children's Placement Manager confirmed £826 is an average as the amount paid is dependent on the referral sent to the agency and varies across agencies and age brackets.
- 9.4 Cllr Lloyd asked if the hybrid framework would increase the number of in-house carers within the city. The Assistant Director Children's Safeguarding & Care advised this is the aim. As the framework runs jointly with East Sussex County Council there will be increased awareness that placements are needed across Sussex which should promote an increase across the area, if not within the city. However, given the national shortage of foster carers, the framework may not guarantee an increase in placements but would cap finances to limit further costs where supply does not meet demand.
- 9.5 Cllr Grimshaw questioned how the cost-of-living crisis has been factored into allowances, particularly to ensure foster care families in Brighton and Hove can cover rising expenses. The Assistant Director Children's Safeguarding & Care explained that where foster parents become dissatisfied with the independent foster agency, they come to us. Currently, we offer an annual uplift with an additional 5% to reflect the cost-of-living crisis and so, where agencies do not respect the impact of the crisis on carers, the team would work with the family to move across to the Local Authority.
- 9.6 Cllr Brown noted that we are not currently charged by East Sussex County Council for access to the framework and wondered if this arrangement will continue and if there will be any notable contractual changes. The Children's Placement Manager confirmed

there is no plan to pay a fee as we work jointly with East Sussex and offer resources including evaluation, moderation, specifications, and variations.

- 9.7 Cllr Brown also queried if we pay West Sussex County Council and Southampton City Council for access to these frameworks. The Children's Placement Manager advised no fee is paid to West Sussex whereas with Southampton we would be required to pay a fee should we chose to go down that route because we were unable to meet our requirements via East Sussex.
- 9.8 **RESOLVED:** That the Committee:
- (i) Granted delegated authority to the Executive Director of Families, Children & Learning to:
 - (1) Take all necessary steps to procure and award a hybrid framework agreement jointly with East Sussex County Council (ESCC), but led by ESCC, for the provision of foster care placements in the independent sector for an initial term of four (4) years commencing on 1 April 2023 with an option to extend for up to a further two (2) years and providing for the re-opening of the agreement to new applications on the second and fourth anniversary of the term commencement i.e. on 1 April 2025 and 1 April 2027, and
 - (2) Procure and award call off contracts and individual placement agreements from the hybrid framework agreement outlined at (1) above.
 - (ii) Agreed that an up-date be given to the CYPS committee in April 2024 and a report given in April 2025 on the performance of the hybrid framework agreement with ESCC for the provision of foster care placements in the independent sector.

10 HOME TO SCHOOL TRANSPORT SERVICE PROGRESS REPORT

- 10.1 The Committee considered the report of the Executive Director Families Children & Learning which provided an update and progress report on the Home to School Transport (HTST) Service.
- 10.2 Cllr O'Quinn raised concerns regarding the increasing costs of the service and requested details of a contingency plan to prevent further overspending. The Head of Service outlined steps which are being taken including monitoring of eligibility criteria, setting realistic expectations of how children's needs are met, mindfulness of the city's sustainability goals, consideration of appropriate minibus use, working with colleges to review timetabling and closely working with SEND colleagues on route management and planning.
- 10.3 Cllr Meadows asked how we could improve consultation figures given the low response rate. The Head of Service advised a rolling survey is available to parents all year round, which they are alerted to via HTST communications, the Parent and Carer's Council and their social media channels. Nevertheless, it remains challenging to increase engagement without inundating parents, though there is a potential to link in with SEND activity to identify further opportunities for feedback.

- 10.4 Ms Boyd enquired if there were plans to look at post-19 services, to which the Head of Service confirmed they are meeting with the Head of SEND and Head of SEDS on 21st September to discuss arrangements further.
- 10.5 **RESOLVED:** That Committee noted this progress report on the Home to School Transport (HTST) Service.
- 11 PROPOSAL TO EXPAND HILL PARK SPECIAL SCHOOL BY ESTABLISHING A SATELLITE SITE AT THE CEDAR CENTRE**
- 11.1 The Committee considered the report of the Executive Director Families Children & Learning which provided feedback from the recent formal representation period following the issue of Statutory Notices in respect of the proposal to expand Hill Park.
- 11.2 Cllr O'Quinn asked what the impact of the Hill Park expansion would be in terms of reducing the budget for children having to go out of the city for specialist placements. The Assistant Director Health, SEN & Disability Services confirmed the proposal should have a positive impact on this spend since this type of provision has been targeted as it covers the profile of need that is going out of the city the most.
- 11.3 Given current waiting times, Cllr Nield raised concerns regarding the admissions criteria requiring an autism diagnosis and an EHCP to be in place and asked how the wait is being reduced. The Assistant Director Health, SEN & Disability Services advised CAMHS have commissioned an external agency to undertake assessments, which has significantly reduced the waiting time. The Executive Director Families Children & Learning also revealed NHS Sussex has put additional funding in place to address difficulties in the neurodevelopmental pathway.
- 11.4 Cllr Meadows wondered what the expected savings of the provision would be, which the Assistant Director Health, SEN & Disability Services estimated to be significant, saving around £10,000 per placement, with fewer high-cost placements required due to earlier intervention, and reduced transport costs due to local provisions.
- 11.5 Ms Boyd queried details of plans for SEND children with social, emotional, and mental health difficulties, who are not eligible for a place at Hill Park and whose needs cannot be met at Homewood, and other cohorts where provision is lacking including post-16 with learning difficulties. The Assistant Director Health, SEN & Disability Services confirmed social, emotional, and mental health provision is the focus for this autumn, with data analysis underway and a presentation scheduled for this week's SEND Partnership Board to determine the next steps in the development of this form of provision.
- 11.6 **RESOLVED:** That Committee agreed to confirm the proposal contained in the Statutory Notice that Hill Park School should expand by establishing a satellite site at the former Cedar Centre with effect from September 2023.
- 12 2021/2022 FAMILIES CHILDREN & LEARNING PERFORMANCE REPORT**
- 12.1 The Committee considered the report of the Executive Director Families Children & Learning which offered a summary of the performance of the Families, Children and

Learning (FCL) directorate and provided an overview of business and improvement plans for the year ahead.

- 12.2 Cllr Brown queried the justification for the amber RAG rating for the attainment gap under Objective 2 in Appendix 3, questioning if this should be red due to the pandemic's impact in widening the gap. The Assistant Director Education & Skills confirmed the pandemic has had a significant impact for disadvantaged outcomes nationally, however, the performance rating accounts for the fact that a strategy has been accepted by the Committee and implemented.
- 12.3 Cllr O'Quinn wanted clarity on the red RAG rating for youth services under Objective 3 in Appendix 3. The Assistant Director Education & Skills advised this rating reflects that a youth hub has not yet been established, however, the team are currently awaiting notification from the government in relation to opening the round of bidding for the Youth Investment Fund to progress this.
- 12.4 Cllr Hamilton asked if there is a significant delay for EHCPs and if so, what is being done to reduce the waiting time. The Assistant Director Health, SEN & Disability Services confirmed there has been a 33% increase in EHCP applications in Brighton and Hove and staff shortages of caseworkers and management. Resultantly, a redesign has been undertaken, extra finances have been allocated to improve capacity and additional officers and the necessary management structure have been identified to manage the volume of EHCPs received.
- 12.5 Cllr McNair questioned why the number of children being educated at home remains high and if this is an area of concern. The Assistant Director Education & Skills advised there has been a rise nationally which is being monitored, however, they would be happy to present a report in a future meeting to outline figures and provide an update on the work that has been done locally, regionally, and nationally. In Brighton and Hove, families who educate at home are closely monitored and visited by the relevant team.
- 12.6 Ms Boyd queried why the RAG rating for several points relating to learning difficulties under Objectives 2 and 3 in Appendix 3 were amber. The Assistant Director Health, SEN & Disability Services advised many of the points are interlinked and require additional work with the relevant commissioning team. In relation to the points on independence and resilience, work is being done to develop direct payments and to ensure there is an increase in the number of payments to service users and their families.
- 12.7 **RESOLVED:** That the Committee
- (i) Noted the current performance of the directorate.
 - (ii) Noted the business and improvement plans for the year ahead.

13 SCHOOL OFSTED PRESENTATION

- 13.1 The Head of Education Standards & Achievements provided an update on the latest Ofsted inspections for schools in the city.

13.2 Cllr Grimshaw questioned why some of the early years settings did not have a previous Ofsted grade, to which the Executive Director Families Children & Learning confirmed further details can be provided via a written response.

13.3 **RESOLVED:** That the Committee noted the report.

14 ITEMS REFERRED FOR COUNCIL

14.1 No items were referred to the next meeting of Council.

The meeting concluded at 5.50pm

Brighton & Hove City Council

Children, Young People and Skills Committee

Agenda Item 23

Subject: School Admission Arrangements 2024-25

Date of meeting: 7 November 2022

Report of: Executive Director for Families, Children & Learning

Contact Officer: Name: Richard Barker, Head of School Organisation
Tel: 01273 290732
Email: Richard.Barker@brighton-hove.gov.uk

Ward(s) affected: All

For general release

1. Purpose of the report and policy context

- 1.1 This report details the proposed school admission arrangements for the academic year 2024-25 for the schools in the city where the Council is the admission authority.
- 1.2 When changes are proposed to admission arrangements, all admission authorities must consult on these new arrangements. Where the admission arrangements have not changed from the previous year there is no requirement to consult except where admission authorities must consult on their admission arrangements at least once every 7 years, even if there have been no changes during that period.
- 1.3 The committee will be asked to approve a consultation based on the proposals being suggested. They will then receive a further report in January 2023 seeking the determination of those arrangements for 2024-25.
- 1.4 Local Authorities must also set out schemes for coordinated admissions, including key dates in the admission process and the arrangements for consultation with own admission authority schools in the city and with other local authorities. They also establish the area (the “relevant area”) within which the admission consultation should take place.

2. Recommendations

- 2.1 That the committee agree to make no changes to the council’s admission arrangements (other than the changes listed below) or school catchment areas (where applicable).
- 2.2 That the Committee agree to consult upon a change to the Published Admission Number (PAN) of Downs Infant School from 120 to 90 pupils.

- 2.3 That the Committee agree to consult upon a change to the Published Admission Number (PAN) of Hertford Infant School from 60 to 30 pupils. As part of an overall approach to securing the future provision of a 'Hertford' education offer, with the vision to create a one form entry, single site, primary school in the future.
- 2.4 That the Committee agree to consult upon a change to the Published Admission Number (PAN) of Hove Junior School (Holland Road site) from 96 to 64 pupils to reflect changes previously made to Hove Infant School (Connaught Road).
- 2.5 That the Committee agree to make no changes to the "relevant area".

3. Context and background information

- 3.1 Admission Authorities are required to determine their admission arrangements annually. Where changes such as a decrease in the PAN are proposed the admission authority must first publicly consult on those proposed arrangements. The [School Admissions Code](#) sets out those groups and individuals who must be consulted. These include parents of children between the ages of two and eighteen, other persons in the relevant area who in the opinion of the admission authority have an interest in the proposed admissions all other admission authorities such as governing bodies within the relevant area and any adjoining neighbouring local authorities.
- 3.2 Consultation and determination of admission arrangements takes place approximately 18 months in advance of the academic year to which they apply. For the academic year 2024-25 the consultation process must take place between 1 October 2022 and 31 January 2023 and last for a minimum of 6 weeks.
- 3.3 It is proposed to start the consultation on 14 November 2022 and for it to run for nearly 7 weeks concluding on 31 December 2022.
- 3.4 Following the consultation exercise the Council must determine its admission arrangements by 28 February 2023 to conform to the requirements of the School Admissions Code.
- 3.5 A further report will be presented to the Children, Young People & Skills Committee on 9 January 2023 detailing the response to the consultation and making recommendations about the admission arrangements for 2024-25.
- 3.6 The relevant proposed papers for the 2024-25 admission year for the City of Brighton & Hove are attached as appendices to this report.

Admission Priority

- 3.7 There are no proposed changes to the council's admission priorities or catchment areas as detailed in appendix 2.

Published Admission Number

- 3.8 Pupil numbers overall across the city have been falling and are forecast to continue to fall over the next few years.
- 3.9 Schools are funded by the government, not the council. The funding is largely provided on a per-pupil basis and nearly all of it covers staffing costs. If schools don't have enough pupils attending or suffer from fluctuating numbers, they may not be able to operate in a financially efficient way and risk entering a budget deficit. If the number of surplus places in the city is not addressed some schools could face significant financial issues that will impact on their ability to sustain their school improvement journey. Where schools do not take appropriate action to adjust their expenditure in line with changes in revenue, they risk incurring a deficit budget which has an implication for the school and the council's own budget.
- 3.10 This comes at a time when schools are also facing several other financial pressures generated by the scale of government funding and inflationary pressures on areas such as staff costs (high annual pay awards), energy bills and other goods/services.
- 3.11 As the admission authority for community schools the council has the responsibility to set the PAN (the numbers of children able to join a school in Year R) for these schools. In recent years the council has taken steps to reduce the number of surplus places in the city's primary schools predominantly with the support of governing bodies and in anticipation of the current forecast of pupil numbers continuing to fall, as part of its responsibility to ensure an efficient and sustainable education system.
- 3.12 The council is not the admissions authority for Academies or Voluntary Aided schools.
- 3.13 The council has remained in dialogue with both the Diocese of Chichester and Diocese of Arundel & Brighton and expect them to consider the responses to the public consultation and the role that they have in managing the supply of primary school places in the coming years. Although it is recognized that the admission authority for Voluntary Aided schools is the governing body. We will continue to discuss the need for them to help address the surplus of primary school places in the city.
- 3.14 In September 2024 pupil numbers are projected to be 2080 leaving 620 places unfilled if there is no change to current PANs.
- 3.15 The first indication of pupil numbers in September 2025 forecast there will be 1930 applications leaving 770 surplus places unfilled should no further reduction of places take place.
- 3.16 The School Admissions Code details that once admission arrangements have been determined for a particular school year, they cannot be revised downwards by the admission authority unless the admission authority consider such changes to be necessary in view of a "major change in

circumstances". Such proposals must be referred to the Schools Adjudicator for approval.

- 3.17 The council has strongly urged all large and popular schools to play their part in the city's response and to consider reducing their PANs but accepts that the School Admissions Code (and the difficulty in defending objections to previous-proposals) undermines the likelihood of a successful outcome where schools oppose the reduction. All schools with more than one form of entry have received high level representation from the council impressing upon them the need to consider their role in a 'family of school's' response.
- 3.18 These meetings have taken place with the Executive Director, Assistant Director (Education & Skills) and Councillors meeting with the Headteacher and Chair of Governors to further explore the contribution they can make to address the city issue of growing surplus places. We know that when Headteachers, governors and the council work together with a shared city-wide goal success is more likely.
- 3.19 The council is not able to impose its own proposals upon schools without the potential of a challenge overturning changes after determination. It is not considered an efficient use of public resources to seek to make changes where the considered advice is that there are strong chances of a successful objection that will undermine the council's statutory imperative to ensure an efficient education offer in the city.
- 3.20 The proposals to reduce the PAN at Downs Infant School, Hertford Infant School and Hove Junior School (Holland Road site) have been put forward with the support of each school's governing body.
- 3.21 The Hertford Federation carefully considered the Local Authority's vision to create a one form entry single site primary school in the future. Basing their decision on a need to show leadership in seeking to secure the continuing provision of education that they are rightly proud of, in the face of clear evidence of the continuing downward trend in child population numbers. The concern about the schools' financial viability if nothing is done was a key consideration.

Arrangements for future years

- 3.22 The council is mindful that pupil numbers continue to fall and surplus school places will need to be reduced in future years. In November 2021, the Children, Young People & Skills committee agreed to note that in the next 3-5 years proposals to consult upon a change to the Published Admission Number (PAN) of more schools will be required alongside the possible closure of some primary schools in the city. To best ensure schools are best placed to face this future increasing focus will be placed upon developing more and larger collaborations between schools which it is hoped will provide greater resilience to the challenges that will follow.

- 3.23 In September 2024 pupil numbers are projected to be 2080 leaving 620 places unfilled. If the proposals put forward in this consultation take effect, there will be 560 Year R places unfilled.
- 3.24 In September 2025 pupil numbers are projected to be 1930 leaving 770 places unfilled. If the proposals put forward in this consultation take effect, there will be 710 Year R places unfilled.
- 3.25 The council will receive the first indication of surplus places for September 2026 in December 2022, and this will be reported in the committee paper in January 2023.
- 3.26 The city will have an increasing number of surplus places in future years but the preferred approach going forward is to focus on:
- Discussions with schools of 3 or more forms of entry to reduce in size
 - Working with schools to explore creative approaches to the problem
 - Encouraging schools to work together either through federation or other approaches to find ways they can share costs
 - Allowing schools with surplus places but manageable budget pressures to maintain their current size
 - Continuing to communicate with the diocese on how they can address surplus places in Voluntary Aided schools.

4. Analysis and consideration of alternative options

- 4.1 The Council could propose to make a change to its current admission arrangements (excluding the PAN of each school) through the consultation process, however, the arrangements are lawful and well-established and no change is currently considered to be required.
- 4.2 The Council could seek to make no change to the PAN of any primary school. Whilst this would help the council to meet a greater level of parental preferences it will provide more uncertainty for schools in their planning and could place more schools at risk of financial difficulty. All the proposals are supported by each school's governing body.
- 4.3 The Council could propose to change the PAN of other primary or infant schools however no other governing body has indicated a willingness to support proposals to reduce their PAN as part of this consultation.
- 4.4 Consideration must be given to the emphasis of the School Admission Code and the recent determinations of the Schools Adjudicator which appear to rule out options involving schools where the impact will be to frustrate parental preference.
- 4.5 All admission authorities must consult where they propose a decrease to the PAN. Community schools have the right to object to the Schools Adjudicator if the PAN set for them is lower than they would wish. There is a strong presumption in favor of an increase to the PAN to which the Schools Adjudicator must have regard when considering any such objection.

5. Community engagement and consultation

- 5.1 The Council has previously requested that Headteachers and Chairs of Governors inform it if a future reduction in PAN was a proposal that they would wish to undertake. No other schools have indicated a willingness to undertake such a reduction.
- 5.2 If recommended, it is proposed to start the consultation on the reduction of PAN on Monday 14 November 2022 and for it to be concluded on 31 December 2022.
- 5.3 It is proposed that there will be seven engagement events with one meeting a general event to consider the proposals, which will be held online. The remaining events will be focused on specific proposals being consulted upon. These follow the pattern of recent consultation events and will be a mix of online and in-person events.
- 5.4 Presently, it is expected that events will take place at the following times:

Downs Infant School:

Tuesday 22 November – 10:00 – 12:00 online Teams event [Meeting link](#)

Wednesday 23 November – 18:00 – 20:00 in-person event, Downs Infant School

Thursday 24 November – 18:00 – 20:00 online Teams event [Meeting link](#)

Hertford Infant School:

Tuesday 29 November – 10:00 – 12:00 online Teams event [Meeting link](#)

Wednesday 30 November – 18:00 – 20:00 in-person event, Hertford Infant School

Thursday 1 December – 18:00 – 20:00 online Teams event [Meeting link](#)

General event:

Wednesday 7 December – 18:00 – 20:00 online Teams event [Meeting link](#)

- 5.5 A consultation response form will be available on the council's consultation portal and as with last year's consultation, interested parties will be able to leave a message for someone to call them back and take down their response over the telephone.
- 5.6 Attention will be given to engaging sections of the community who may not previously have participated with public consultations such as those with protected characteristics and this is considered within the Equalities Impact Assessment (Appendix 5).

6. Conclusion

- 6.1 It is proposed to make no changes to admission arrangements (other than the ones outlined in the report) and to undertake a public consultation with

the results and final recommendations coming back to this committee in January 2023.

- 6.2 It is proposed that the Published Admission Number for Downs Infant School is reduced from 120 places to 90 places. This will support a reduction in the amount of surplus primary school places available in the city in September 2024.
- 6.3 It is proposed that the Published Admission Number for Hertford Infant School is reduced from 60 places to 30 places. This will support a reduction in the amount of surplus primary school places available in the city in September 2024. It will also help facilitate a move to a single form entry primary school, on one site, in the future.
- 6.4 It is proposed that the Published Admission Number for Hove Junior School (Holland Road site) is reduced from 96 places to 64 places. This will align with the Published Admission Number of the linked infant school and will support a reduction in the number of surplus primary school places available in the city in September 2024.
- 6.5 Once the arrangements for September 2024 are determined it is possible for a variation to be requested of the Schools Adjudicator for other schools should there be a major change in circumstances. Any future decision will be informed by the pattern of parental preference for September 2023, changes of strategic direction by schools in the city and the results of future financial planning.
- 6.6 A further reduction in surplus primary school places is expected to be required in future years. Admission arrangements are determined approximately 18 months before they are implemented. Local Authorities need to manage the school estate efficiently and to reduce surplus capacity to avoid detriment to schools' educational offer or financial position.

7. Financial implications

- 7.1 School funding largely operates on a pupil-led basis and therefore reductions in PANs at the three schools will potentially lead to smaller annual budget allocations for each of these schools. However, this needs to be balanced against the additional certainty and stability that the proposals would provide to these schools as it will mean they are more likely to be able to balance their budgets if operating with full forms of entry.
- 7.2 The support of the governing bodies is important as this indicates the schools will strategically plan their budgets over a multi-year period to reflect the proposed changes to pupil numbers.

Name of finance officer consulted: Steve Williams Date consulted: 15/09/22

8. Legal implications

- 8.1 Section 88C of the School Standards and Framework Act 1998 and the School Admissions (Admissions Arrangements and Co-ordination of Admission Arrangements) Regulations 2012 require admission authorities to determine their admission arrangements annually. Arrangements must be determined 18 months in advance of the academic year to which they apply.
- 8.2 Where changes such as a decrease in the PAN are proposed the admission authority must first publicly consult on those proposed arrangements. The School Admissions Code 2021 states that consultation must be for a minimum of six weeks and must take place between 1 October and 31 January of the school year before those arrangements are to apply. The admission arrangements must be determined by 28 February in the determination year. The arrangements for the admission year 2024/25 must therefore be determined by 28 February 2023.
- 8.3 Community schools and other interested parties have the right to object to the Schools Adjudicator if the PAN set for them is lower than they would wish. The School Admissions Code provides that there is a strong presumption in favour of an increase to the PAN to which the Schools Adjudicator must have regard when considering such an objection. For this determination year any objections to the arrangements must be referred to the Adjudicator by 15 May 2023.
- 8.4 Once admission arrangements have been determined Admission Authorities may propose variations where they consider such changes to be necessary in view of a major change in circumstances. Such proposals must be referred to the Schools Adjudicator for decision following consultation with the governing body of the affected school(s).
- 8.5 The 1998 Act also requires local authorities to establish a relevant area in which admission authorities must consult regarding their admission arrangements. The Education (Relevant Areas for Consultation on Admission Arrangements) Regulations

Name of lawyer consulted: Serena Kynaston Date consulted: 26/09/22

9. Equalities implications

- 9.1 An Equality Impact Assessment has been carried out on the proposals being recommended to the committee. The assessment can be found at Appendix 5 and the results have been incorporated into the content of the report.
- 9.2 It is worth noting that the admission process is 'blind', by virtue of applications being considered in line with the published admission arrangements that do not take account of a person's protected characteristics.

- 9.3 However, the availability of school places across the city could have an impact on certain groups due to their proximity to certain schools and the availability of places should families make a late application.
- 9.4 The consultation process needs to take account of:
- young parents who may be less likely to respond to the consultation
 - issues of accessibility and comprehension of the consultation process
 - the materials made available
 - ensuring that the decision-making process after the consultation is based on the content not just quantity of replies.
- 9.5 When determining admission arrangements, the council needs to ensure that there are sufficient school places available within a reasonable distance for families who may contain members who have special educational needs, disabilities, speak English as an additional language and of various races/ethnicities. This will ensure that if families apply after the deadline date they will not be significantly disadvantaged and face the prospect of a lengthy journey to school.
- 9.6 It is recognised that to foster strong community cohesion school's intake should seek to reflect the city's diversity.

10. Sustainability implications

- 10.1 Wherever possible the council aims to reduce the number of journeys to school undertaken by car. A reduction in the availability of school places across the city could risk a rise in the number of journeys undertaken by car.
- 10.2 Schools are expected to have a School Travel Plan to:
- reduce the number of vehicles on the journey to school
 - improve safety on the journey to school
 - encourage more active and sustainable travel choices
- 10.3 Any change in PAN is expected to require the school's travel plan to be re-written to take account of the change.
- 10.4 Many primary schools are clustered in areas which means that a reduction in places will not mean a significant increase in journeys to other schools. The consultation period will be an opportunity to explore what the potential impacts of these proposed changes will be and the report to committee in January can be expected to detail these in more detail alongside recommendations for changes to be implemented.
- 10.5 Changes to PAN, which lead to a reduction in the number of classes the school has and the classrooms being used can lead to areas of a school being more efficiently managed in relation to energy use at a time of uncertain energy costs for schools.

11. Other Implications

11.1 None

Supporting Documentation

Appendices

1. Published Admission Numbers for Primary and Secondary schools.
2. Admission arrangements and priorities for community primary and secondary schools
3. Coordinated scheme of admissions – primary.
4. Coordinated scheme of admissions – secondary.
5. Equality Impact Assessment

Primary Admissions Numbers 2024/25	Planned Admission No. 2024-25
Name of School	
Aldrington CE Primary	60
Balfour Primary	90
Benfield Primary	30
Bevendean Primary	60
Bilingual Primary	90
Brunswick Primary	120
Brackenbury Primary	30
Carden Primary	60
Carlton Hill Primary	30
City Academy Whitehawk	60
Coldean Primary	60
Coombe Road Primary	30
Cottesmore St Marys Catholic	60
Downs Infant	90
Downs Junior	128
Elm Grove Primary	60
Fairlight Primary	60
Goldstone Primary	90
Hangleton Primary	60
Hertford Infant	30
Hertford Junior	60
Hove Junior School (Holland Road)	64
Hove Junior School (Portland Road)	128
Middle Street Primary	30
Mile Oak Primary	60
Moulsecoomb Primary	30
Our Lady of Lourdes	30
Patcham Infant	90
Patcham Junior	96
Peter Gladwin Primary	30
Queens Park Primary	60
Rudyard Kipling Primary	60
Saltdean Primary	90
St Andrew's CE Primary	90
St Bartholomew CE Primary	30
St Bernadette's Catholic Primary	30
St John The Baptist Catholic Primary	30
St Joseph's Catholic Primary	30
St Lukes Primary	90
St Margaret's CE Primary	30
St Mark's CE Primary	30
St Martin's CE Primary	30

St Mary Magdalen Catholic Primary	30
St Mary's Catholic Primary	30
St Nicolas CE Primary	60
St Paul's CE Primary	30
St Peter's Community Primary	30
Stanford Infant	90
Stanford Junior	96
West Blatchington Primary	30
West Hove Infant (Portland Road)	120
West Hove Infant (Holland Road)	60
Westdene Primary	60
Woodingdean Primary	60
Secondary Admission Numbers 2024-25	
Name of school	Planned admission no. 2024-25
Brighton Aldridge Community Academy	180
Blatchington Mill	330
Cardinal Newman Catholic	360
Dorothy Stringer	330
Hove Park	180
King's	165
Longhill High	270
Patcham High	225
Portslade Aldridge Community Academy	220
Varndean	300

Admission Arrangements for Brighton & Hove Schools 2024/25

Admission Arrangements for Secondary Schools

The Council uses a catchment area system with random allocation being used as the tie breaker in each admission priority in the event of oversubscription. Cardinal Newman Catholic School, King's School, Brighton Aldridge Community Academy (BACA) and Portslade Aldridge Community Academy (PACA) have their own admission priorities (please visit www.brighton-hove.gov.uk/schooladmissions or the schools' websites for details).

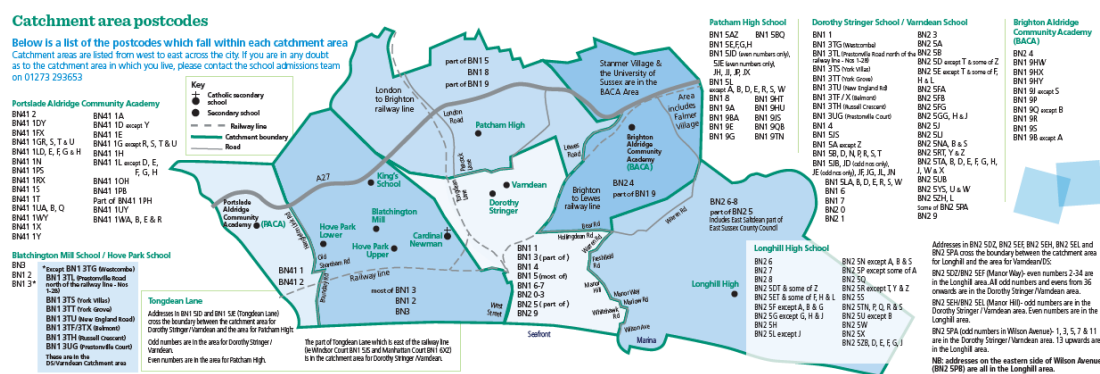
If a school is oversubscribed, after the admission of pupils with an Education, Health and Care Plan where the school is named in the Plan, priority for admission will be given to those children who meet the oversubscription criteria set out below.

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

1. Looked after children and all previously looked after children, including those children who appear (to the council) to have been in state care outside of England and ceased to be in state care as a result of being adopted*.
2. Compelling medical or other exceptional reasons** for attending the school.
3. A sibling link*** applied for those living within the designated catchment area only.
4. Those pupils living in the designated catchment area for the school(s).
5. Other children.

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

The current catchment areas are set out in the below catchment area map. It also includes information about which post codes are in each of the catchment areas.



Admissions Arrangements for Community Infant, Junior and Primary Schools

Parents must make a separate application for any transfer from nursery to primary school and from infant to junior school. If a school is oversubscribed, after the admission of pupils with an Education, Health and Care Plan where the school is named in the Plan, priority for admission will be given to those children who meet the oversubscription criteria set out below.

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

1. Looked after children and all previously looked after children, including those children who appear (to the council) to have been in state care outside of England and ceased to be in state care as a result of being adopted*.
2. Compelling medical or other exceptional reasons** for attending the school.
3. Sibling*** link.
4. For junior schools only: children attending a linked infant school****.
5. Other Children.

Within all these priorities, the tie break is home to school distance which will be measured by the shortest route from the child's home to the nearest of the school's gates. This will be measured by specialist computer software based on Ordnance Survey data. It measures using the road network supplied by Ordnance Survey and some other public rights of way which are paved and lit. Routes across public parks or open spaces will not be accepted. When using roads for measurement purposes the computer measures along the middle of the road. It measures from the address point in the property to the nearest point on the road network and from there to the nearest of the school's gates to the child's home. No other measurement systems will be used for school admissions decisions. Where the home addresses of two or more pupils are an equal distance from the school (e.g. two children living in the same block of flats) and only one place remains available at the school in question, the place will be allocated randomly by computer to one of these pupils.

Late applications

If an application is returned after the closing date without good reason it will be considered after all the on-time preferences have been dealt with and school places allocated to them.

If there is a good reason for the application being late, such as a recent house move to Brighton & Hove, it will be considered as on-time if it is received by 20 January (Secondary) or 8 March (Infant, Primary & Junior) and is accompanied by independent supporting evidence demonstrating why the form is late, e.g. solicitor's letter confirming exchange of contracts or a recently signed tenancy agreement.

Applications submitted after the closing date listing revised preferences will only be considered from July onwards **unless** there has been a house move. This is to ensure that parents and carers who do this do not gain an unfair advantage over others by having the opportunity to list more than three preferences.

Home Address - The school admissions team will allocate school places using the address at which a child lives on the closing date for applications 31 October (Secondary) or 15 January (Infant, Primary & Junior) although late changes of address will be considered if proof of address is received by 20 January (Secondary) or 8 March (Infant, Primary & Junior). Only one address can be used for admission purposes even if the pupil spends equal time at two households. If it is unclear what is the pupil's main address this will be taken as the address where the child is registered with a doctor.

Deferred admission - Children start school in the school year during which they have their fifth birthday. Children are allowed to start full-time in September or can defer admission or attend part-time until they reach compulsory school age. Children become compulsory school age in the term after their fifth birthday. Children whose fifth birthday falls between 1 September and 31 December may defer or attend part time until January. Children whose fifth birthday falls between 1 January and 31 March can defer admission or attend part time until the start of the summer term. Children whose fifth birthday is between 1 April and 31 August don't become compulsory school age until the following September however they can also defer admission or attend part time until the start of the summer term. Where a place is deferred it will not be given to another child provided the place is taken up by the beginning of the school term following the child's fifth birthday and within the school year that the offer was made.

Parents can request for a 'summer born' child to start school **outside of their normal age group**, and be admitted to reception rather than Year 1 as detailed below.

Admission outside a normal age group

Parents who are applying for their child to have a decelerated entry to school, i.e. to start later than other children in their chronological age group, should initially apply for a school place in accordance with the deadlines that apply for their child's chronological age.

Parents who are applying for their child to have an accelerated entry to school, i.e. to start earlier than other children in their chronological age group, must initially apply for a school place at the same time that other families are applying for that cohort.

Applications should be accompanied with the additional form to request that the child is educated out of year group. Reasons for the request and any evidence to support the case should be included with the form. Evidence could include: information about the child's personal, social, emotional development and academic development; If relevant, medical history and views of a medical professional; whether the child has previously been educated out of year group and whether the child was born prematurely.

The admission authority, will consider each case on its merits taking into account the child's best interests and either agree or refuse the request on that basis. Where the council is the admission authority, the views of the headteacher of each school will be sought before a decision is taken. Parents will be made aware of the outcome of the request for admission out of year group before national offer day and reasons for the decision will be shared with them. Late requests will be considered up until 8 March (Infant, Primary and Junior) or 22 January (Secondary) if there is good reason why the request could not be made by the closing date for applications. Requests made after this date will not be considered until after national offer day.

Waiting lists

The council holds waiting lists for community schools, and Bilingual primary school. Pupils who have not been offered one of these schools as their first preference will have their name added to the waiting list for this school. Parents can request that their child's name is also added to the waiting list for their second and/or third preference school by contacting the school admissions team. Waiting lists are held until 31 December at which point pupils' names will be removed from the list. Parents can keep their child's name on the waiting list for the following term by contacting the admissions team in the last week of each term to request this. Pupils are added to waiting lists according to the oversubscription priorities listed above and consequently a pupil's name can move down the list as well as up. Waiting lists for secondary schools are called reallocation pools. Each time the council is able to offer a place, or places at a school with a reallocation pool, the list is re-randomised and the place allocated to the child at the top of the list.

Late applicants will also be added to waiting lists as soon as possible after they apply. Late changes of preference (revised applications) will be added to the waiting list for the new preference as soon as possible from July onwards. The pupil's name will be removed from the waiting list for the previous preferences.

Notes:

***Previously looked after children** - Previously looked after children are such children who were adopted (or subject to child arrangements orders or special guardianship orders) immediately following having been looked after and those children who appear (to the council) to have been in state care outside of England and ceased to be in state care as a result of being adopted. A child is regarded as having been in state care outside of England if they were in the care of or were accommodated by a public authority, a religious organisation, or any other provider of care whose sole or main purpose is to benefit society.

****Exceptional Circumstances** - This priority applies to pupils with a specific need that can only be met by one school rather than any other. This could include medical or social reasons that make it essential for the child to attend a particular school. Independent supporting information must be provided from a professional, for example a doctor, consultant, social worker or other professionals working with the family which makes a compelling case as to why the child's needs can only be met at the preferred school and no other. A medical condition or diagnosis in itself will not automatically result in priority being given. Advice may be sought from the consultant community paediatrician or other relevant professionals where necessary to determine whether or not the evidence provided is sufficiently compelling to qualify under this category.

*****Sibling link** - For the purposes of the school admissions process, children are siblings if they share the same main address and live as part of the same household. A sibling link will apply if the sibling will be attending the school in September 2024. Where separate junior and infant schools are linked (see linked Infant/Junior school below), the sibling link will apply across both linked schools the sibling may be at either school and may be older or younger. If two children, of whom one is due to start junior school and the other infant school in the same September, the junior school child's allocation will be done first and a sibling link will count for the infant child. A sibling link is only taken into account if children live at the same main address and the sibling has already been allocated a place at the school. Twins or multiple births do not qualify for the sibling link unless one child has already been offered a place. Where a sibling attends a nursery class on the same school site, or a sixth form it will not be counted as a link for admissions purposes.

******Linked infant/Junior Schools** - Children who are attending or have been offered a place at an infant school in the list below will have priority for places

at the linked junior school providing the allocation took place by 8 March in the admission year.

Downs Infant - Downs Junior
Hertford Infant - Hertford Junior
Patcham Infant - Patcham Junior
Stanford Infant - Stanford Junior
West Hove Infant Portland Road – Hove Junior Portland Road
West Hove Infant Holland Road - Hove Junior Holland Road

There is no link between West Hove Infant Holland Road and Hove Junior Portland Road, or between West Hove Infant Portland Road and Hove Junior Holland Road.

BRIGHTON & HOVE CITY COUNCIL

Scheme for co-ordinated admissions to infant, primary and junior schools – Admissions Year 2024/25 (Admissions to Reception or year 3 of Junior School in September 2024)

Introduction

The main purpose of the co-ordinated scheme is to ensure that every parent of a child living in Brighton & Hove who has completed a school preference form receives one offer of an infant, primary or junior school place. This will be on a set date following the conclusion of the normal admission round for pupils seeking admission to school. The scheme is designed to foster clear communications on school admissions between the City Council, community schools, Academies (for the purposes of this document Free Schools are included as Academies), and voluntary aided schools which act as their own admission authority, and neighbouring Local Authorities (LAs) and admission authorities. It fulfils the requirements of the School Admissions (Admission Arrangements and Co-ordination of Admission Arrangements (England)) Regulations 2012 and more detailed arrangements set out in the School Admissions Code 2021.

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

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

The time scales set out in the scheme will be broadly in line with the time scales used by neighbouring LAs. **Please be aware that governing bodies for VA schools and Academies will need to meet between 20 February 2024 and 10 March 2024 when the ranking order needs to be returned to the Local Authority.**

Key dates

- | | |
|--------------------------------------------|------------------|
| • Online application facility available | 1 September 2023 |
| • Closing date for applications | 15 January 2024 |
| • Preference data exchanged with Voluntary | 19 February 2024 |

- aided schools and other LAs.
- Consider qualifying late applications. 08 March 2024
- Voluntary Aided schools provide Council with provisional ranking order of all applicants. 11 March 2024
- Finalise allocations and exchange offer details with neighbouring LAs Between 18-22 March 2024
- Offer details provided to schools 15 April 2024
- Notification e-mails sent to parents, decisions posted to applicants without an email address 16 April 2024
- Deadline date for acceptance of places 30 April 2024
- Deadline for acceptance of places and appeals to be heard in the main round. 15 May 2024

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

1. The school admissions guidance published by the City Council will be distributed on request to parents/carers applying for infant or primary school places. A publicity campaign will be launched in September 2023 encouraging parents to apply online. Posters will be sent to schools, other council services, early years settings, the press and other media to remind parents of those pupils requiring a school place to apply.
2. Parents/carers will be invited to list 3 preferences for a school place ranked in order of priority. These may be at a City Community School, an academy, a free School or a voluntary aided school, or any maintained school outside the City of Brighton & Hove. Those residents in the City must use the Brighton & Hove school admission preference form to indicate their preferred schools, either online or by completing a paper form. No other form of application will be valid. The LA allocates places on the basis of equal preferences, and each preference listed will be prioritised on the basis of the published admission priorities for community and own admission authority schools. If it is possible to offer more than one place on the basis of those priorities, the one ranked higher on the application will be offered.
3. Parents and carers are strongly advised to apply online through the facility available on the Brighton & Hove City Council website. This will provide them with a response which confirms their preference listing and acts as proof of application. Alternatively, the paper form should be completed and returned to their local infant/primary school or to the Admissions Team at Hove Town Hall, Hove **by 15 January 2024**.
4. Where, as part of its admission priorities a voluntary aided school requires additional supporting information, such as a Supplementary Information form, or proof of denominational commitment, that form or proof should be completed and returned to the school by the same closing date. This is to ensure that target dates for the exchange of pupil information and the notification date for parents/carers can be met.
5. Parents are encouraged to apply online however, if using an application form rather than the online application parents and carers are strongly

advised to return their application via a preferred school. Parents who post the form should understand that proof of posting is not proof of receipt, and they will not have confirmation in the same way as those applying online or returning the form to a school. All maintained infant and primary schools in the city will return preference forms to the LA as they are received, ideally scanned and sent by email. Schools should maintain a record of the date on which each form was received, and if required will provide proof of receipt to the parent/carer. This ensures that on time applications and late applications are clearly recorded as such. It also provides assurance for parents should the school or the LA subsequently mislay the form.

6. No later than 19 February 2024

- ❖ LA will identify the numbers of preferences (first, second and third) received for each school.
- ❖ Voluntary aided schools, free schools and academies will be provided with details of parental preferences where their school is given as a preference. They will apply oversubscription criteria to prioritise all preferences. Where pupils have an Education, Health & Care Plan (naming the school) and must be offered a place this will be indicated. These pupils must be given a place at the school in accordance with the SEN and Admissions Code. This applies to all maintained schools, free schools and Academies.
- ❖ West and East Sussex and other LAs as necessary will be forwarded the details of preferences expressed for their schools by Brighton & Hove parents/carers (first, second and third). Where the pupil has an Education, Health & Care Plan this will be indicated.
- ❖ West and East Sussex will be asked to provide a list of pupils living in those areas who have expressed a preference for a Brighton & Hove school (first, second or subsequent).

7. No later than 8 March 2024

- ❖ Voluntary aided schools, free schools and academies will provide the LA with a list showing children in priority order for places at the school. The list will show which oversubscription criterion was applied to each child, and relevant information to apply any necessary tie-break. The school will advise the LA of such additional information as is necessary to inform parents of the reason for its decision when allocation letters and emails are sent on 16 April 2024.
- ❖ Brighton & Hove will apply its admission priorities to all preferences received for community schools, and where the children are resident in other LAs, will inform that LA.
- ❖ Consideration will be given to qualifying late applications received before 8 March 2024.

8. Between 18 and 22 March 2024

- ❖ Brighton & Hove will establish whether more than one offer could be made on the basis of the application of its own admission priorities and those of voluntary aided schools, free schools, academies and other

LAs. It will determine in each case which is the highest parental ranking.

- ❖ Final lists of school allocations will be prepared.
- ❖ Emails to parents/carers will be prepared.
- ❖ Discussions will take place with other admission authorities as necessary to resolve any remaining unallocated applications.
- ❖ Neighbouring LAs will be sent final details of children living in their area offered a place at a Brighton & Hove school, and for whom they will need to send allocation letters.

9. 16 April 2024

Online applicants will receive their decisions by e-mail. Letters will be sent only to parents/carers who do not have an email address. The LA email or letter to parents will contain the following:

- ❖ If they have not been allocated a school of preference, the reason why not.
- ❖ How places at the preferred schools were allocated.
- ❖ Where it is an own admission authority school, the fact that the offer is made on behalf of the governing body of the school.
- ❖ Where it is a school maintained by another LA, the fact that the offer is made on behalf of that LA.
- ❖ The right of appeal to an independent panel, and how to arrange an appeal for a community school or a voluntary aided school.
- ❖ Details about waiting lists for preferences that could not be met.

10. 30 April 2024

Parents and carers should accept offers of places by this date in order to allow schools and the LA ample planning time for the new intake. This does not affect their right to appeal if the place they are accepting is not their highest preference.

11. 15 May 2024

Parents should also have exercised their right to appeal by this date if they want to be assured of having their appeal heard in the main round of appeals.

12. Proof of address

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

Appendix A – Changes of address and late applications

New arrivals in the city

Parents/carers moving into the City in the course of the admission process who are making an application on the basis of their new address must provide evidence of either a tenancy agreement of six months or more or an exchange of contracts if they are purchasing a property. Applicants should submit their

application by the closing date, if possible, especially if their move took place before the closing date, forwarding proof of the move at the earliest opportunity. If they provide an application with the evidence of the move by 8 March 2024 their application will be included in the main admission round.

Late applications received before national offer day

- I. With the exception of families moving into the area and cases as described at VI below, applications received after the closing date will not be considered by the LA until allocations have been made for those received before the closing date. Any received for an own admission authority school will be forwarded to the school. The school will decide whether or not there is a good reason to include these late applications in the main admission round but will only consider them if they are received before **8 March 2024**.
- II. Any applications received for community schools in respect of children in care will be included in the main admission round as valid preference at any time up to **5 April 2024**. Where such applications are received after that date, the LA will, if attendance at that school is seen as a necessity for the welfare of the child, seek to offer places at the school ranked highest on the preference form. If, however, it is acceptable to offer a place at a lower ranked school without going over numbers, the LA will discuss that possibility with the social worker for the child. Applications to voluntary aided schools, free schools and academies received on behalf of children in public care will be considered in line with the published admission policy for each school and the requirements of the School Admission Code.
- III. Applications received after the closing date but before the 8 March 2024 will be sent a letter or email allocating a school place on 16 April 2024 or as soon as possible after that date if the volume of late applications is high.
- IV. Applications received after 8 March 2024 will be sent an allocation letter or email as soon as possible after 30 April 2024.
- V. Parents/carers living in the City who change any preference as a result of a change of address, and who return the new application by **8 March 2024** will have that change considered in the main round of allocations. They will have to provide evidence of their new address and will not have their changed application accepted without that evidence.
- VI. Other late applications where there is a good reason for this will be considered in the main round of allocations if received by **8 March 2024** where independent evidence is given by a third party (usually a professional source such as a doctor or social worker) to support the reason for the delay.

Late applications received after national offer day

- I. Where an application is received after the allocation date, from a parent/carer living in the City, they must use the Brighton & Hove online application or paper form. If the preference(s) is for a community school, the LA will allocate a place if the school remains under subscribed. If the school(s) is fully subscribed, a place will be allocated at the nearest school

to the home address that has a vacancy. Brighton & Hove will seek to make a decision as soon as possible after receiving the form. Where a preference is given for an own admission authority school or a school in a neighbouring LA, the form will be passed to that admission authority for a decision. They will be asked to reach a decision within fourteen days of receiving the application. Brighton & Hove will endeavour to send a decision to the parent /carer either as soon as possible once it has reached a decision or has been informed of a decision by the other admission authority.

- II. If a change of preference is received following the decision letter on **16 April 2024** and the home address has not changed, that changed preference will not be considered until **July 2024**. This allows reasonable time for the consideration of late first applications and the operation of the waiting list where places have been offered and refused.
- III. All applications received after 31 August 2024 will be regarded as outside this admission round and will be considered under the in-year coordinated scheme.

Waiting List

- I. Brighton & Hove will operate a waiting list system for its community schools. (Own admission authority schools make their own waiting list arrangements). The waiting list ranking will be based on the LA admission criteria. Rankings within each priority will be determined by home to school distance. All children will be automatically placed on the waiting list for the community school for which they have expressed a first preference, although parents will be given the option of also asking to go on the waiting list for a different preferred school when places are allocated on **16 April 2024**. Places will be offered to children from the waiting list as soon as a place becomes available at an oversubscribed school and the admission criteria have been applied. The waiting list will operate until the 31 December 2024.
- II. Parents/carers wishing to keep their child's name on the list for longer than the 31 December they must inform the LA. They must renew the waiting list place each term thereafter.

School Admission Appeals

- I. Parents/carers wishing to appeal against the LA's decision not to offer a place at a preferred school should do so by **15 May 2024** if they want to be assured of having their appeal heard in the main appeal round.
- II. The LA will not arrange an appeal or ask a voluntary aided school to arrange an appeal for a school that was not included on the original application. It will only arrange an appeal for a school which was listed as a preference, as it will not have given a decision to the parent/carers for schools not included on the form. If a parent/carers wishes to receive a decision for a school not included in their original application, and thus acquire a right of appeal, they must complete a further

application. However, unless there is a good reason for a change of preference this new form will not be considered until **July 2024**.

- III. Parents/carers will receive 10 school days' notice of the date of the appeal hearing and will receive copies of any documentation relating to the appeal 7 days in advance of the hearing.
- IV. Appeals for on-time applications must be heard within 40 school days of the closing date for appeals to be lodged. The volume of appeals to be heard and the availability of the appeal panel members, who are volunteers, will have a direct effect on the timing of the appeal hearings.
- V. Appeals for late applications and school transfers outside the normal admission round will be arranged as soon as practicable after the decision to refuse a preference has been conveyed to the pupil and the parent/carer, and in any case within 30 school days.

BRIGHTON & HOVE CITY COUNCIL

Scheme for co-ordinated admissions to secondary schools – Admissions Year 2024/25 (Admissions to year 7 in September 2024)

Introduction

The main purpose of the co-ordinated scheme is to ensure that every parent of a child living in Brighton & Hove who has completed a school preference form receives one offer of a secondary school place at the conclusion of the normal admission round for pupils transferring from primary to secondary school. The scheme is designed to foster clear communications on school admissions between the City Council, community schools, Academies (for the purposes of this document Free Schools are included as Academies), Cardinal Newman School, which as a voluntary aided secondary school acts as its own admission authority, and neighbouring Local Authorities (LAs) and admission authorities. It fulfils the requirements of the School Admissions (Admission Arrangements and Co ordination of Admission Arrangements (England)) Regulations 2012 and more detailed arrangements set out in the School Admissions Code 2021.

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

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

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

Key dates

- Online application facility available 1 September 2023
- Provide information for Junior & Primary schools to notify year 6 parents of the need to apply by 12 September 2023
- Closing date for applications 31 October 2023

- Preference data exchanged with own admission authority schools (Cardinal Newman, King's, BACA & PACA) and neighbouring LAs 27 November 2024
- Own admission authority schools provide LA with provisional ranking order of applicants. 15 December 2024
- Consider qualifying late applications. 22 January 2024
- Finalise allocations and exchange offer details with neighbouring LAs 5 - 9 Feb 2024
- Offer details provided to schools 26 February 2024
- Notification e-mails sent to parents, decisions posted to applicants without an email address 1 March 2024
- Deadline date for acceptance of places 15 March 2024
- Deadline for appeals to be heard in the main round. 16 April 2024

Process and detailed time scale

1. Information about the application process and how to apply will be distributed to parents via primary and junior schools at the beginning of September 2023.
2. Parents/carers will be invited to list 3 preferences for a school place ranked in order of priority. These may be at a City Community School, an Academy, a Free School or a voluntary aided secondary school, or any maintained school outside the City of Brighton & Hove. All residents in the City must use the Brighton & Hove school admission to indicate their preferred schools, either the paper or online form. No other form of application will be valid. The LA allocates places on the basis of equal preference, and each preference listed will be prioritised in accordance with the published admission priorities for community and own admission authority secondary schools in the City. If it is possible to offer more than one place on the basis of those priorities, the one ranked higher on the application will be offered.
3. Parents and carers are strongly advised to apply online through the facility available on the Brighton & Hove City Council website. This will provide them with a response which confirms their preference listing and acts as proof of application. Alternatively, the paper form should be completed and returned to the child's primary or junior school in the City, or to the Admissions Team at Hove Town Hall **by 31 October 2023**. Applicants for Cardinal Newman and/or King's School will need to return their supporting information directly to the school as well as submitting an online application or paper form to the Council. If supporting information is returned to the Local Authority, the documents will be shared with these schools.
4. Where, as part of its admission priorities a voluntary aided school, free school or academy within the City or beyond requires additional supporting information, such as a Supplementary Information form, or proof of denominational commitment, that form or proof should be completed and returned to the school by the same closing date. This is to ensure that

target dates for the exchange of pupil information between authorities and the notification date for parents/carers can be met.

5. Parents are encouraged to apply online. If using an application form rather than online application parents and carers whose children attend maintained primary schools in the City are strongly advised to return the form via the school. Parents who prefer to post the form should understand that proof of posting is not proof of receipt, and they will not have confirmation of receipt in the same way as those applying online or returning the form to their child's school. All maintained junior and primary schools in the city will return secondary preference forms they receive to the LA as they are received, ideally scanned and sent by email. Schools should maintain a list to record the date on which each form was received, the school preferences, and if required will provide proof of receipt to the parent/carer. This ensures that on time applications and late applications are clearly recorded as such. It also provides assurance for parents should the school or the LA subsequently mislay the form.

No later than 27 November 2023

- ❖ LA will identify the number of preferences (first, second or third) received for each school.
- ❖ Own admission authority schools will be provided with details of any parental preference where it gives the school as a preference (first, second or third) received by the LA. It will apply its oversubscription criteria to prioritise all preferences. Where pupils have an Education Health & Care Plan naming the school and must be offered a place this will be indicated. (These pupils must be given a place at the school in accordance with the SEN and Admissions Codes of Practice.)
- ❖ West and East Sussex and other LA's as necessary will be forwarded the details of preferences expressed for their schools by Brighton & Hove parents/carers (first, second and third). Where the pupil has an Education, Health & Care Plan this will be indicated.
- ❖ West and East Sussex will be asked to provide a list of pupils living in those areas who have expressed a preference for a Brighton & Hove school (first, second or subsequent).

No later than 15 December 2023

- ❖ Own admission authority schools will provide the LA with a list showing children in priority order for places at the school. The list will show which admission criterion was applied to each child. The school will advise the LA of such additional information as is necessary to inform parents of the reason for its decision when allocation letters and emails are sent on 1 March 2024.
- ❖ Brighton & Hove will apply its admission priorities to all preferences received for community schools, and where the children are resident in other LAs, will inform that LA.

Between 5 and 9 February 2024

- ❖ Brighton & Hove will establish whether more than one offer could be made on the basis of the application of its own admission priorities and those of voluntary aided schools, free schools/Academies and other LAs. It will determine in each case which is the highest parental ranking.
- ❖ Final lists of school allocations will be prepared.
- ❖ Emails and letters to parents/carers will be prepared.
- ❖ Consideration will be given to late applications received before 22 January, as set out in Appendix A below.
- ❖ Neighbouring LAs will be sent final details of children living in their area offered a place at a Brighton & Hove school, and for whom they will need to send allocation letters.

1 March 2024

Online applicants will receive their decisions by e-mail. Letters will be sent only to parents/carers who do not have an email address. The LA email or letter to parents will contain the following:

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

15 March 2024

Parents and carers should accept offers of places by this date in order to allow schools and the LA ample planning time for the new intake. This does not affect their right to appeal if the place they are accepting is not their highest preference.

16 April 2024

Parents should have exercised their right to appeal by this date if they want to be assured of having their appeal heard in the main round of appeals.

Proof of address

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

Appendix A – Changes of address and late applications

New arrivals in the city

Parents/carers moving into the City in the course of the admission process who are making an application on the basis of their new address must provide evidence of either a tenancy agreement of six months or more or an exchange of contracts if they are purchasing a property. Applicants should return their preference form by the closing date if possible, especially if their move took place before the closing date, forwarding proof of the move at the earliest opportunity. If they provide the form and the evidence of the move by 22 January 2024 their application will be included in the main admissions round.

Late applications received before the 22 January 2024.

- I. With the exception of families moving into the area and cases as described at V below, applications received after the closing date will not be considered by the LA until school allocations have been made for those received by the closing date. Any applications received for own admission authority schools will be forwarded to the school, which will decide whether or not to include the application in the main admission round.
- II. Any preference forms for community schools received in respect of children in care will be included in the main admission round as valid first preferences at any time up to the allocation date on **23 February 2024**. Where such applications are received after that date, the LA will, if attendance at that school is seen as a necessity for the welfare of the child, seek to offer places at the school of first preference, if necessary negotiating with that school to admit beyond the published admission number in order to do so. If, however, it is acceptable to offer a place at a lower ranked school without going over numbers, the LA will discuss that possibility with the social worker for the child. Applications for own admission authority schools and schools in other LA areas for children in care will be considered in line with the admission arrangements for those schools and the requirements of the Admissions Code.
- III. Applications received after the closing date but before the 22 January 2024 will be sent a letter or email allocating a school place on 1 March 2024 or as soon as possible after that date if the volume of late applications is high.
- IV. Parents/carers living in the City who change a preference as a result of a change of address within the city, and who submit the new application and evidence of the address change will have that change considered in the main round of allocations if it is received by **22 January 2024**. They will have to provide evidence of the address change. Those applications received after that date will be considered as late applications.
- V. Other late applications where there is good reason for the delay will be considered in the main round of allocations if received by **22 January 2024** where independent evidence is given by a third party (usually a professional source such a doctor or social worker) to support the reason for the delay.

Late applications received after the 22 January 2024.

- I. Applications received after 22 January 2024 will be sent a letter or email allocating a school place as soon as possible after 15 March 2024.
- II. Where an application is received after 22 January 2024, from a parent/carer living in the City, they must use the Brighton & Hove online application service or paper preference form. If the preference(s) is for a community school, the LA will allocate a place if the school remains under subscribed. If the school(s) is fully subscribed, a place will be allocated at the nearest school to the home address that has a vacancy. Brighton & Hove will seek to make a decision as soon as possible after receiving the application. Where a preference is given for a free school, an Academy, Cardinal Newman School or a school in a neighbouring LA, the form will be passed to that admission authority for a decision. They will be asked to reach a decision within fourteen days of receiving the application. Brighton & Hove will endeavour to send a decision to the parent /carer as soon as possible once it has either reached a decision or been informed of a decision by the other admission authority.
- III. If a change of preference or preference order is received following the decision letter on 1 March 2024 and the home address has not changed (and there has been no other relevant change of circumstances), that changed preference will not be considered until July 2024. This allows reasonable time for the consideration of late first applications and the operation of the reallocation pool where places have been offered and refused.
- IV. All applications received after the beginning of the autumn term will be regarded as in-year applications and outside this admission round.

Re-allocation Pool

- I. Brighton & Hove will operate a re-allocation pool system for its community schools. The ranking of re-allocation pools will be based on the Brighton & Hove admission criteria. All children will be automatically placed in the re-allocation pool for all un-met first preferences for community schools. Parents/carers will be asked to indicate if they also wish to be placed in the re-allocation pool for a different preferred school when the allocation emails and letters are sent on 1 March 2024. Places will be offered to children from the pool as soon as a place becomes available at an oversubscribed school and the admission priorities have been applied. This LA will notify other LAs as appropriate if it offers a place from the pool at a Brighton & Hove school to a pupil living outside the City. The pool will operate until the 31 December 2024.
- II. Own admission authority schools (BACA, PACA, Cardinal Newman and Kings) and other local authorities will operate their own waiting list/reallocation arrangements. If they are able to place a child resident in Brighton & Hove in one of their schools, they are asked to notify this LA at the earliest opportunity.

- III. Parents/carers wishing to keep their child's name in the reallocation pool beyond the 31 December must inform the LA. They must renew the position on the reallocation pool each term thereafter.

School Admission Appeals

- I. Parents/carers wishing to appeal against the LA's or a voluntary aided school's decision not to offer a place at a preferred school should do so in writing or using the online appeal facility by 16 April 2024 if they want to be assured of having their appeal heard in the main appeal round.
- II. The LA will not arrange an appeal or ask an own admission authority school to arrange an appeal for a school that was not included on the original application. It will only arrange an appeal for a school that was listed as a preference, as it will not have given a decision to the parent/carer for schools not included on the application. If a parent/carer wishes to receive a decision for a school not included in their original preferences, and thus acquire a right of appeal, they must complete a further application. However, unless there is a change of address or other change of circumstances leading to the change of preference this new form will not be considered until July 2024.
- III. Parents/carers will receive 10 school days' notice of the date of the appeal hearing and will receive copies of any documentation relating to the appeal 7 days in advance of the hearing.
- IV. Whilst the City Council, other LAs and the Governing Bodies of Academies and voluntary aided schools will make every effort to hear appeals within 40 school days of the deadline for submitting appeals, as suggested in the Appeals Code, they cannot guarantee this time scale. The volume of appeals to be heard and the availability of the appeal panel members, who are volunteers, will have a direct effect on the timing of the appeal hearings.
- V. Appeals for late applications and school transfers outside the normal admission round will be arranged as soon as practicable after the decision to refuse a preference has been conveyed to the parent/carer or if appropriate to the student, and in any case within 30 school days of the appeal being lodged.

Equality Impact and Outcome Assessment (EIA) Template - 2019

EIAs make services better for everyone and support value for money by getting services right first time.

EIAs enable us to consider all the information about a service, policy or strategy from an equalities perspective and then action plan to get the best outcomes for staff and service-users¹. They analyse how all our work as a council might impact differently on different groups². They help us make good decisions and evidence how we have reached these decisions³.

See end notes for full guidance. Either hover the mouse over the end note link (eg: Age¹³) or use the hyperlinks ('Ctrl' key and left click).

For further support or advice please contact:

- **BHCC: Communities, Equality and Third Sector Team on ext 2301**
- **CCG: Engagement and Equalities team (Jane Lodge/Debbie Ludlam)**

1. Equality Impact and Outcomes Assessment (EIA) Template

First, consider whether you need to complete an EIA, or if there is another way to evidence assessment of impacts, or that an EIA is not needed⁴.

Title of EIA⁵	Consultation on Council's Admission Arrangements 2024/25	ID No.⁶	
Team/Department⁷	Families, Children & Learning – Education & Skills		
Focus of EIA⁸	<p>Any proposed changes to the council's admission arrangements which includes reducing a school's Published Admission Number (PAN) is required to be consulted upon for a minimum of 6 weeks between October and 31st January approximately 18 months in advance of taking effect. Admission arrangements and each school's PAN for September 2024 will be consulted upon in November/December 2022 with the results of this consultation being presented to the Children Young People & Skills Committee in January 2023.</p> <p>The aim of the consultation process is to seek the views of other admission authorities, adjoining neighbouring local authorities, schools' governing bodies, parents of children between the age of 2 and 18 and any other people who are interested in the admission arrangements.</p>		

Pupil numbers in the city have been falling and are forecast to continue to fall over the next few years. Too many spare school places in the city will result in some schools not getting enough pupils attending. As schools are mostly funded on pupil numbers, if schools don't have enough pupils attending, they may not be able to operate in a financially efficient way. The law prohibits infant school classes larger than 30 pupils and if schools are required to operate small classes, they may not be able to afford to employ the required number of teachers.

The changes proposed in this consultation are the reduction of PAN at Downs Infant School, Hertford Infant School.

There is also the proposal to reduce the PAN for Hove Junior School – Holland Road so that it is aligned with the PAN for the linked West Hove Infant school – Holland Road.

The council's aim with these proposals is to continue reducing the number of surplus places in the city and the associated risk of a school or schools being forced into financial difficulty. This both risks schools incurring a deficit budget, which has implications for the council's own budget and will impair the quality of education that they can provide.

This Equalities Impact Assessment is looking both at the consultation process to ensure that it is conducted fairly and has engaged with the public appropriately as well as considering the potential impact of the proposals themselves, if they are agreed.

3. Review of information, equality analysis and potential actions

Groups to assess	What do you know ⁹ ? Summary of data about your service-users and/or staff	What do people tell you ¹⁰ ? Summary of service-user and/or staff feedback	What does this mean ¹¹ ? Impacts identified from data and feedback (actual and potential)	What can you do ¹² ? All potential actions to: • advance equality of opportunity, • eliminate discrimination, and • foster good relations
Age ¹³	<p>Parents of children between the age of 2-18 need to be consulted.</p> <p>Changes will affect parents of children born between 1/09/2019 and 31/08/2020 who are due to start school in September 2024.</p> <p>There are projected to be 2311 children in this age bracket, and it is estimated 2080 will require a mainstream school place.</p> <p>When applying for a first school place 98% did so online for both 2021 and 2022.</p>	<p>The consultation in 2021 received 451 responses through the consultation portal. 79% of responders provided their age with the youngest being 20 and the oldest over 79.</p> <p>Out of the responses in 2021 where age was provided 3% were under 30. 30% were aged between 30-39; 39% aged between 40-49; 5% were aged between 50-59 and 2% were 60 or older.</p> <p>The consultation in 2020 received 802 responses in total however only 15% of responders provided their age with the youngest being 18 and the oldest over 70.</p> <p>Out of the responses in 2020 where age was</p>	<p>When considering the responders who provided an age, there was a decrease in the percentage of younger parents responding to the consultation last year compared to previous years.</p> <p>Respondents aged between 30 and 49 accounted for about 60% of the responses.</p> <p>Younger parents are increasingly using the online system to apply for school places.</p>	<p>Further engagement with childcare providers and nurseries in the city to continue to engage younger parents and parents of younger children.</p> <p>Liaise with support services such as Parenting Team, Family Coaches and Youth Employment Service to continue encouraging participation from younger parents.</p> <p>Greater use of social medial platforms and online promotion to reach younger parents in conjunction with traditional methods of promotion.</p> <p>Consideration of timing of any public consultation events so parents with young families can</p>

Groups to assess	What do you know⁹? Summary of data about your service-users and/or staff	What do people tell you¹⁰? Summary of service-user and/or staff feedback	What does this mean¹¹? Impacts identified from data and feedback (actual and potential)	What can you do¹²? All potential actions to: • advance equality of opportunity, • eliminate discrimination, and • foster good relations
		provided 14% were under 30. 12% were aged between 30-39; 29% aged between 40-49; 22% were aged between 50-59 and 14% were 60 or older.		attend.
Disability¹⁴	Children with Special Educational Needs and Disabilities (SEND) who have an Education, Health & Care Plan would be placed in school under the SEND code of Practice by the SEN team and normal admission arrangements and PANs would not apply.	<p>Consultation in 2021, 8% identified as having a disability. Nearly 68% did not consider themselves to have a disability and 24% did not provide an answer to this question.</p> <p>Consultation in 2020, less than 1% identified as having a disability. 11.5% did not consider themselves to have a disability and 87.7% did not provide an answer to this question.</p> <p>There were no requests last year for consultation documentation in alternative formats and all responses were submitted online or by</p>	<p>Parents of children with a disability may be more interested in SEND processes than mainstream school admission arrangements.</p> <p>Disabled parents could find it harder to respond through the online consultation portal or attend an event in person.</p> <p>Parents with children who have a disability may not be able to attend a consultation event in person.</p> <p>Parents with disabled children or who have a disability themselves may not be able to travel a</p>	<p>Consultation documentation should be available in other accessible formats, and this should be advertised more widely.</p> <p>Parents who are unable to attend a public meeting will be able to access information online or over the telephone or attend a virtual meeting.</p> <p>It consultation events are held online relevant information should be available to be viewed after the event.</p> <p>Nurseries will be encouraged to identify families who need additional support to</p>

Groups to assess	What do you know⁹? Summary of data about your service-users and/or staff	What do people tell you¹⁰? Summary of service-user and/or staff feedback	What does this mean¹¹? Impacts identified from data and feedback (actual and potential)	What can you do¹²? All potential actions to: <ul style="list-style-type: none"> • advance equality of opportunity, • eliminate discrimination, and • foster good relations
		email.	distance to take their child to a school place.	<p>access the information materials.</p> <p>The council will also liaise with PaCC and Amaze and any adult/parent disability groups.</p> <p>There needs to be sufficient school places within a reasonable distance of families including those families who have someone with a disability living with them.</p>
Gender reassignment¹⁵	n/a			
Pregnancy and maternity¹⁶		Parents who are pregnant or on maternity leave may find it difficult to get older children to school.	There needs to be sufficient places within a reasonable distance from families where there is a pregnant adult or an adult on maternity leave.	Consideration needs to be given to ensuring that there are enough school places within a reasonable distance from families where there is a pregnant adult or an adult on maternity leave.

Groups to assess	What do you know⁹? Summary of data about your service-users and/or staff	What do people tell you¹⁰? Summary of service-user and/or staff feedback	What does this mean¹¹? Impacts identified from data and feedback (actual and potential)	What can you do¹²? All potential actions to: <ul style="list-style-type: none"> • advance equality of opportunity, • eliminate discrimination, and • foster good relations
Race/ethnicity¹⁷ Including migrants, refugees and asylum seekers	<p>Both Downs and Hertford Infant schools are situated in the Central city planning area. 29.4% of children attending schools in the city are from ethnic minorities compared with 39.9% of pupils attending schools in the Central city planning area.</p> <p>The data available for pre-school pupils indicates an increased percentage of ethnic minority children for both the Central city planning area and for the city in general.</p> <p>There is no comprehensive race/ethnicity data available for the cohort due to start school in September 2023.</p> <p>In 2021 allocation year 27.8% of all applications were from ethnic minority</p>	<p>Consultation on admission arrangements conducted in 2021, 18% out of the 451 respondents identified as other than white British. 17% of respondents did not answer this question or did not want to specify their ethnicity.</p> <p>For the consultation in 2020, 3% identified as other than white British and 9% identified as white British. 88% of respondents did not answer this question or did not want to specify their ethnicity</p> <p>Feedback from the Ethnic Minority Achievement Service (EMAS) in relation to the 2020 consultation indicated that many parents from ethnic minorities or with English as an additional language found the consultation confusing</p>	<p>In some allocation years a higher percentage of pupils from ethnic minorities apply late or are directed to a school that was not a preference.</p> <p>There was an increased percentage of ethnic minority respondents for last year's consultation process compared to previous years.</p>	<p>Important to ensure that there are some surplus places in each planning area so there are local school places available for any late applicants.</p> <p>Explore further other methods of engagement with ethnic minority communities to further increase responses to the consultation. Continue Including the use of the EMAS service to reach out to communities to communicate the proposals in the consultation and the potential impact on their community.</p> <p>Highlight that there is a translation function on the council's website so that consultation information can be viewed in different languages.</p>

Groups to assess	What do you know⁹? Summary of data about your service-users and/or staff	What do people tell you¹⁰? Summary of service-user and/or staff feedback	What does this mean¹¹? Impacts identified from data and feedback (actual and potential)	What can you do¹²? All potential actions to: • advance equality of opportunity, • eliminate discrimination, and • foster good relations
	<p>families and there is no ethnicity information for a further 11% of applicants.</p> <p>33% of late school applications were submitted by ethnic minority families and for a further 19% there is no ethnicity information.</p> <p>76.4% of ethnic minority families who applied received their first preference school compared to 82% of white British families.</p>	<p>even with assistance. There was a reluctance to participate from some groups as they felt that it didn't affect them partly due to the uncertainty of the housing situations so children may have to move schools anyway and they trust that whatever school parents get it will be a good school. The difficulty of not being able to attend a local school was however identified as a potential problem.</p>		<p>Hard copy consultation materials to be made available in different languages as required.</p>
Religion or belief¹⁸	<p>There are only Church of England and Catholic faith schools within the city. These schools can prioritise children of the faith above other children. A number of these schools do prioritise children of other faiths above children of no faith. None of the faith schools are</p>	<p>There is little information on this. Some parents will seek a secular education for their child whilst others will want their children taught in line with their religious belief.</p> <p>79% of responders to the consultation in 2021 indicated they have no particular religious belief,</p>	<p>All schools identified for a reduction in PAN are community schools and this could potentially have a disproportionate impact on pupils with no faith.</p>	<p>Faith schools in the city are responsible for their own admission arrangements and the council cannot consult on changes to their PAN.</p> <p>The council will need to ensure that there are sufficient secular school places available for all residents who require</p>

Groups to assess	What do you know⁹? Summary of data about your service-users and/or staff	What do people tell you¹⁰? Summary of service-user and/or staff feedback	What does this mean¹¹? Impacts identified from data and feedback (actual and potential)	What can you do¹²? All potential actions to: <ul style="list-style-type: none"> • advance equality of opportunity, • eliminate discrimination, and • foster good relations
	proposing a reduction in PAN for September 2024. 23% of first preference applications for September 2021 were for church aided schools and 77% expressed a first preference for secular schools.	did not answer the question or preferred not to say.		one within a reasonable distance. Consultation events will take place in secular buildings wherever possible.
Sex/Gender¹⁹	There are no single sex, maintained schools in the city. Admission arrangements do not take into consideration the gender of the child.	61% of responses to the 2021 consultation were submitted by females and 19% by males. 20% did not answer or preferred not to say. 10% of responses to the 2020 consultation were submitted by females and 3% by males. 87% did not answer or preferred not to say.		
Sexual orientation²⁰	n/a			

Groups to assess	What do you know⁹? Summary of data about your service-users and/or staff	What do people tell you¹⁰? Summary of service-user and/or staff feedback	What does this mean¹¹? Impacts identified from data and feedback (actual and potential)	What can you do¹²? All potential actions to: <ul style="list-style-type: none"> • advance equality of opportunity, • eliminate discrimination, and • foster good relations
Marriage and civil partnership²¹	n/a			
Community Cohesion²²	<p>The schools identified in the consultation while within the same planning area serve different communities within in the city.</p> <p>Downs Infant School has 4% of pupils within the 10% most deprived areas of Britain and 13% of pupils within the 20% most deprived areas of Britain.</p> <p>Hertford Infant School has 17% of pupils within the 10% most deprived areas of Britain and 18% of pupils within the 20% most deprived areas of Britain.</p>	<p>House prices surrounding popular schools can be inflated, due to increased demand on accommodation close to popular schools.</p> <p>Parents from some socio-economic groups are better able to lobby and to instigate a cohesive community response to the proposals that may disproportionately influence the decision making about which schools will have their PAN reduced.</p> <p>Some communities may not be adequately represented in public meetings or in the responses to the consultation.</p>	<p>Can have an implication on the pupils offered a place at these schools as families who cannot afford to move close to oversubscribed schools are unable to obtain a place there.</p> <p>Responses to this consultation need to be considered based on the content not just quantity of replies as some areas in the city due to the nature of the community will provide significantly more replies and in a variety of ways.</p>	<p>Consideration of admission arrangements and tie break to remove advantage to families who are in the financial position to move close to popular schools in order to increase chance of obtaining a place.</p> <p>Encourage communities in all areas of the city to engage in the consultation process and provide alternative methods for them to respond.</p> <p>Take consideration of the impact of any change in PAN may have on a school in relation to the composition of pupil cohorts and their families to promote a comprehensive education offer.</p>

Groups to assess	What do you know⁹? Summary of data about your service-users and/or staff	What do people tell you¹⁰? Summary of service-user and/or staff feedback	What does this mean¹¹? Impacts identified from data and feedback (actual and potential)	What can you do¹²? All potential actions to: <ul style="list-style-type: none"> • advance equality of opportunity, • eliminate discrimination, and • foster good relations
Families with English as additional language	<p>The percentage of pupils with English as an additional language varies across primary schools and planning areas from 6.7% in Patcham to 21.3% in West Blatchington & North Hangleton planning areas.</p> <p>Downs Infant School have 10.2% of pupils and Hertford Infant school has 7.9% of pupils where English is an additional language.</p>	<p>There is little information on this. However we are aware of the level of consultation responses of those who are identified as other than white British. It is also considered likely that families with English as an additional language may struggle to understand the detail and implication of the proposed changes to the admission arrangements in the city.</p> <p>Information that interpreters could be available for public meetings for particular languages with a high prevalence in the community would help encourage participation from these families.</p>	<p>Families with pupils who have English as an additional language are proportionally more likely to apply late which significantly reduces their chance of being offered a place at an oversubscribed school.</p> <p>The higher number of families with English as an additional language applying late could be contributed to a number of factors such as these families moving into the city outside the cut off dates for the main admission rounds. This could be due to these families are not being aware of when to apply for school places as they are less likely to understand the promotional information distributed for parents.</p> <p>Families may not comprehend the</p>	<p>Important to ensure that there are still surplus places in each planning area so late applicants and pupils moving mid-year can be offered a place at a local school.</p> <p>Greater emphasis needs to be made in future to reach these families and make them aware of the school admissions applications process. If this group are unaware of the school admissions timescale it is also likely that they would be less aware of the consultation process. Additional steps should be taken to engage these families with this consultation.</p> <p>Advice and support shall need to be sought from the EMAS team and others with links to various communities where there are a number of families with</p>

Groups to assess	What do you know⁹? Summary of data about your service-users and/or staff	What do people tell you¹⁰? Summary of service-user and/or staff feedback	What does this mean¹¹? Impacts identified from data and feedback (actual and potential)	What can you do¹²? All potential actions to: <ul style="list-style-type: none"> • advance equality of opportunity, • eliminate discrimination, and • foster good relations
			implication of the proposals or which year they take effect and be able to relate this to their own circumstances.	<p>English as an additional language.</p> <p>For public meetings with a focus on a particular community, explore with individual schools the languages spoken and benefit of providing interpreters.</p> <p>Highlight that there is a translation function on the council's website so that consultation information can be viewed in different languages.</p>
Cumulative impact²³				
Assessment of overall impacts and any further recommendations²⁴				

Groups to assess	What do you know⁹? Summary of data about your service-users and/or staff	What do people tell you¹⁰? Summary of service-user and/or staff feedback	What does this mean¹¹? Impacts identified from data and feedback (actual and potential)	What can you do¹²? All potential actions to: <ul style="list-style-type: none"> • advance equality of opportunity, • eliminate discrimination, and • foster good relations
<p>Reducing the number of surplus school places is necessary to safeguard the whole family of schools in the city and to protect schools from financial difficulties as pupil numbers reduce. Without a reduction in school places there is the real possibility that some schools become unable to operate in a financially efficient way with implications for the quality of education provided and the council's own budget.</p> <p>A higher percentage of late applications are for children from ethnic minorities and children with English as an additional language although the numbers are small. Late applications for oversubscribed schools are less likely to be offered a place. To minimise the impact on these families of applying late more needs to be done to reach these families when reminding parents to apply for their child's school place.</p> <p>The consultation process must be as accessible as possible for all residents to respond to and that events are held at a variety of times and in locations which allow interested residents to participate and the process of receiving responses is also available to all.</p>				

4. List detailed data and/or community feedback that informed your EIA

Title (of data, research or engagement)	Date	Gaps in data	Actions to fill these gaps: who else do you need to engage with? (add these to the Action Plan below, with a timeframe)
January 2022 school census	January 2022		
Admissions consultation sought views through the council's consultation portal and themes identified in series of virtual public meetings.	15/11/21-2/01/22	Equalities monitoring questions in the consultation portal were not answered by 12% of respondents.	
Infant & Primary school allocation data	September 2021		

5. Prioritised Action Plan²⁵

Impact identified and group(s) affected	Action planned	Expected outcome	Measure of success	Timeframe
NB: These actions must now be transferred to service or business plans and monitored to ensure they achieve the outcomes identified.				
<p>Disabled parents and parents with children who have a disability may find it more difficult to participate in the consultation process</p>	<p>Consultation documentation made available in accessible formats and this should be advertised more widely.</p> <p>Parents who are unable to attend a public meeting will be able to access information online or over the telephone</p> <p>Nurseries will be encouraged to identify families who need additional support to access the information materials.</p> <p>The council will also liaise with PaCC and Amaze and any adult/parent disability groups.</p>	<p>Greater participation in the consultation by disabled parents and parents whose children have a disability.</p>	<p>Increased proportion of responses to consultation made by parents with a disability</p>	<p>Before and during consultation period</p>
<p>Previous consultation processes either did not sufficiently engage</p>	<p>Continue to explore other methods of engagement with ethnic</p>	<p>Greater participation in the consultation by parents from ethnic</p>	<p>Increased proportion of responses to consultation made by</p>	<p>Before and during consultation period</p>

<p>with ethnic minority families or those who did provide a response were unwilling to divulge their ethnicity however there was an increased percentage of ethnic minority families responding to last year's consultation process.</p>	<p>minority communities in order to continue increasing responses to the consultation, including the use of the EMAS service to reach out to communities to communicate the proposals in the consultation and the potential impact on their community.</p> <p>Highlight that there is a translation function on the council's website so that consultation information can be available in different languages.</p> <p>Hard copy consultation materials to be made available in different languages as required.</p>	<p>minority families.</p>	<p>parents from ethnic minorities.</p>	
<p>Some communities may not be adequately represented in public meetings or in the responses to the consultation.</p>	<p>Encourage communities in all areas of the city to engage in the consultation process and provide alternative methods for them to respond.</p>	<p>Increased participation in the consultation from communities less likely to participate in the past.</p>	<p>Responses received to the consultation from parents living in all areas in the city.</p>	<p>Before and during consultation period</p>
<p>Ensure that families with English as an additional language are aware of the</p>	<p>Advice and support sought from the EMAS team and others with links to various</p>	<p>More Families with English as an additional language aware of the</p>	<p>Greater number of responses to consultation from this group.</p>	<p>Before and during consultation period</p>

<p>consultation and are able to participate.</p>	<p>communities where there are a number of families with English as an additional language.</p> <p>Highlight that there is a translation function on the council's website so that consultation information can be available in different languages.</p> <p>Hard copy consultation materials to be made available in different languages as required.</p>	<p>consultation and able to participate.</p>		

EIA sign-off: (for the EIA to be final an email must sent from the relevant people agreeing it or this section must be signed)

Staff member completing Equality Impact Assessment:

Date:

Directorate Management Team rep or Head of Service/Commissioning:

Date:

CCG or BHCC Equality lead:

Date:

Guidance end-notes

¹ The following principles, drawn from case law, explain what we must do to fulfil our duties under the Equality Act:

- **Knowledge:** everyone working for the council must be aware of our equality duties and apply them appropriately in their work.
- **Timeliness:** the duty applies at the time of considering policy options and/or before a final decision is taken – not afterwards.
- **Real Consideration:** the duty must be an integral and rigorous part of your decision-making and influence the process.
- **Sufficient Information:** you must assess what information you have and what is needed to give proper consideration.
- **No delegation:** the council is responsible for ensuring that any contracted services which provide services on our behalf can comply with the duty, are required in contracts to comply with it, and do comply in practice. It is a duty that cannot be delegated.
- **Review:** the equality duty is a continuing duty. It applies when a policy is developed/agreed, and when it is implemented/reviewed.
- **Proper Record Keeping:** to show that we have fulfilled our duties we must keep records of the process and the impacts identified.

NB: Filling out this EIA in itself does not meet the requirements of the equality duty. All the requirements above must be fulfilled or the EIA (and any decision based on it) may be open to challenge. Properly used, an EIA can be a tool to help us comply with our equality duty and as a record that to demonstrate that we have done so.

² Our duties in the Equality Act 2010

As a public sector organisation, we have a legal duty (under the Equality Act 2010) to show that we have identified and considered the impact and potential impact of our activities on all people in relation to their 'protected characteristics' (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation, and marriage and civil partnership).

This applies to policies, services (including commissioned services), and our employees. The level of detail of this consideration will depend on what you are assessing, who it might affect, those groups' vulnerability, and how serious any potential impacts might be. We use this EIA template to complete this process and evidence our consideration.

The following are the duties in the Act. You must give 'due regard' (pay conscious attention) to the need to:

- **avoid, reduce or minimise negative impact** (if you identify unlawful discrimination, including victimisation and harassment, you must stop the action and take advice immediately).
- **advance equality of opportunity.** This means the need to:
 - Remove or minimise disadvantages suffered by people due to their protected characteristics
 - Taking steps to meet the needs of people from protected groups where these are different from the needs of other people
 - Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low
 - Consider if there is a need to treat disabled people differently, including more favourable treatment where necessary
- **foster good relations between people who share a protected characteristic and those who do not.** This means:
 - Tackle prejudice
 - Promote understanding

³ EIAs are always proportionate to:

- The size of the service or scope of the policy/strategy
- The resources involved
- The numbers of people affected
- The size of the likely impact
- The vulnerability of the people affected within the context

The greater the impacts, the more thorough and demanding the process required by the Act will be.

⁴ **When to complete an EIA:**

- When planning or developing a new service, policy or strategy
- When reviewing an existing service, policy or strategy
- When ending or substantially changing a service, policy or strategy
- When there is an important change in the service, policy or strategy, or in the city (eg: a change in population), or at a national level (eg: a change of legislation)

Assessment of equality impact can be evidenced as part of the process of reviewing or needs assessment or strategy development or consultation or planning. It does not have to be on this template, but must be documented. Wherever possible, build the EIA into your usual planning/review processes.

Do you need to complete an EIA? Consider:

- Is the policy, decision or service likely to be relevant to a specific group or groups (eg: older people)?
- How many people is it likely to affect?
- How significant are its impacts?
- Does it relate to an area where there are known inequalities?
- How vulnerable are the people (potentially) affected?

If there are potential impacts on people but you decide not to complete an EIA it is usually sensible to document why.

⁵ **Title of EIA:** This should clearly explain what service / policy / strategy / change you are assessing

⁶ **ID no:** The unique reference for this EIA. If in doubt contact your CCG or BHCC equality lead (see page 1)

⁷ **Team/Department:** Main team responsible for the policy, practice, service or function being assessed

⁸ **Focus of EIA:** A member of the public should have a good understanding of the policy or service and any proposals after reading this section. Please use plain English and write any acronyms in full first time - eg: 'Equality Impact Assessment (EIA)'

This section should explain what you are assessing:

- What are the main aims or purpose of the policy, practice, service or function?
- Who implements, carries out or delivers the policy, practice, service or function? Please state where this is more than one person/team/body and where other organisations deliver under procurement or partnership arrangements.
- How does it fit with other services?
- Who is affected by the policy, practice, service or function, or by how it is delivered? Who are the external and internal service-users, groups, or communities?
- What outcomes do you want to achieve, why and for whom? Eg: what do you want to provide, what changes or improvements, and what should the benefits be?
- What do existing or previous inspections of the policy, practice, service or function tell you?
- What is the reason for the proposal or change (financial, service, legal etc)? The Act requires us to make these clear.

⁹ **Data:** Make sure you have enough data to inform your EIA.

- What data relevant to the impact on specific groups of the policy/decision/service is available?⁹
- What further evidence is needed and how can you get it? (Eg: further research or engagement with the affected groups).
- What do you already know about needs, access and outcomes? Focus on each of the groups identified above in turn. Eg: who uses the service? Who doesn't and why? Are there differences in outcomes? Why?
- Have there been any important demographic changes or trends locally? What might they mean for the service or function?
- Does data/monitoring show that any policies or practices create particular problems or difficulties for any groups?
- Do any equality objectives already exist? What is current performance like against them?
- Is the service having a positive or negative effect on particular people in the community, or particular groups or communities?
- Use local sources of data (eg: JSNA: <http://www.bhconnected.org.uk/content/needs-assessments> and Community Insight: <http://brighton-hove.communityinsight.org/#>) and national ones where they are relevant.

¹⁰ **Engagement:** You must engage appropriately with those likely to be affected to fulfil the equality duty.

- What do people tell you about the services?
- Are there patterns or differences in what people from different groups tell you?
- What information or data will you need from communities?
- How should people be consulted? Consider:
 - (a) consult when proposals are still at a formative stage;
 - (b) explain what is proposed and why, to allow intelligent consideration and response;
 - (c) allow enough time for consultation;
 - (d) make sure what people tell you is properly considered in the final decision.
- Try to consult in ways that ensure all perspectives can be considered.
- Identify any gaps in who has been consulted and identify ways to address this.

¹¹ Your EIA must get to grips fully and properly with actual and potential impacts.

- The equality duty does not stop decisions or changes, but means we must conscientiously and deliberately confront the anticipated impacts on people.
- Be realistic: don't exaggerate speculative risks and negative impacts.
- Be detailed and specific so decision-makers have a concrete sense of potential effects. Instead of "the policy is likely to disadvantage older women", say how many or what percentage are likely to be affected, how, and to what extent.
- Questions to ask when assessing impacts depend on the context. Examples:
 - Are one or more groups affected differently and/or disadvantaged? How, and to what extent?
 - Is there evidence of higher/lower uptake among different groups? Which, and to what extent?
 - If there are likely to be different impacts on different groups, is that consistent with the overall objective?
 - If there is negative differential impact, how can you minimise that while taking into account your overall aims
 - Do the effects amount to unlawful discrimination? If so the plan must be modified.
 - Does the proposal advance equality of opportunity and/or foster good relations? If not, could it?

¹² Consider all three aims of the Act: removing barriers, and also identifying positive actions we can take.

- Where you have identified impacts you must state what actions will be taken to remove, reduce or avoid any negative impacts and maximise any positive impacts or advance equality of opportunity.
- Be specific and detailed and explain how far these actions are expected to improve the negative impacts.
- If mitigating measures are contemplated, explain clearly what the measures are, and the extent to which they can be expected to reduce / remove the adverse effects identified.
- An EIA which has attempted to airbrush the facts is an EIA that is vulnerable to challenge.

¹³ **Age:** People of all ages

¹⁴ **Disability:** A person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. The definition includes: sensory impairments, impairments with fluctuating or recurring effects, progressive, organ specific, developmental, learning difficulties, mental health conditions and mental illnesses, produced by injury to the body or brain. Persons with cancer, multiple sclerosis or HIV infection are all now deemed to be disabled persons from the point of diagnosis.

¹⁵ **Gender Reassignment:** A transgender person is someone who proposes to, starts or has completed a process to change their gender. A person does not need to be under medical supervision to be protected

¹⁶ **Pregnancy and Maternity:** Protection is during pregnancy and any statutory maternity leave to which the woman is entitled.

¹⁷ **Race/Ethnicity:** This includes ethnic or national origins, colour or nationality, and includes refugees and migrants, and Gypsies and Travellers. Refugees and migrants means people whose intention is to stay in the UK for at least twelve months (excluding visitors, short term students or tourists). This definition includes asylum seekers; voluntary and involuntary migrants; people who are undocumented; and the children of migrants, even if they were born in the UK.

¹⁸ **Religion and Belief:** Religion includes any religion with a clear structure and belief system. Belief means any religious or philosophical belief. The Act also covers lack of religion or belief.

¹⁹ **Sex/Gender:** Both men and women are covered under the Act.

²⁰ **Sexual Orientation:** The Act protects bisexual, gay, heterosexual and lesbian people

²¹ **Marriage and Civil Partnership:** Only in relation to due regard to the need to eliminate discrimination.

²² **Community Cohesion:** What must happen in all communities to enable different groups of people to get on well together.

²³ **Cumulative Impact:** This is an impact that appears when you consider services or activities together. A change or activity in one area may create an impact somewhere else

²⁴ **Assessment of overall impacts and any further recommendations**

- Make a frank and realistic assessment of the overall extent to which the negative impacts can be reduced or avoided by the mitigating measures. Explain what positive impacts will result from the actions and how you can make the most of these.
- Countervailing considerations: These may include the reasons behind the formulation of the policy, the benefits it is expected to deliver, budget reductions, the need to avert a graver crisis by introducing a policy now and not later, and so on. The weight of these factors in favour of implementing the policy must then be measured against the weight of any evidence as to the potential negative equality impacts of the policy.
- Are there any further recommendations? Is further engagement needed? Is more research or monitoring needed? Does there need to be a change in the proposal itself?

²⁵ **Action Planning:** The Equality Duty is an ongoing duty: policies must be kept under review, continuing to give 'due regard' to the duty. If an assessment of a broad proposal leads to more specific proposals, then further equality assessment and consultation are needed.

Brighton & Hove City Council

Children, Young People & Skills Committee

Agenda Item 25

Subject: Proposal to relocate the Primary Pupil Referral Unit provision to the former West Hove Infant School, Connaught Road site

Date of meeting: 7 November 2022

Report of: Executive Director Families, Children & Learning

Contact Officer: Name: Richard Barker, Head of School Organisation
Tel: 01273 290732
Email: richard.barker@brighton-hove.gov.uk

Ward(s) affected: All

For general release

1. Purpose of the report and policy context

1.1 The report provides a summary of the recent consultation undertaken between 14 September and 16 October 2022 about the proposal to relocate the Primary Pupil Referral Unit (PRU) provision to the former West Hove Infant School site at Connaught Road.

2. Recommendations

2.1 That Committee agrees to the relocation of the Primary PRU provision to the former West Hove Infant School site at Connaught Road with effect from Easter 2023, subject to minor capital works being concluded.

3. Context and background information

3.1 The city is experiencing a reduction in the number of pupils needing school places across the city. As a result of this reduction in the need for primary school places the decision was taken for the West Hove Infant School pupils to co-locate with the pupils from Hove Junior School at the Holland Road site. This took place in January 2022 and since then the Connaught Road building has been empty.

3.2 The Council is seeking to re-locate the primary aged provision of the PRU to the Connaught Road site with effect from Easter 2023. The Council wishes to enhance the educational experience and environment of the primary aged pupils who attend the Central Hub and consider this can be most effectively achieved by re-locating the provision to the Connaught Road site and using a proportion of the front building to do so.

3.3 In Brighton & Hove, the Pupil Referral Unit is called the Central Hub and the primary aged provision is currently located at Lynchet Close. The Pupil

Referral Unit is a type of council-run school specifically set up to provide education for children who are unable to attend mainstream school. Pupils are often referred to a PRU if they need a higher level of support than a mainstream school can provide. They are sometimes called alternative provision.

- 3.4 Pupils who attend a PRU might be experiencing social, emotional or behavioural difficulties, including problems with mental health issues. They may have been permanently excluded from their mainstream school or they may be at risk of permanent exclusion. The primary section of the Central Hub has a maximum of 24 places for pupils aged between 5 and 11 years old. Some pupils will have all their lessons at the Central Hub while others split their time between the mainstream school where they're registered and the Central Hub. The majority of pupils are transported to and from the Central Hub by taxi.
- 3.5 Should the proposal be agreed, it would mean that the space vacated by the primary provision of the Central Hub at its Lynchet Close location can be remodelled to enhance and co-locate all of the secondary aged provision of the Central Hub in one place. Currently there is a PRU at Dyke Road and at Lynchet Close providing education to secondary aged pupils. Another specific provision for Year 11 pupils only, called The Connected Hub is located separately at Florence Place, Brighton.
- 3.6 To achieve the relocation to the Connaught Road site, it is anticipated that the minor internal and external building work will commence in January 2023. The likely works include modifications to some of the room layouts and existing partial height room dividers, the creation of a specific cooking area for pupils and an additional reception space at the rear of the building which already includes an external door. Externally it is proposed that the scooter parking and some sheds in the playground are removed. Some new fencing to demarcate outside space and covers for external drainpipes is also proposed.
- 3.7 A consultation was undertaken between 14 September and 16 October 2022 the council received 6 responses via its consultation portal, 4 emails sent directly to the council and 5 members of the public, all local residents, attended a public meeting held on 27 September 2022.
- 3.8 The responses received to the online consultation were broadly supportive with 50% of responses strongly agreeing, 33.33% neither agreeing or disagreeing and 16.67% tending to disagree. A more detailed summary can be found in Appendix 1.
- 3.9 Concerns have been expressed about the impact of noise levels on surrounding homes and the impact of vehicle movements in the proximity, should the proposed change be agreed. There was also concern that should the age range of the PRU extend in future years the proximity of a narrow, partially unlit, dog-legged pathway where anti-social behaviour had previously taken place, would be an additional risk for staff to manage.

- 3.10 An offer to visit the existing Pupil Referral Unit was extended to local residents to understand more about the way in which the PRU operates and the support offered to pupils and it was agreed that if the proposal was agreed then more work with the local community by staff at the PRU would follow.

4. Analysis and consideration of alternative options

- 4.1 The alternative option would be for the PRU not to relocate or be sited on another school site. Not making a move to a new location would mean pupils did not have the opportunity of an enhanced educational experience and environment.
- 4.2 Neither would it provide an opportunity to consider the move away from the Dyke Road site and ensuring all secondary aged pupils attending the PRU, excluding the Connected Hub, being located on one site in the future.
- 4.3 Running a PRU on the site of a maintained school site requires a number of logistical issues to be resolved. Whilst not insurmountable it is not considered to be a viable option in this case. In addition, there is not a vacant school site other than that at Connaught Road.

5. Community engagement and consultation

- 5.1 A consultation was undertaken between 14 September and 16 October 2022. This consisted of key questions to consider (further details of these questions and the consultation responses can be found at Appendix 1).
- 5.2 The consultation was promoted through:
- The Council's consultation website
 - Letter to residents in Connaught Road area
- 5.3 Feedback was invited:
- Via the Council's consultation portal
 - By email
 - Via a face-to-face resident event that was organised on 27 September 2022 at The Central Hub, Lynchet Close and offered an opportunity for residents to talk through proposals with representatives from Families, Children & Learning Directorate and The Central Hub Leadership Team.
 - Residents in the surrounding area to the Connaught Road site received a letter informing them of the consultation and explained how they could comment.
- 5.4 A more detailed analysis of the consultation can be found at Appendix 1.

6. Conclusion

- 6.1 The results of the consultation concluded that 50% of respondents strongly/tended to agree with the proposal to move the Primary PRU (Central Hub) from Lynchet Close to the former West Hove Infant School site at Connaught Road.

7. Financial implications

- 7.1 The capital cost of the project will be met from the Basic Need capital grant funding provided to the council from central government. The yearly capital report to CYPS and P&R committees in March 2022 showed that there is £8,311,917 Basic Need available. The cost of the project is not yet known but it is not expected to exceed £500,000. Once the work has been specified and an estimate has been produced for the scheme this will be added to the capital programme via the TBM process and approved at P&R Committee.
- 7.2 In terms of revenue implications, the increased number of primary PRU places that will be in operation will be funded from the high needs block of the Dedicated Schools Grant. Provision has already been allowed for this in the high needs budget. There will also be relatively modest costs linked to the physical move and provision will need to be made for this. This type of cost is usually met by the local authority.

Name of finance officer consulted: Steve Williams Date consulted: 15.09.22

8. Legal implications

- 8.1 Unlike maintained schools, PRUs are not covered by the school organisation legislation. However even where there is no obligation to have regard to statutory guidance any proposal to relocate the PRU should abide by the principles of good practice and public law. Accordingly, a consultation exercise has been carried out with affected parties, including staff, parents and local residents. Due consideration should be given to the outcome of that consultation when the final decision is made on the proposal.

Name of lawyer consulted: Serena Kynaston Date consulted 26.09.2022

9. Equalities implications

- 9.1 The proposals are based on a vision for improving the provision and outcomes for the children and young people requiring an alternative provision education for children who are unable to attend mainstream school.

10. Sustainability implications

- 10.1 Brighton & Hove City Council is committed to taking responsibility for its own Impact on the environment. Sustainability considerations and benefits will form part of the evaluation of bids for the contract in line with the Council's Sustainable Procurement Policy and Climate Change Strategy.
- 10.2 Contractors have demonstrated how they will achieve best practice, value for money, and innovations. This includes minimizing non-recyclable waste and promoting recycling.

10.3 The council is seeking to rationalise its accommodation used for Pupil Referral Units over time and these proposals form part of those plans.

Supporting Documentation

Appendices:

1. Analysis of the consultation feedback to relocate the Primary Pupil Referral Unit provision from Lynchet Close to the former West Hove Infant School Site at Connaught Road.

Analysis of the consultation feedback to relocate the Primary Pupil Referral Unit provision from Lynchet Close to the former West Hove Infant School Site at Connaught Road.

1. Overview offered as part of the consultation process

The City is experiencing a reduction in the number of pupils needing school places across the city. As a result of this reduction in the need for primary school places the decision was taken for the West Hove Infant School pupils to co-locate with the pupils from Hove Junior School at the Holland Road site. This took place in January 2022 and since then the Connaught Road building has been empty.

The Council is seeking to re-locate the primary aged provision of the Pupil Referral Unit to the Connaught Road site with effect from Easter 2023. In Brighton & Hove, the Pupil Referral Unit is called the Central Hub and the primary aged provision is currently located at Lynchet Close. The Pupil Referral Unit is a type of council-run school specifically set up to provide education for children who are unable to attend mainstream school. Pupils are often referred to a PRU if they need a higher level of support than a mainstream school can provide. They are sometimes called alternative provision.

Pupils who attend a PRU might be experiencing social, emotional or behavioural difficulties, including problems with mental health issues. They may have been permanently excluded from their mainstream school or they may be at risk of permanent exclusion. The primary section of the Central Hub has a maximum of 14 places for pupils aged between 5 and 11 years old. Some pupils will have all their lessons at the Central Hub while others split their time between the mainstream school where they're registered and the Central Hub. The majority of pupils are transported to and from the Central Hub by taxi.

The Council wishes to enhance the educational experience and environment of the primary aged pupils who attend the Central Hub and consider this can be most effectively achieved by re-locating the provision to the Connaught Road site and using the substantial front building to do so.

In addition, it means that the space vacated by the primary provision of the Central Hub at its Lynchet Close location can be re-modelled to enhance and co-locate all of the secondary aged provision of the Central Hub in one place. Currently there is a Pupil Referral Unit at Dyke Road and at Lynchet Close providing education to secondary aged pupils. Another specific provision for Year 11 pupils only, called The Connected Hub is located separately at Florence Place, Brighton BN1 7GU.

Changes to Connaught Road Site

If this proposal is agreed and taken forward, we anticipate that the minor internal and external building work will commence in late autumn 2022 with pupils attending the site from the start of the summer term 2023.

The likely works include modifications to some of the room layouts and existing partial height room dividers, the creation of a specific cooking area for pupils and an additional reception space at the rear of the building which already includes an external door.

Externally it is proposed that the scooter parking and some sheds in the playground are removed. Some new fencing to demarcate outside space and covers for external drainpipes is also proposed.

Consultation Process

The formal consultation process began on 14th September and ran until 16th October 2022.

The consultation was promoted through:

- The Council's consultation website
- Letter to residents in Connaught Road area

Feedback was invited by:

- Using the Council's consultation portal
- Email
- An organised face-to-face resident event that took place on 27 September 2022 at The Central Hub, Lynchet Close and offered an opportunity for residents to talk through proposals with representatives from Families, Children & Learning Directorate and The Central Hub Leadership Team.
- A letter to those residents living in the surrounding area to the Connaught Road site informing them of the consultation and explaining how they could comment.

Respondents were asked 3 questions and were offered the opportunity to add any specific comments as to why they agreed/disagreed with the proposal. Throughout the consultation period the number and range of responses were reviewed to make sure that all groups were represented in the responses and to identify any further promotion required with stakeholders to ensure that they were aware of the consultation process.

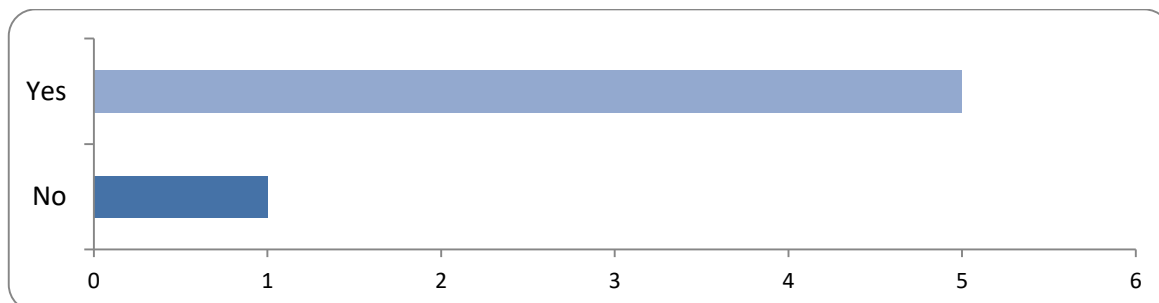
2. Process for analysing responses

The responses from both the public meeting and the online consultation were collated and reviewed. The information provided as part of this analysis is in relation to the responses received via the Council's online consultation portal.

Six responses were submitted via the online consultation portal, and the quantitative data in this report reflects these responses. Of the 6 respondents, 5 identified as being a Brighton & Hove resident and 1 identified as not being in this group (or not responding to this question). All respondents used the online consultation portal to give their views on the consultation questions posed, no additional responses were received by email. The email correspondence received separately referenced concerns associated with minimising noise, and possibilities of using the building for community/wellbeing groups.

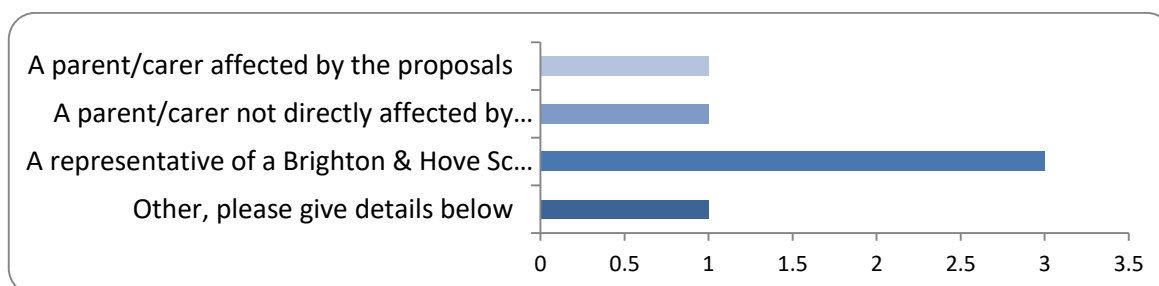
Collated responses to the consultation are detailed below.

Q1: Are you a resident in Brighton and Hove?



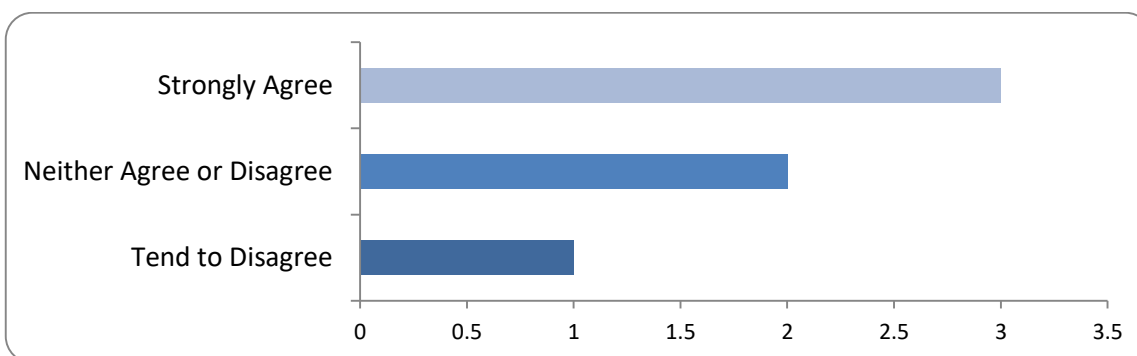
Option	Total	Percent
Yes	5	83.33%
No	1	16.67%
Not Answered	0	0.00%

Q2: How are you responding to these proposals?



Option	Total	Percent
A parent/carers affected by the proposals	1	16.67%
A parent/carers not directly affected by the proposals	1	16.67%
Child, Young Person or Student not directly affected by the proposals	0	0.00%
A representative of a Brighton & Hove School	3	50.00%
Other, please give details below	1	16.67%
Not Answered	0	0.00%

Q3: Do you agree or disagree with the proposal to move the primary Pupil Referral Unit (Central Hub) from Lynchet Close to the former West Hove Infant School site at Connaught Road?



Option	Total	Percent
Strongly Agree	3	50.00%
Tend to Agree	0	0.00%
Neither Agree or Disagree	2	33.33%
Tend to Disagree	1	16.67%
Strongly Disagree	0	0.00%
Don't Know/Not Sure	0	0.00%
Not Answered	0	0.00%

Brighton & Hove City Council

Children, Young People & Skills Committee

Agenda Item 26

Subject: Early Years Strategic Action Plan

Date of meeting: 7 November 2022

Report of: Executive Director – Families, Children & Learning

Contact Officer: Name: Jo Templeman
Email: jo.templeman@brighton-hove.gov.uk

Ward(s) affected: All

For general release

1. Purpose of the report and policy context

- 1.1 In 2017 Brighton and Hove City Council published its Early Years Strategy 2017 - 2019 and in 2022 published its strategy for tackling educational disadvantage 'Better Outcomes, Better Lives'. BHCC has been working with the Local Government Association, council staff and stakeholders to consider a new framework for early years strategic thinking with consideration to these strategies and the national context for 'Best Start for Life'.
- 1.2 Brighton and Hove is developing a Family Hub model which will include launching its 'Start for Life Offer' in March 2024.
- 1.3 In developing the 'Start for Life Offer' Brighton and Hove will need to develop a Start for Life Strategy by March 2024 as part of its Family Hubs development which will replace the Early Years Strategy. An Early Years Strategic Action Plan will be developed to ensure delivery of the Early Years priorities in the interim period and to ensure we can fully understand the impact of Covid on early years children and early years settings.

2. Recommendations

- 2.1 That Committee agrees the Early Years Strategic Action Plan for the transition period in implementing the Brighton and Hove Start for Life Strategy in March 2024.
- 2.2 That Committee agrees the four priority areas for the Early Years Strategic Action Plan as further detailed in section 3 of this report:
 - 1) To ensure sufficient and appropriate support for early years children identified with Special Education Needs and Disabilities (SEND)
 - 2) To ensure clear and consistent assessments and pathways for early years children
 - 3) To ensure there are sufficient early years childcare places in the city so that all children can take up their early years free entitlement and parents can work
 - 4) To ensure early years provision is good quality and supports outcomes for disadvantaged children with the aim of closing the gap between them and their peers
- 2.3 That Committee requests an update on the Start for Life Strategy to come to a future meeting of the Children, Young People and Skills Committee.

3. Context and background information

- 3.1 The Early Years Strategy is due for review and will become the Start for Life Strategy in March 2024 as Family Hubs are developed. The Early Years Strategic Action Plan will ensure a focus on the needs of early years children during the transformation period.
- 3.2 The aim of the strategic action plan will be to support the delivery of early years services from pre-birth to five and facilitate high quality childcare throughout the early years and beyond. The intended outcomes are to improve the wellbeing of young children and reduce inequalities.
- 3.3 In March 2021 the government launched The Best Start for Life: a vision for the 1,001 critical days which sets out the importance of the first 1,001 critical days from conception to the age 2 in determining outcomes for children. The strategy identifies 6 action areas to support families during these early stages:
 1. Seamless support for families
 2. A welcoming hub for families
 3. The information families need when they need it
 4. An empowered workforce
 5. Continually improving the Start for Life Offer
 6. Leadership for change

- 3.4 We are yet to fully understand the impact of the pandemic on early years children and early years services. We consider this as part of the Early Years Strategic Action Plan and in the development of the Start for Life Strategy in March 2024.
- 3.5 Our Early Years Strategic Action Plan and future Start for Life Strategy will link with:
- Addressing the impact of the Covid 19 pandemic on children’s early learning in early years settings, Action Plan (June 2021 to September 2022)
 - The Best Start for Life: a vision for the 1,001 critical days
 - The Family Hubs transformation
 - Starting Well Delivery Plan
 - SEND Strategy
 - A Fairer Brighton and Hove
 - Education Disadvantage Strategy
- 3.6 The Early Years Strategic Action Plan will focus on the following priority areas as outlined in Appendix 1 and below.
- 3.7 **Priority 1** will be to ensure there is sufficient early years provision for children with Special Educational Needs and Disabilities, including reviewing the Additional Support Funding rates. The national Early Years Census shows an increase in the percentage of children reported by early years providers as having SEND – Two-year-olds – 4.7% in 2018 to 6.6% in 2022 (2.5 per centage points higher than national) Three and four-year-olds from 6% in 2018 to 7% in 2022 (same as national). We have seen an increase in Additional Support funded children locally by 19% over the last 3 years. This increase is reflected in the increased caseload for Brighton and Hove Inclusion Support Service Early Years Teams which has increased by 43% since 2019. In addition, 33 children met the eligibility criteria for The Jeanne Saunders Centre with 18 spaces available.
- 3.8 **Priority 2** will focus on reviewing and developing clear assessment and intervention pathways to support the needs of early years children. We need to fully understand the needs of our early years children including the impact of the pandemic ensuring appropriate consistent strategies to support identified need. The Integrated Progress Review at 2 has not been reviewed prior to the pandemic which has had an impact on the current process. Speech, Language and Communication has been highlighted as a key area of development as part of the new Early Years Foundation Stage Framework as well as being highlighted as an area impacted by the pandemic with an increase in Speech and Language referrals since 2019. A key action will be the development of a clear Speech, Language and Communication Pathway for Brighton and Hove.

- 3.9 **Priority 3** will focus on ensuring sufficient childcare spaces in Brighton and Hove. The Brighton and Hove Childcare Sufficiency Assessment will be completed and an update provided to the CYPS Committee in March 2023. This will ensure we can review the impact of the pandemic and recruitment issues which are being experienced by childcare providers as well as looking at parents' access to early years and childcare provision. In particular funded hours which are standalone and free of charge. The CSA will also review childcare for school-age children of working parents. The Department for Education is currently consulting on a change to the national early years funding formula for three and four-year-olds, and on a change to early years funding for two-year-olds. The consultation closed on 16th September 2022, figures are noted in section 7 and illustrate the previously low funding rates in Brighton and Hove.
- 3.10 **Priority 4** will focus on ensuring that support continues for early years and childcare providers, so provision throughout the city is of high quality and a comprehensive workforce development programme is in place. Recruitment and Retention has been identified as an issue across early years services both nationally and locally which may impact on the quality of provision.
- 3.11 We have worked with the Local Government Association on a national framework for developing an Early Years Strategy. This work will support the development of the Start for Life Strategy in March 2024 and ensure we can meet both our statutory duties and the needs of early years children.

4. Analysis and consideration of alternative options

- 4.1 An option would be to update the Early Years Strategy now but this would need to be updated again to become the Start for Life Strategy in March 2024 and would not enable us to fully understand the impact of the pandemic on early years children and settings, therefore the preferred option is to use the Early Years Strategic Action Plan in the interim.
- 4.2 The Early Years Strategic Action Plan will ensure a focus on early years whilst the Family Hubs Transformation is delivered and the Start for Life Strategy is developed in March 2024.
- 4.2 The priority areas have been developed using local data and knowledge of services highlighted in section 3 this will ensure a focus on the needs of early years children and support early years services.

5. Community engagement and consultation

- 5.1 The Local Government Association facilitated two workshops one with stakeholders and one with early years settings to discuss the priorities for early years across the city. A parent session was offered but no parents chose to attend, future sessions will be targeted and more widely advertised. A Start for Life Parent Focus Group will be established as part of the Family Hubs Transformation.

5.2 The Early Years Strategy Group meet quarterly with a focus on early years priorities and service delivery. The priorities of the Early Strategic Action Plan have been agreed by this group.

5.3 Co-production and co design are an underpinning principle of the family hubs transformation and will include staff, stakeholder and families for Early Years children.

6. Conclusion

6.1 The Early Years Strategic Action Plan should be implemented and priorities agreed to ensure an early years focus whilst the Family Hubs transformation is delivered and to support the development of the Start for Life Strategy in March 2024.

7. Financial implications

7.1 The Department for Education is currently consulting on a change to the national early years funding formula for three and four-year-olds, and on a change to early years funding for two-year-olds. The consultation closed on 16th September 2022.

Illustrative rates published by the DfE in the consultation for three and four-year-olds for Brighton and Hove indicate an increase from £4.79 per hour in 2022 / 2023 to £5.96 in 2023 / 2024 (an increase of 24.4%). However, the DfE is proposing to cap increases at 4.4%, which would result in an actual rate of £5.00 per hour.

For two-year-olds the illustrative increase is from £5.57 to £6.86 per hour (23.2%) but this is capped at 8.6% resulting in an increase to £6.05 per hour.

7.2 The current rate for additional support funding is £10.50 per hour and this will need to be reviewed in line with the uplift in the living wage amounts. Funding for additional support funding is provided through both the early years and high needs blocks of the Dedicated Schools Grants and any increases to the hourly rate would need to be funded from these sources.

Name of finance officer consulted: Steve Williams Date consulted: 27/09/22

8. Legal implications

8.1 The Early Years Strategic Action Plan will ensure a focus on the needs of early years children and in doing so will enable the Council to better deliver duties to children and families under the Children Acts 1989 and 2004. The council cannot deliver the Best Start for Life programme referred to in the report alone, it requires the engagement of other public agencies, in particular health.

- 8.2 The Childcare Act (2006) requires local authorities to improve the well-being of young children and reduce inequalities between young children in their area. It also requires local authorities to make arrangements to secure that early childhood services in their area are provided in an integrated manner which is calculated to facilitate access to those services, and maximise the benefit of those services to parents, prospective parents and young children, and to identify parents or prospective parents in the authority's area who would otherwise be unlikely to take advantage of early childhood services that may be of benefit to them and their young children, and to encourage those parents or prospective parents to take advantage of those services.
- 8.3 Local authorities are required to secure sufficient childcare for working parents including for children who are disabled.

Name of lawyer consulted: Natasha Watson Date consulted :24/10/2022

9. Equalities implications

- 9.1 The Early Years Strategic Action Plan aims to improve outcomes for disadvantaged children including those in low income households and with Special Educational Needs and Disabilities.
- 9.2 All early years providers follow the statutory Early Years Foundation Stage which promotes equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported, this is promoted through the training and support packages provided.
- 9.3 A focus of the Strategic Action Plan is to ensure sufficient early years childcare for all children including support for children identified with SEND.
- 9.4 A full equalities impact assessment will be completed as part of the family hubs transformation process.

10. Sustainability implications

- 10.2 Improving outcomes for early years children will support better outcomes as they move into adulthood thus reducing inequalities for the city.
- 10.1 Sufficient early years childcare spaces will ensure there are local places available to families thus reducing the need to travel.
- 10.2 The Early Years Recruitment Strategy will support local employment opportunities.

11. Other Implications

Public Health implications:

- 11.1 The Start for Life Offer for Early Years will include the delivery of services to meet the six high impact areas for Health Visiting.

11.2 The Starting Well chapter of the city's Health and Wellbeing Strategy is a key link to support families at risk of disadvantage, recognising the importance of the link with the work overseen by Public Health and will link to development of the Start for Life Strategy for the city.

Supporting Documentation

1. Appendix 1 Early Years Strategic Action Plan

Early Years Strategic Action Plan November 2022 – March 2024

Introduction

The Early Years Strategic Action Plan has been developed to ensure a focus on early years children during the Family Hubs Transformation process until the Start for Life Strategy is launched in March 2024.

The Action Plan has been developed based on feedback from the LGA Stakeholder and Early Years workshops and in the context of:

- Increasing number of children with SEND
- Ongoing recovery from impact of Covid-19 pandemic on early years children, their families and settings
- Low central government funding for early years providers to offer the Early Years Free Entitlement
- The impact of the cost of living crisis on early years providers, including increased energy and salary bills
- Crisis in recruitment and retention of early years staff, across private, voluntary and independent providers as well as Children’s Centre Nurseries

Priority	Actions	Outcome measures	Lead	By when
1. To ensure sufficient and appropriate support for early years children identified with SEND	1.1. Embed strategic approach to Raising Early Achievement Literacy SEND	Targets achieved in implementation plan	Early Years Team	March 2023
	1.2 Review ASF funding including grant terms and conditions	ASF rates reflect the cost of employing staff and providing support	Early Years Team	March 2023
	1.3 Map groups to support SEND and ensure families are aware and know how to access. Including Jeanne Saunders, Children Centre groups, Early Language support team and Nursery provided groups. Work with Amaze and PACC to support this action.	Increased number of groups available and clear information on where and how to access. Number of children and parents accessing groups.	BHISS and Early Years Team	March 2023
	1.4 Review process for initiating early years education Health Care Plans	Children and families receive timely support meeting statutory timescales	BHISS	March 2023
	1.5 SEND team reviewing specialist spaces in special schools and support for transitions.	Increased numbers of specialist spaces available	SEND team	September 2023
	1.6 Review Early Years SEND training offer and action learning opportunities including best practice hub.	Best practice hubs developed and implemented	Early Years Team	March 2023

Priority	Actions	Outcome measures	Lead	By when
2. To ensure clear and consistent assessments and pathways for early years children	2.1 Review the integrated process review pathway to ensure joined up approaches to assessment for 2 year olds	Increase in number of integrated progress reviews completed and shared in line with process	Early Years Team and Healthy Child Programme	June 2023
	2.2 Develop and embed Brighton and Hove Speech, language and communication pathway	Professionals and parents to be aware of the pathway and using it to support children with identified Speech, Language and communication needs	Early Years Team	June 2023
	2.3 Develop tools to support practitioners and families including videos to ensure consistent approaches to speech, language and communication	Toolkit developed and disseminated to all Early Years professionals Number of children and parents accessing speech and language interventions	Early Years Team	March 2023
3 To ensure there are sufficient early years childcare places in the city so that all children can take up their early years free entitlement and parents can work	3.1 Develop and implement early years recruitment support strategy	Decrease in reported recruitment issues	Early Years Team	December 2022
	3.2 Embed and audit new provider agreement for Early Years settings	All Early Years settings accessing Early Years funding are compliant with provider agreement	Early Years Team	ongoing
	3.3 Complete childcare sufficiency assessment	Childcare sufficiency assessment completed and published with action plan for identified sufficiency issues	Early Years Team	March 2023
4 To ensure early years provision is good quality and supports outcomes for disadvantaged children with the aim of closing the gap between them and their peers	4.1 Review training package and offer to Early Years professionals	Training package updated Number of professionals accessing training	Early Years Team	June 2023
	4.2 Review of support for settings with focus on those with high numbers of children with early years pupil premium and two year olds with early years free entitlement	Plan developed and support in place for identified settings	Early Years Team	ongoing
	4.3 Review EYSFP data for 2022 to inform future support for early years settings	Data used to inform training and support packages	Early Years Team	December 2022

Brighton & Hove City Council

Children, Young People and Skills Committee

Agenda Item 27

Subject: A Fairer Brighton & Hove – November 2022 update

Date of meeting: 07 November 2022

Report of: Executive Director of Families, Children and 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 the report and policy context

1.1 This report provides an update on A Fairer Brighton & Hove – our strategy framework for children, young people and families at risk of disadvantage. It also gives a summary of what the framework will be focusing on in the 6 months ahead.

2. Recommendations

- 2.1 That Committee notes the update on A Fairer Brighton & Hove - our disadvantage strategy framework.
- 2.2 That Committee notes the Framework recommendations provided at 3.11 below.

3. Context and background information

- 3.1 In June 2022 Children, Young People and Skills Committee agreed A Fairer Brighton & Hove: a cohesive Framework to support families at risk of disadvantage 2022 – 2025.
- 3.2 The framework provides a mechanism for monitoring and overseeing the breadth of work which is concerned with addressing disadvantage. It also provides a set of guiding principles, developed directly from service user and front-line worker feedback.
- 3.3 The Framework offers elected Members, council officers, partners, and families a 'lens' through which all can have oversight on the work in the city supporting those at risk of disadvantage. It is a framework to help drive the work. It can be a critical friend to what we are doing to support improved outcomes so we do things the right way at the right time. It supports reversing the polarity of disadvantage to enhancement.

- 3.4 The framework aims to deliver the following points:
- It shared direct feedback from families and those who work with them about their experiences
 - It will provide a citywide definition of what is meant by children, young people and families being at risk of disadvantage
 - It sets out the vision and ambition for those at risk of disadvantage in the city
 - It provides a snapshot of what the risk of disadvantage currently looks like for families
 - It agrees a set of principles through which to identify, respond to and support those at risk of disadvantage – now and in the future
 - It provides an update of the current work in place to tackle disadvantage for families
 - It allows for the Children, Young People and Skills Committee to maintain oversight of these areas of work
- 3.5 In June 2022 it was agreed that an update on the framework should be brought to Children, Young People and Skills Committee every six months for the duration of the framework. This report, given in Appendix 1, provides an update on the points listed in 3.4.
- 3.6 It is important to note that the sovereignty of the strategies overseen within this Framework will remain as is. This Framework does not supersede, replace or take on ownership of them. Rather it is a lens through which we can all have a better collective view at the impact of work with families in the city.
- 3.7 This Framework is designed to develop and adapt as it progresses.
- 3.8 As well as providing an update on key areas of strategy / programmes of work within each six-monthly update there will also be a themed area of focus. This time we are looking at school attendance and considering how the Fairer Brighton & Hove framework can influence and inform that work. In turn, the work will help to inform future updates to this Committee by providing another route through which we can explore the work in the city to tackle the risk of disadvantage.
- 3.9 This work is closely aligned to the Family Hubs Transformation Programme. An important element of this work is data transformation. As this develops, it will inform the data that is available for the Fairer Brighton & Hove six monthly updates to committee. We also want to use and analyse the data that will be collected as part of the Supporting Families Outcomes Framework as that develops.
- 3.10 The city's Early Help Partnership Board also oversees this framework and will provide continued feedback and influence on what it covers and how these updates are presented.
- 3.11 In the November 2022 update the following recommendations have been made:

- Return to the communities that provided feedback earlier in 2022 and check the framework is aligned to their views and experiences
- Continue to explore and expand new and different ways to hear from families at risk of disadvantage. Suggestions have included specific activities around working with Black young people involved in the Extended Adolescent Service; exploring opportunities via the Holiday Activities and Food Programme, especially for children and young people with SEND; working with the city's Care Leavers Forum and Youth Council.
- Fund engagement work with young people around school attendance to fully understand the barriers that young people and their families face in attending school, coproducing work to in order to support and address the barriers for attendance, especially for those most at risk of disadvantage. To include a focus on where attendance has become a concern post pandemic.
- Ensure the feedback received from communities within this framework is shared with the Family Hubs design phase.
- Recommend that the digital offer in Family Hubs is wide and includes the cultural 'what's available' elements of city-life to ensure greater equity of access to events and opportunities
- Families, Children and Learning to develop a coproduction strategy to enable all services to work to a best practice model and learn from previous work such as Home to School Transport
- Families, Children and Learning to meet with other directorate management teams within the council to raise awareness and explore the areas of work that should be covered by this framework during year two.
- Work with the University of Sussex and Public Health to further analyse and learn from the 2021 Safe and Well at School Survey
- Explore mentoring opportunities for young people at risk of disadvantage
- Make further connections between 'A Fairer Brighton & Hove' and anti-poverty work in the city especially within children's social work
- Expand and explore more data opportunities including working with Public Health and linking with existing and emerging data dashboards such as those used by the SEND Partnership Board and the Brighton & Hove Safeguarding Children Partnership.

4. Analysis and consideration of alternative options

- 4.1 This Framework has been agreed for 2022 – 2025 but it is designed to be flexible and can adapt as needed in future six monthly updates.

5. Community engagement and consultation

- 5.1 Hearing from and responding to what communities are telling us is a fundamental element of the work of this framework.
- 5.2 The Framework agreed in June 2022 and this first six-monthly update has been informed by the extensive Early Help Review, the cross-party Members' working group, by discussions at the Early Help Partnership Board including cross sector partners and by a 'call for assistance' with the Voluntary and Community sector undertaken in January and February 2022.

A full summary of the feedback from this process was provided in the Appendices of the June 2022 report.

- 5.3 That feedback directly informed and influenced the emerging definition of being at risk of disadvantage, the guiding principles and the reflections and recommendations in this update report provided in Appendix 1.
- 5.4 Work is planned for future update reports to seek fresh and evolving feedback directly from children, young people and families and this will continue to influence this work.

6. Conclusion

- 6.1 The Fairer Brighton & Hove Framework to support families at risk of disadvantage is an important tool for the city to enable a more collective view on families at risk of disadvantage and oversight of the work underway to mitigate that risk. We ask that Committee support and inform this ongoing work.

7. Financial implications

- 7.1 There are no direct financial implications arising from this report.

Name of finance officer consulted: Louise Hoten Date consulted
(04/10/22):

8. Legal implications

- 8.1 The framework will inform the council in identifying need and so assist the Council in understanding how to meet a range of statutory duties, including duties to children and families for early help, and to promote equalities.

Name of lawyer consulted: Natasha Watson Date consulted (18/10/2022):

9. Equalities implications

- 9.1 The Framework aims to provide a wide and inclusive city definition for the potential disadvantage that may be faced by children, young people and families. This covers a wide range of factors but includes protected characteristics from the Equality Act 2010.
- 9.2 The intention of the Framework is to provide part of the citywide response to consider the ways in which we can mitigate or avoid any adverse impacts of our work on these residents. This is an important part of our commitment and requirement to advance the equality of opportunity within the city.
- 9.3 As described in 5.4, future work is being planned to continue to hear directly from children, young people, families and those that work directly with them in order to inform future updates on this Framework to committee. This work will have a close link to equalities matters and will be focused on those

residents who face increased barriers and are at multiple areas of being at risk of disadvantage.

10. Sustainability implications

- 10.1 Environmental and sustainability matters are of great importance to children, young people and their families across the city. Services need to connect that more with the work they are leading on with families, this features in one of the guiding principles offered within the Framework.
- 10.2 The growing cost of living crisis facing many of our families at risk of disadvantage is highlighting this matter further currently and we are likely to reflect on this in future updates. The 'gaps' between families not at risk of disadvantage and those that are will continue to grow and this work becomes more important to allow us oversight on the expanding work to mitigate it.

11. Other Implications

Social Value and procurement implications

- 11.1 It is important that the guiding principles are shared with commissioning managers across the city council and inform commissioning activities which impact on children, young people and families at risk of disadvantage.

Crime & disorder implications:

- 11.2 Crime and anti-social behaviour is one of the 10 Supporting Families headline areas. The Family Hub team would work to achieve outcomes as per the Supporting Families outcomes framework to address any identified issues.

Public health implications:

- 11.3 The Starting Well chapter of the city's Health and Wellbeing Strategy is a key link within Year 1 of the Fairer Brighton & Hove Framework to support families at risk of disadvantage, recognising the importance of the link with the work overseen by Public Health and will link to development of the Early Years action plan for the city.

Supporting Documentation

1. Appendices

- 1. A Fairer Brighton & Hove – our disadvantage strategy framework – November 2022 update

6 months report:
November 2022

**A Fairer
Brighton & Hove –
disadvantage strategy
framework
2022-2025**



**Brighton & Hove
City Council**

1 Intention of the 'A Fairer Brighton & Hove Disadvantage Strategy Framework' and reflections on the definition of disadvantage

There is a significant amount of work happening across the city which supports children, young people and families at risk of disadvantage.

The purpose of this framework is to:

- Provide a collated view of that work & support in its delivery
- Provide insights to its impact across the city
- Provide a platform for holistic understanding of issues for families and collaborative problem solving
- Provide guiding principles that should be at the heart of all the work we do with and for families at risk of disadvantage

This framework can be used as a critical friend, helping to drive work in the city forward.

A set of guiding principles have been developed from direct feedback from our communities and these should inform work we plan, deliver and review with families at risk of disadvantage. These principles can continue to develop during the lifespan of this framework as we strive to capture more of our communities' voice, to better understand their needs and experiences.

Achieving a city definition of what we mean by 'being at risk of disadvantage'

There are many ways of describing or understanding how a child, young person or family may be at risk of disadvantage. These will vary greatly depending on factors such as: age; race; gender; whether they are disabled or have additional needs; whether they have a low income or have worklessness at home; whether they are care experienced; where they live in the city and what type of services they need and use.

During the lifespan of this framework, we want to:

- Develop a citywide understanding of what 'being at risk of disadvantage' can mean in Brighton & Hove
- Share more understanding on what services, commissioners and leaders need to be doing more of to tackle it and to remove barriers.

It is important to highlight, that there is a recognition that children and families may be at **multiple risk of disadvantage**, and that this further compounds their likelihood of poorer outcomes than others in the city.

One of the guiding principles emphasises the need to be clear, that the responsibility for fixing the 'problem of disadvantage' does not solely sit with those that are at risk of it. **Being at risk of disadvantage is not a fault or deficit of the individual or a family concerned, but a reflection on the barriers placed by society and systems.** Recognising and addressing this is a key element of this framework.

We need to **acknowledge the intersectionality** in individuals and families and the **many strengths** these bring, but also recognise how those very characteristics or experiences may lead to a **multitude of barriers** which **compound the risk of disadvantage**.

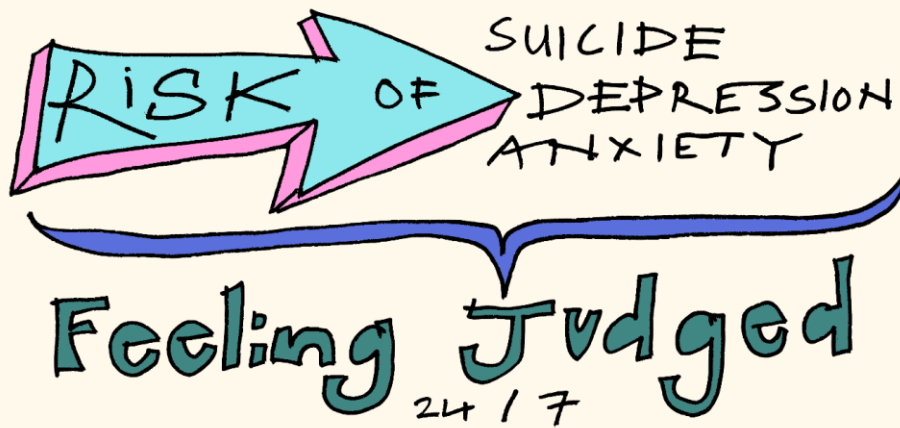
“This should not be a deficit model. Strategies, programmes and interventions should recognise the strengths of those who they are responding to”

Quote from a family March 2022.



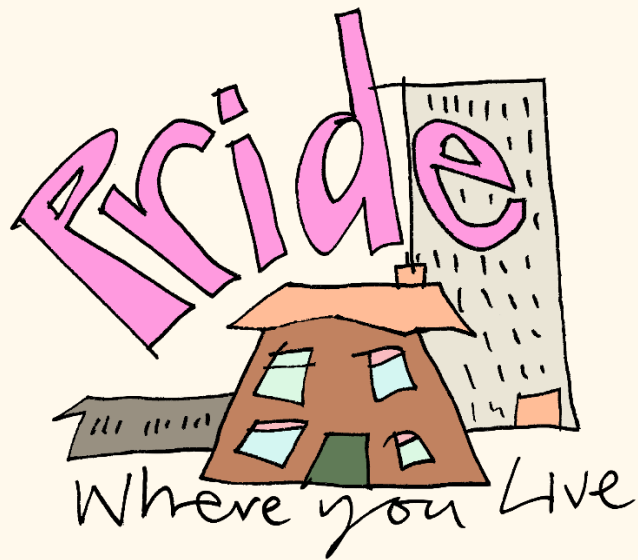
2 What families and frontline services tell us

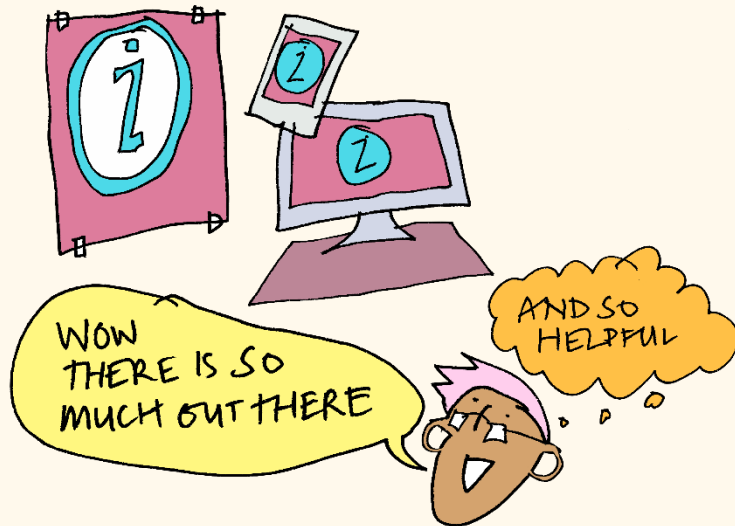
We asked communities what works well for them, what they think about being at risk of disadvantage and what should be done to better support them. The feedback directly informed the creation of this framework, especially the guiding principles in the next section. Here are some of the comments we received.



Labels are for jars not disabled people.



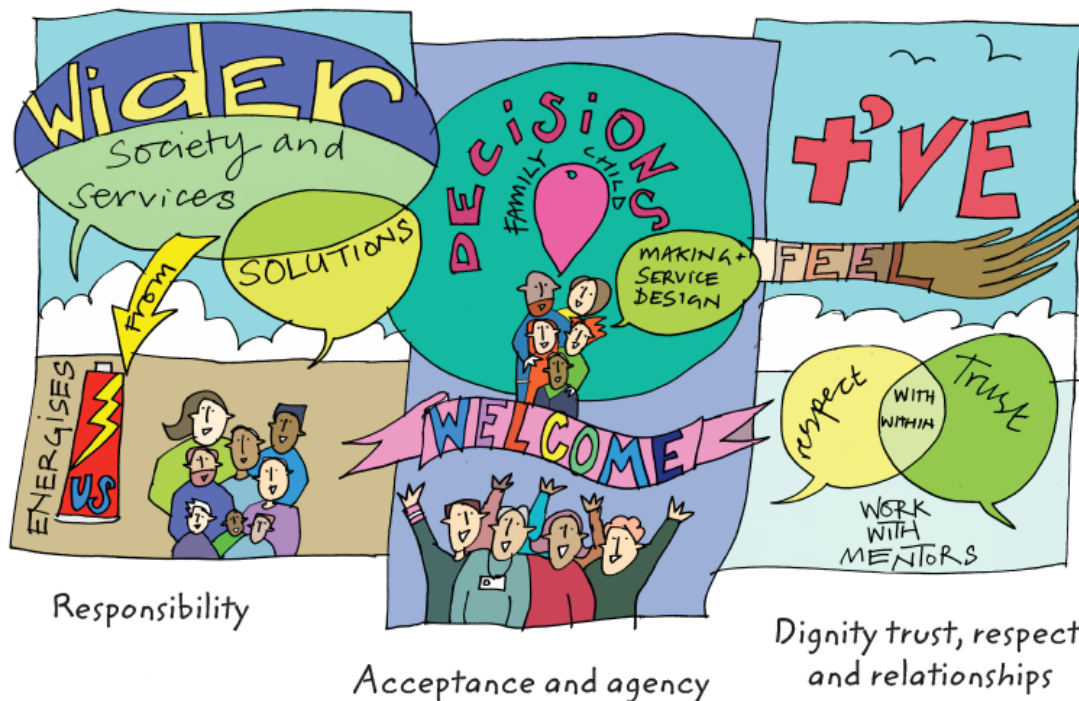




3 The guiding principles

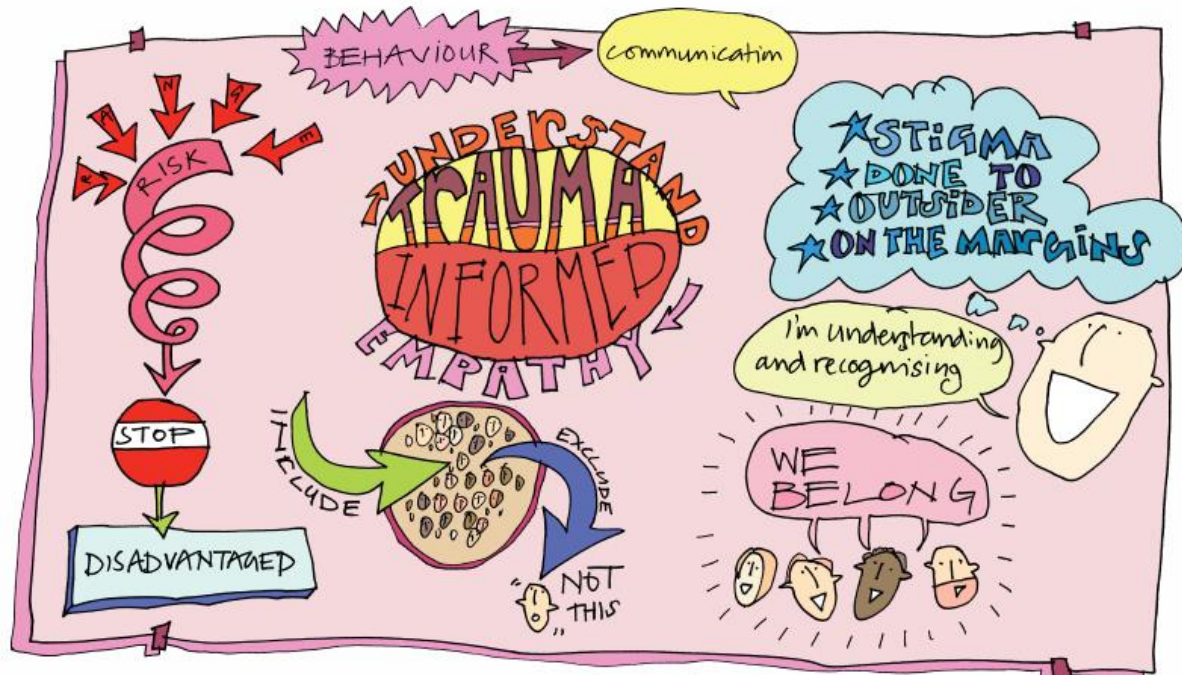
Feedback from communities, from the Early Help Review and learning from existing strategies and programmes, which support families at risk of disadvantage, helped inform the development of these guiding principles. **We want all to adopt these when working with children, young people or families in the city who may be at risk of disadvantage.** During the lifespan of this framework, we want to continue to develop these.

Respect and Relationships



- It is not the sole responsibility of those at risk of disadvantage to solve the problems they face
- Give communities the right support and **decision-making** roles for matters that affects them
- **Community experience** and **needs** must be at the heart of service design
- Communities must be included and feel respected and trusted – we must position service users as one of the experts round the table

Knowledge and Understanding



Intersectionality

Trauma informed

Understanding Stigma

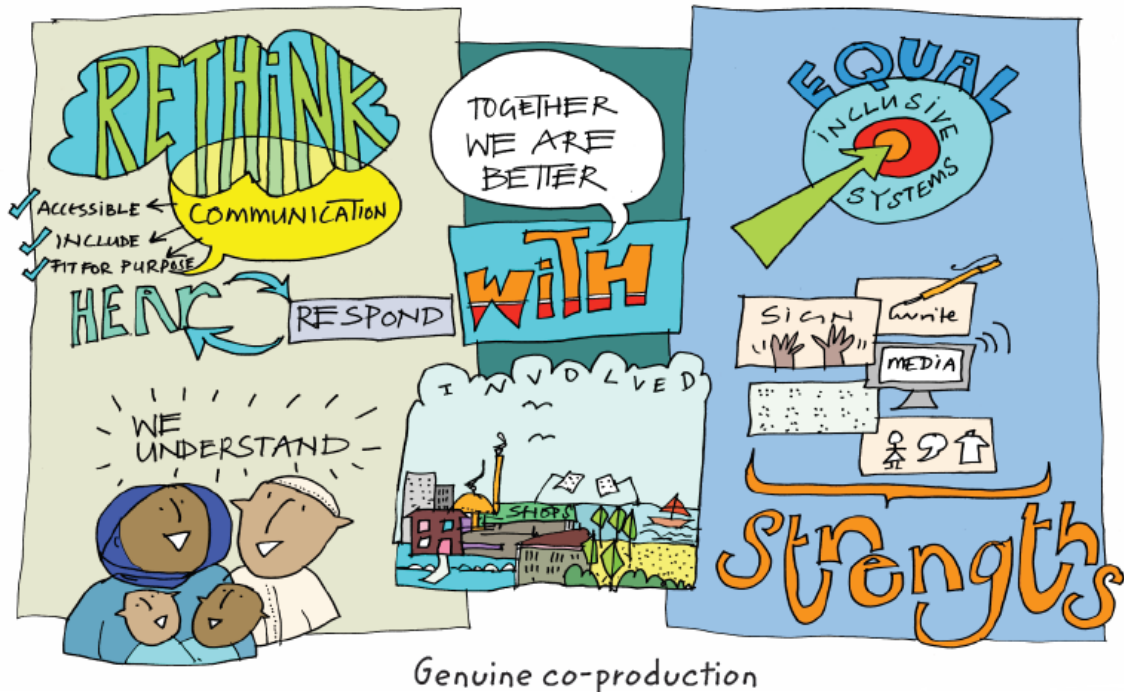
Inclusion not exclusion

A sense of belonging is essential

- Our work and how we approach it must be **trauma informed**
- An individual or communities' lived experiences are valued
- We must better understand and recognise the range of ways someone may be at risk of disadvantage and how the negative impact can be compounded by multiple factors
- People described as 'disadvantaged' can feel stigmatised and 'done to' and it can also exclude those who do not fit into the normal categories.
- Tackling disadvantage should be more positive and impactful, making sure services and society does include everyone. **People are disadvantaged by the system, rather than being disadvantaged by their characteristics**
- Systems need to include and work for everyone, rather than viewing those at risk of disadvantage as outsiders, or as failing, who need to be helped to fit in to the current system
- **A sense of belonging is essential**



Community voice and inclusion

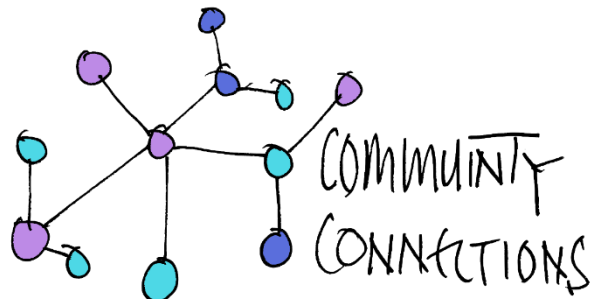


Genuine co-production

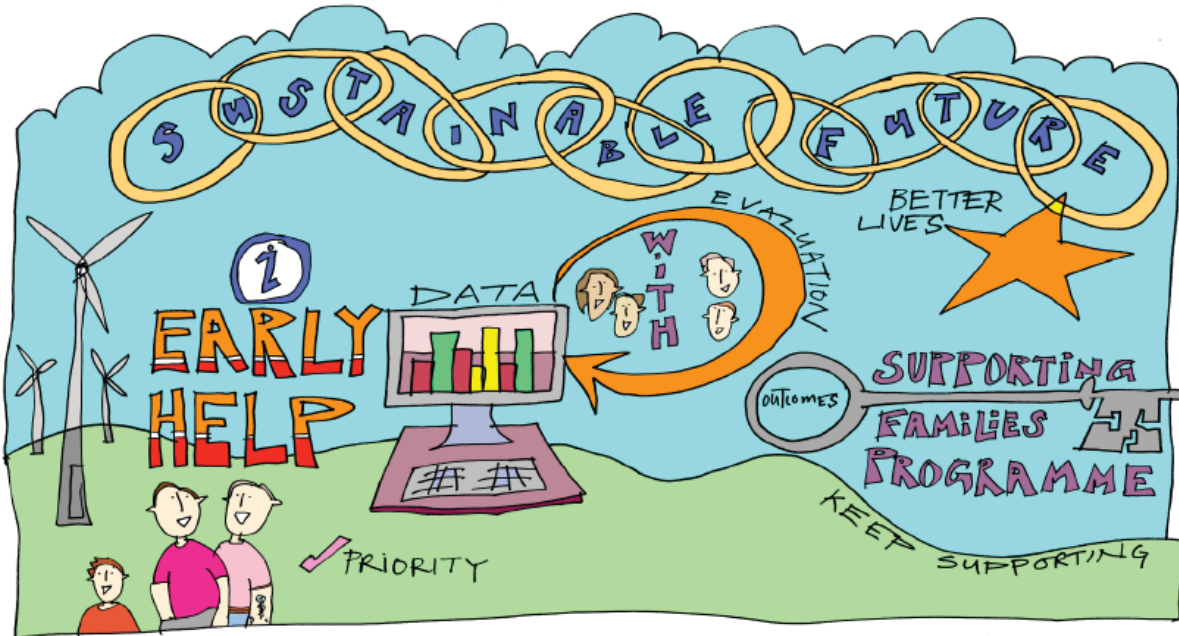
Seeking input from the under-served

Use of Language

- **Hearing and responding** to the voice of the under-served is essential.
- Services must **rethink** the way they **communicate**
- **Involve communities** at the beginning of discussions about what they need and how services might be changing.
- We want an approach which aims for **inclusive systems** that do not disadvantage anyone, and the **language and images** used should match this approach



Connecting across priorities

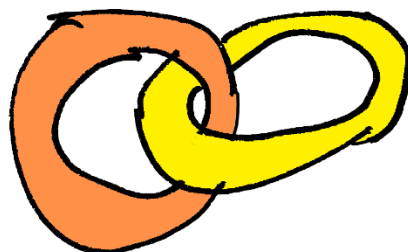


Linking with the environment and considering sustainable futures

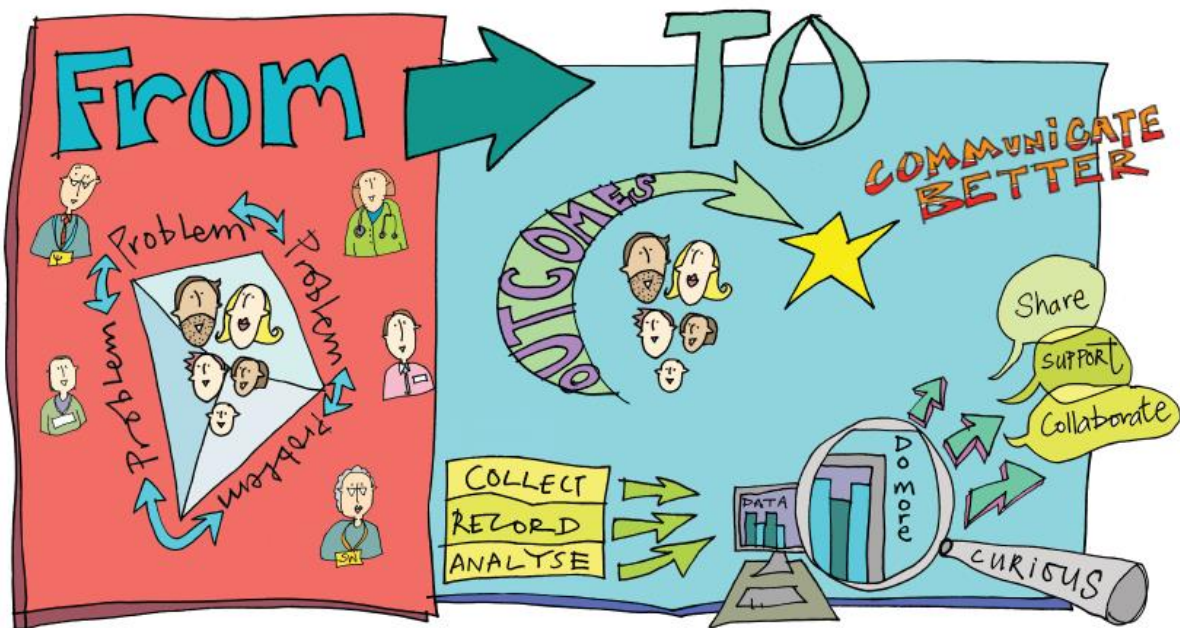
Early Help Transformation Programme

- Creating a **sustainable future** is essential for us all, but especially for those who are at increased risk of disadvantage
- Supporting families at risk of disadvantage better is an essential element of the proposed Early Help transformation by developing **Family Hubs**
- Brighton & Hove's involvement in the **Supporting Families Programme** is a key part of how to better improve the lives of families at risk of disadvantage and we must continue to support the outcomes of this programme

SERVICES



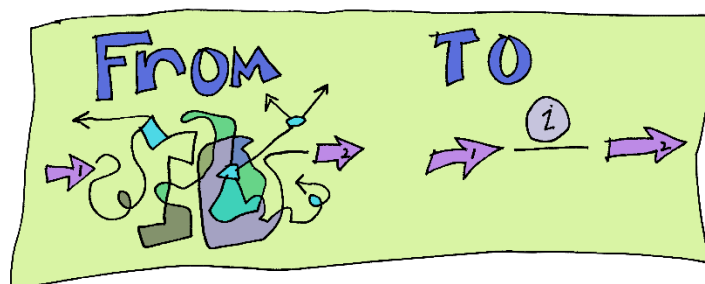
Improving how services work



Whole family working

Use of data

- For families with multiple problems an integrated “**whole family**” approach which recognises and deals with their interconnected problems is most effective
- Whole family working means **transforming services** from a number of unconnected professionals with their own assessments, thresholds and measures to **integrated, family-focussed, outcome-based** working
- Whole family working will **improve outcomes** for families and reduce the demand on costly specialist services
- Services should explore more options for appropriate collection, recording, sharing and analysis of data



4 Data – what city-wide data on the risks of disadvantage looks like

Our intention within this framework is to better describe the breadth and depth of the risks of disadvantage faced by families and to use data to inform this. Our intention during 2023 is to work closely alongside the emerging Supporting Families Programme outcomes framework to identify, collect, analyse and present data around a range of risk factors affecting families.

National context

There are several national workstreams we are involved in to help local authorities make better use of data and there is a particular focus on early help data within that.

Data systems, processes and information flows have been highlighted nationally as underdeveloped in Children and Family Services and this is reflected locally. Commitment to data transformation is fundamental to embedding sustainable improvements in terms of seamless support for families, better information for practitioners, and targeting resources appropriately and efficiently. Developing data maturity is also a requirement of continued funding for the Supporting Families Programme.

Common challenges to this work have been identified, and include:

- Difficulties in agreeing a definition of early help
- Different areas interpreting and implementing early help in different ways
- Case management systems not fit for purpose and too reliant on individuals
- Complexity in evidencing outcomes accurately, meaningfully or consistently
- Too much emphasis on this being a problem for local authorities to resolve, it needs a partnership approach

Local context

Locally, needs analysis indicate that for children in families facing multiple disadvantage, the outcomes gap in the city is growing. This overarching 'A Fairer Brighton & Hove' Framework seeks to bring together learning from the range of local initiatives to tackle disadvantage, with delivery through the proposed Family Hubs. This requires joining up data sources for improved data analysis and robust data governance. The findings of the Early Help review in the City (2020-2022) also state that:

- Rationalisation and further integration of information systems across the partnership would significantly improve the whole family approach
- Improved data analysis will enhance strategic and operational decision making, help frontline practitioners better understand outcomes, improve service offer
- Multiple systems are used across services and organisations and there are currently no mechanisms for data sharing and providing a single view across systems.

The Access to Data project within the City Council is seeking to identify a wide range of data sources for children, young people and families and use that to establish fuller key data sharing agreements and arrangements. This is aligned to what is needed for the Supporting Families outcomes framework. Some of the issues include:

- Some of the indicators for the outcomes framework are complex and require multiple data sources to answer, with data being held in different locations and formats
- It will take time and greater understanding to know if all data is usable, even if it is readily available
- Data is not always available in reportable formats, therefore further manual work is needed to extract useful information, which is highly inefficient
- Across Families, Children and Learning, the Council and our partners, data is stored and accessed in a variety of ways. This means that there is no one 'data extraction' solution that will work for all

In order to progress this work, an FCL Data Governance Board is being established, which will link with both the corporate BHCC Data Governance Board, Family Hubs Transformation Board and with partnership groups looking at data locally. This board will ensure that:

- FCL is part of an organisation-wide approach to data and insight
- Understanding local needs and landscape through data to ensure informed decisions re finance, operations, interventions
- Develop and embed a data culture to improve use of data and digital resources
- Reduce siloed working, inefficiencies and duplication in terms of reporting and case management systems
- Robust data sharing to reduce risk to children and young people
- Joined up approach to performance reporting

Subject to the challenges outlined above, work is underway to build a strong local data set matched against the **Supporting Families outcomes framework**. Below is a summary of the objectives and data we are looking to collect within that, and examples of the outcomes it aims to support.

In future updates of this report we intend to share more high level data to demonstrate the current breadth and range of who is at risk of disadvantage within the city.

The next phase of the Supporting Families programme has **two key ambitions**:

1. To see vulnerable families thrive, building their resilience by providing effective, whole family support to help prevent escalation into statutory services.
2. To drive system change locally and nationally, working with local authorities and their partners to create joined up local services, able to identify families in need, provide the right support at the right time, and track their outcomes in the long term.

This outcomes framework sets out the data requirements Local Authorities are asked to collect and report on as of October 2022. This is an ambitious piece of work given the complexity of our data systems and arrangements. However, this work will enable us to have a better and more comprehensive view on the breadth and depth of disadvantage in the city. It will also enable us to better understand the impact of our work with families and better understand the problems faced by families with multiple disadvantage risk factors.

The Supporting Families Programme 2022 - 2025 outcomes framework will be looking at:

Getting a good education

Improving and sustaining school attendance and improved engagement with education (e.g., pupils no longer on report, reduction/no detentions)

Good early years development

Ensuring families are engaged with appropriate support that can be seen to be making a difference; capacity for positive, effective parenting increased and they are accessing and engaging with services and that children have the right support to make progress and that their needs are met

Improved Mental and Physical Health

Mental health/wellbeing/physical health is improved, and family members are better equipped to manage this and the right support is in place

Promoting Recovery and Reducing Harm from Substance Use

A reduction or abstinence from substance use and families better equipped to manage or to find alternative coping strategies, and understands risk / impact of substance use

Improved Family Relationships

Family members understand behaviours, develop coping mechanisms and better at self-managing. Family relationships improve. Support improves for young carers

Children Safe from Abuse and Exploitation

Strategies developed with children and families to reduce harm such as abuse, neglect, missing episodes, exploitation.

Crime Prevention and Tackling Crime

A reduction or absence of family members being involved in crime or anti-social behavior. Young people better supported to manage risks

Safe from Domestic Abuse

Domestic abuse is reduced or eliminated with safety plans in place and appropriate support being given.

Secure Housing

Increase in families having sustained accommodation or more moves into settled housing. Reduction in young people at risk of homelessness.

Financial Stability

More adult family members in work or making progress to work, families feel more able to manage finances including reduction in debt. Increase in young people in education, employment or training.

5 Update on 'Year 1 strategies'

Year 1 of the Fairer Brighton & Hove Framework will focus on the strategic areas of work covered below. It is important to note that the list below is by no means a full look at the work supporting those at risk of disadvantage across the city. It is intended to provide a focussed and targeted list to work with in Year 1, to test this new Framework and provide learning before expanding into Year 2. The intention is that this Framework will become more scalable in Years 2 and 3 and will link with a wider group of partners and stakeholders in the city. Year 1 is about setting out and developing the principles and testing the proposed mechanism for providing a collective oversight on the progress of these areas of work.

The Strategy for Tackling Educational Disadvantage

Groups have been formed to work on each strategy strand and are meeting regularly. Connections have been made with the universities, post-16's and other groups such as Uni-Connect, who are contributing to the development of the strategy. We have a young person representative on the group who links to pupil voice.

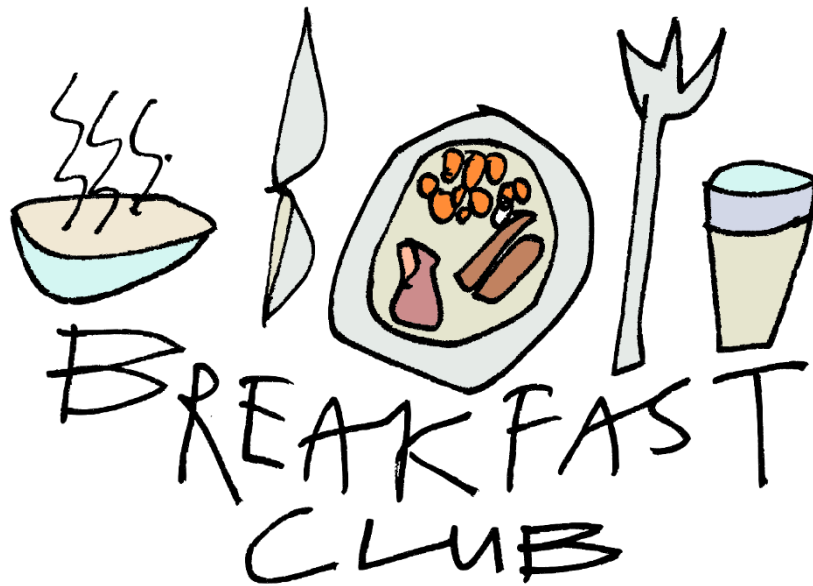
Recent work includes:

- A training programme has taken place in partnership with the Durrington Research School and the Education Endowment Foundation, which 13 schools have been involved in. The impact has improved outcomes for disadvantaged pupils across all primary measures (secondary data is not available yet) of achievement (when compared with disadvantaged outcomes within the city/nationally). For example, in KS2 the percentage of pupils achieving the expected standard in reading, writing and maths is 1.4% higher than the national average for this group. Following a success of this project a further 15 schools have been recruited, while the 13 have progressed onto a second phase with ongoing support.
- An extensive offer for both primary reading (including Every Child a reader) and maths interventions has been developed and delivered across the LA supporting accelerated progress in both subjects. Several new school-led reading pilot projects have taken place in the last year to support primary reading. These opportunities are now being shared at Headteacher meetings to widen the impact.
- A transition programme from Year 6 to Year 7 has been developed to support disadvantaged pupils. It includes working on approaches to teaching reading within secondary schools based on the successful intervention programmes already being delivered in the primary phase
- Working in partnership with the secondary school maths leads, a programme is being developed to support teachers to more effectively

teach and plan for pupils working below the expected standard, through sharing best primary school practice.

- Assessment and planning tools have been developed to support disadvantaged pupils working below the programme of study. These have been based on the very successful Planning to Progress documents developed during the pandemic. They identified the key learning in each phase allowing teachers to accelerate the progress of disadvantaged pupils who are behind their peers.
- Audit tools are being further developed to support leaders at all levels (including governors and School Partnership Advisers) to carry out in depth analysis of provision for disadvantaged learners.
- Work is happening in partnership with the Secondary School Partnership to reduce exclusions across the city, learning from the zero-exclusion model being delivered at Patcham High School.
- The secondary school partnership (10 schools) now have a joint key performance indicator on disadvantage seeking to work together to improve outcomes

Moving forward, we have planned Governor and Headteacher conferences using keynote speakers who are leading nationally in this field



Starting Well chapter of the City's Health and Wellbeing Strategy

Vision: The health and wellbeing of children and young people in Brighton & Hove will be improved.

- A focus on early years will maintain our good breastfeeding rates and improve the uptake of childhood immunisation.
- Healthy lifestyles and resilience will be promoted, including in school and other education settings, to reduce the risk of experiencing health problems in later life.
- Risks to good emotional health and wellbeing will be addressed, including parental substance misuse and domestic abuse, and mental health services will be easier to access.
- High quality and joined-up services will consider the whole family and, where appropriate, services will intervene early to provide support to prevent problems escalating.

Recent Delivery Plan updates include

- Breastfeeding rates continue to be above the national average and the Health Visiting Service has initiated the process to become a UNICEF Baby Friendly accredited service
- A 3-year action plan has been agreed under the Sussex wide Perinatal Equity and Equality Strategy, focusing on improving equality of access and experience of maternity services with a focus on marginalised parents and families.
- Vaccination and immunisations rates for the city continue to be below the required 95% take up and a new Vaccination and Immunisations Improvement Plan identifies a range of actions in response.
- Mothers smoking at delivery continues to be below the national average as does the number of Under 18 years conceptions in the city.
- The latest Safe and Well at School Survey shows worsening trends at secondary school age around children and young people's mental health, experience of harmful sexual behaviours and some risky behaviours. Thematic analysis of the results is informing partnership work around the needs of a range of pupils.
- Self-harm presentations and admissions to the children's hospital continue to rise for the Under 25's, wait times for specialist mental health services continue to be very long and frontline services report high levels of need around children and young people's mental health. The city's all ages Mental Health Joint Strategic Needs Assessment will shortly present recommendations to strategic partners with a strong emphasis on the needs of children, young people, young adults and families. The Sussex wide eating disorder pathway is being refreshed to improve access to specialist treatment and improve early help.
- The Foundations for our Future Improvement Plan for Brighton & Hove has actions to improve the delivery and effectiveness of mental health and wellbeing services for children and young people.

Best Start for Life

The aim of the Early Years strategic action plan will be to support the transformation of early years services from pre-birth to five and facilitate high quality childcare throughout the Early Years and beyond. **The intended outcomes are to improve the wellbeing of young children and reduce inequalities.**

Current update:

- Brighton and Hove is developing a family hub model which will include launching it's 'Start for Life Offer' in March 2024.
- In developing the start for life offer Brighton and Hove will need to develop a 'Start for Life Strategy' by March 2024 as part of its family hubs development which will replace the Early Years Strategy.
- An Early Years strategic action plan will be developed to ensure the delivery of Early Years priorities in the interim period and to ensure we can fully understand the impact of Covid on Early Years Children and Early Years settings.
- November 2022 CYPS committee is being asked to agree the Early Years Strategic action plan for the transition period in implementing the Brighton and Hove Start for Life Strategy in March 2024.
- This plan will have **four priority areas**
 - To ensure sufficient appropriate **support** for Early Years children identified with **SEND**
 - To ensure **clear** and **consistent assessments and pathways** for Early Years children
 - To ensure there are **sufficient early years childcare places** in the city so that all children can take up their early years free entitlement and parents can work
 - To ensure **early years provision is good quality and support outcomes for disadvantaged children** with the aim of closing the gap between them and their peers

Antiracist Schools Strategy

Vision: The anti-racist education strategy is an invitation for us to work together to make Brighton and Hove education settings a place where **everyone** can **feel equal, safe and have a strong sense of identity and belonging**.

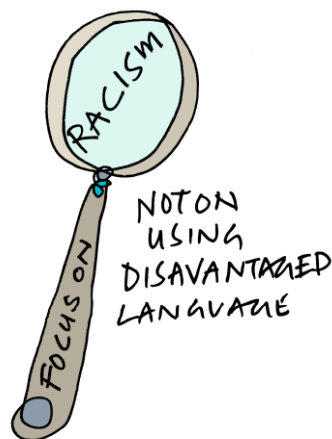
Lots of activities have taken place over the summer term, including:

- Guidance and support shared with schools to undertake their own **anti-racist education review** and developing an action plan
- Recruitment of a team of lead teacher secondments to support the **anti-racist education strategy** and PHSE curriculum development
- Primary teachers **book club** – a facilitated 8-session book club for primary teachers
- **Racial literacy training** continues to be offered to education workers in the city
- **Pupils of colour workshops** have been running at two secondary schools with support for pupils of colour in secondary and FE settings provided by BMEYPP
- Meeting at the successful Governors conference earlier this year, a group of Governors of colour are creating a network for all **Governors of colour** in the city to join for peer support, shared learning and development.

Antiracist Social Work Practice Project

Project work continues within children's social care teams around families that experience racism. Recent work has included:

- An action plan has been developed with staff and this includes workstreams on the **voice of children and families** and **practice** with families.
- Providing **bespoke learning events** and regular anti-racist practice discussions to support staff.
- Employed a **Lead Practitioner for Anti-Racist Practice**.
- All teams have been supported to complete Layla F Saad's workbook, **Me and White Supremacy**, to help them consider how they support families from Black and racially minoritised communities.
- Earlier this year we completed the recruitment of our cohort of **newly-qualified social workers** and, this year, over 30% of the successful candidates identify as from communities who experience racism
- Also earlier this year we published our **Workforce Race Equality Standards** for Social Care Action Plan jointly with adult social care.

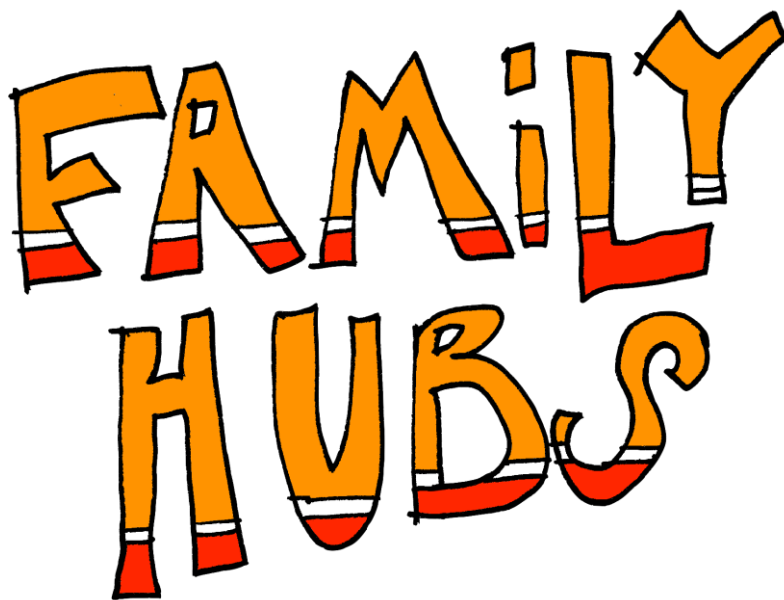


Early Help Transformation Programme

Vision for a local Family Hub Network is to **improve outcomes for vulnerable and disadvantaged families by providing integrated, accessible, seamless support to ensure that emerging needs are met at the earliest opportunity.**

Recent activity has included:

- Recruited Family Hubs Programme Manager and further posts currently being filled
- Delivery plan and governance structure for the programme has been agreed
- Coproduction and consultation activities to design the hubs continue including with staff groups
- Public consultation has been completed and will inform the next steps of the co-design



Special Educational Needs and Disability Strategy

Vision is to **enhance the outcomes and life chances of children and young people with SEND and adults with Learning Disabilities (LD) across the city**. The LA and the NHS Sussex Commissioners are the leads for the strategy, however its success lies in the effectiveness of the partnership between all stakeholders, in particular our families. The strategy sets out our **six co-produced key priorities**:

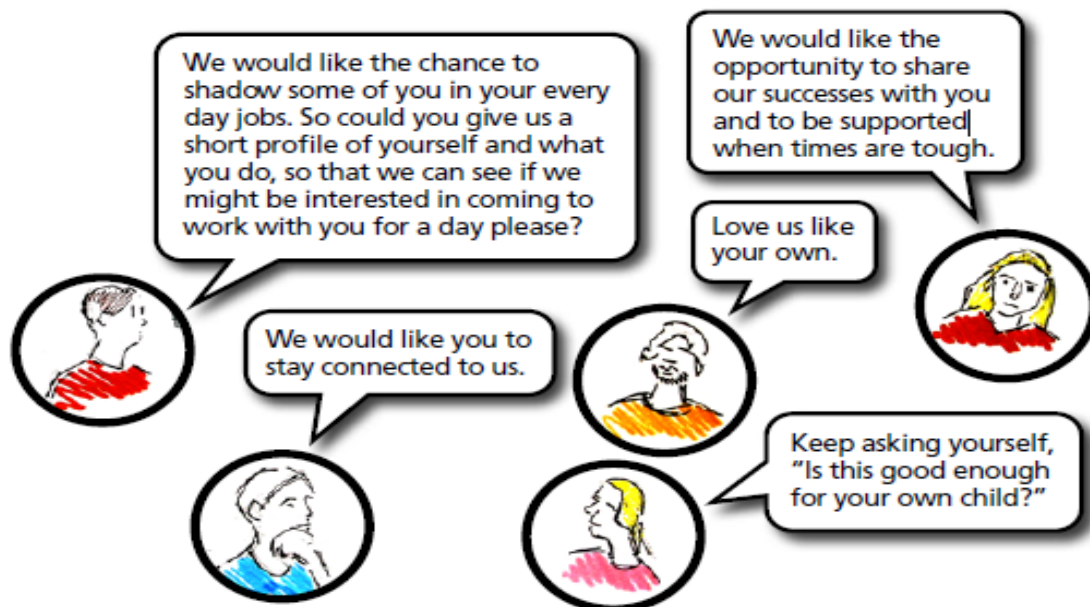
- **Inclusion**
- **Early Identification & Intervention**
- **SEND Pathways**
- **Achievement and Outcomes**
- **Transitions and Preparing for the Future**
- **Sufficiency of SEND Provision and Services**

These have been agreed by a partnership between the LA, Sussex Commissioners, families, schools, settings, other agencies and services in Health and Social Care, including Adult Services and the voluntary and community sector. Recent activity has included:

- Establishing a 12-month plan for creating an **Inclusion Charter for Brighton and Hove Schools** has been agreed. The views of children and young people will become the starting point for this work. We have engaged a graphic facilitator to support this work and will be running groups in Autumn 2022. Parents and carers views will be sought in small working groups to add to the voices of our children and PaCC will be gathering the views of parent carers in various ways to ensure a broad range of experiences are included.
- Brighton & Hove Inclusion Support Service (BHISS) have developed an online suite of **elearning induction training** for school staff. This compliments the extensive CPD training offer for schools by supporting SENCOs with increasing knowledge and skills in existing staff and in new staff who can join at various points in the year. BHISS are also including experts by experience in workforce development training for Early Years, schools colleges and LA children's services staff, which includes **emotion coaching, immersion training and promoting mental health first aid training**. There are currently thoughts on how to extend some of this training to parents/carers by recording training events to make them more accessible.
- A working group consisting of schools, professionals and PaCC Representatives are looking at **improving timeliness of in-school triage** for children with social, emotional and mental health difficulties to ensure right needs assessment is being identified. Group is producing good practice guidance, which would be available for all schools in the Autumn Term.
- A **Quality Assurance Framework** has been produced, as well as a digital **quality assurance of EHC Plans**. A parent/carer questionnaire has been co-produced with PaCC and Amaze and the survey results will be collated quarterly by Amaze.
- Secondary schools are looking at a **restorative practice** model as a way of reducing exclusions and improving attendance. This is an exciting development and great to see all secondary schools working together.

Corporate Parenting Strategy

The following are messages from members of the Children in Care Council to their Corporate Parents:



The City's Corporate Parenting Board has evolved in the last few years, with care leavers co-chairing the meetings and the move to online since the pandemic has enabled more people to attend. Meetings have a themed agenda e.g. housing and accommodation for Care Leavers, which has led to focussed discussions and actions being taken forward.

Key areas of current work includes:

- A review is underway of the care leavers housing offer aiming to address the need to prevent homelessness and to reduce demands
- Addressing the mental health support needs of care leavers by accessing funding for increased access to therapeutic interventions.
- Developing our Poverty Aware Practice in respect of Care leavers particularly in light of economic challenges ahead with rising costs of living, fuel poverty, electricity bills etc
- Developing an app for Children in Care and Care Leavers to enable access to a range of information about services/ support available to them and will include our updated Local Offer to Care Leavers
- The main focus of work around Unaccompanied Asylum Seeking Children is addressing the challenges of placement sufficiency which is both a local and national issue. Local work is also focussing on gaining access to English for Speakers of Other Languages courses, getting initial health assessments prioritised, and seeking increased legal support for asylum applications.

Complex Adolescent Strategy

Vision is to set out how we plan to **address and respond to the needs and challenges faced by complex adolescents** within Brighton and Hove. It will also look at how we aim to reduce the harm caused by some of the behaviours. The strategy will incorporate the **Youth Justice Strategy**, produced in previous years. It widens the remit to better reflect the local arrangements and approach within Brighton and Hove.

A current area of focus - to gain a better understanding of why children reoffend to respond appropriately

There have been historically high **re-offending rates** in the B&H compared to national data and neighboring areas, which is **associated with the contextual issues**, such as child exploitation, high levels of drug use, organized crime & gang activity including county lines with the associated increase in violence and weapons offences. While the B&H YOS cohort is relatively small, it is made up of young people presenting complex and multiple needs, associated with the relatively high number of families in the area affected by the **“toxic trio”** of parental substance misuse, domestic abuse and mental health difficulties.

The data shows gradual improvements in re-offending (binary) rates in the past 3-4 years, with the number of young people re-offending reducing, even in relation to a gradually reduced cohort since 2017. However, the small number of re-offenders have committed a high number of offences (frequency rate).

Targeting these high risk and often extremely vulnerable cohort of young people remains a **key priority** for the service. It is recognized that the most prolific offenders are often hard to reach young people with complex needs and that managing and preventing re-offending requires a robust and long-term multi-agency response.

As well as regular monitoring of the data, an in-depth analysis of re-offenders and non-re-offenders was presented to the Board to highlight local themes/ patterns around risk and around protective factors. The 2021 HMIP inspection report on **B&H YOS commended work** the service was doing to manage this complex and high-risk group.

6 A focus on....School Attendance

For each six monthly update report we will look at a themed area of work with children, young people and families and consider how this new lens and approach to tackling disadvantage can be applied.

School Attendance – a collated look at national and local policies and strategies

For school attendance, we know there are a number of current areas of policy and work which are highlighting the importance of school attendance. These include:

- Education White Paper and related Schools Bill, SEND and Alternative Provision Green Paper, Children’s Commissioner recent report and the government guidance on attendance issued for September 22
- The city’s strategy to tackle educational disadvantage and the SEND strategy
- Our Hidden Children strategy and approach and the development of Family Hubs
- Local Voluntary and Community Sector work including school based youth work pilot

Attendance at school is everyone’s business and how we can apply the Fairer Brighton & Hove Guiding Principles

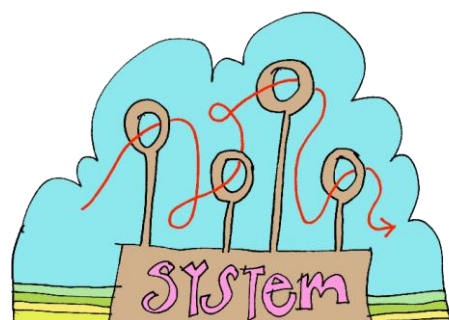
There is much to be done and we can apply the Fairer B&H guiding principles to help us manage, plan and deliver the required actions with partners. By applying the lens to this we have developed the following ways of working to apply to the attendance work:

- Collaborate together with families at risk of disadvantage to solve the barriers they face
- Take a whole family approach
- Ensure good community relations and foster a sense of belonging
- Use understanding and empathy
- Genuine co-production in identifying the steps to address absence by working with stakeholders to agree the actions that the council and other partners need to take to bring improvement.
- Recognise the strengths of those we are responding to
- Be outcome focussed in our work
- Foster trusted and supportive relationships

By applying the principles and considering new ways of working as set out above, here is the starting point of an action plan for the school attendance improvement:

- There should be an ongoing focus and commitment by all on school attendance with an understanding of the barriers that some young people face and providing ways to support them
- Raising the profile of school attendance as vital to supporting good outcomes for children
- Communication, feedback and coproduction – decisions about attendance need to be made with children and families
- Use real time data to figure out where children and young people are and what education they are receiving.
- Foster a culture that consistently works to achieve good attendance for all
- Build trusted and supportive relationships with children and their families.
- Deliver as much early support in school as possible.
- Recognise that limiting attendance is not an intervention but the trigger to assess the support and interventions needed.
- Ensure interventions are focussed on outcomes. All stakeholders take ownership and contribute to the solutions
- Form cross-cutting partnerships to discuss individual children and their circumstances
- Co-produce the strategies to bring improvement and make sure all advice and guidance is accessible
- Introduce interventions that recognise the impact of the pandemic and its effect on young people.
- Develop a workforce strategy to ensure there are the staff available to deliver the support in the way it needs to be delivered.
- Develop that layer of support between the school and the LA
- Champion young carers and siblings of children with SEN
- Take action from September if pupils are not attending.
- The recognition of Push:Pull factors (pushing out of school/pulling out of school) and the C&YP's ability to trust professionals are crucial.
- Form a guiding coalition
- Build constructive relationships, based on good values, with key stakeholders as this is the delivery chain for improvement

A more detailed coproduced action plan is being developed. We would like to explore applying this approach in other areas of work and future themes in this six-monthly report can do that. It is likely that Mental Health will feature as a theme in a further report.



Reflections, recommendations and next steps

Reflections:

It has been a complicated task to bring together a collated look at this work with families at risk of disadvantage. Whilst the data sharing work continues, this first update report is more of a step towards the position we hope to be in for future reports.

However, the past six months collaboration on this Framework has resulted in:

- Strategy leads working together on considering the cumulative impact of both the risk of disadvantage and their work to mitigate it
- A reflection on and an example given on how the emerging guiding principles can be applied to 'real life' in practice
- An understanding that we do not want to simply repeat data / updates that appear elsewhere, but to use this framework to enable a new insightful look at the experiences of families in the city.

Recommendations:

- Return to the communities that provided feedback earlier in 2022 and check the framework is aligned to their views and experiences
- Continue to explore and expand new and different ways to hear from families at risk of disadvantage. Suggestions have included specific activities around working with Black young people involved in the Extended Adolescent Service; exploring opportunities via the Holiday Activities and Food Programme, especially for children and young people with SEND; working with the city's Care Leavers Forum and Youth Council.
- Fund engagement work with young people around school attendance to fully understand the barriers that young people and their families face in attending school, coproducing work in order to support and address the barriers for attendance, especially for those most at risk of disadvantage. To include a focus on where attendance has become a concern post pandemic.
- Ensure the feedback received from communities within this framework is shared with the Family Hubs design phase.
- Recommend that the digital offer in Family Hubs is wide and includes the cultural 'what's available' elements of city-life to ensure greater equity of access to events and opportunities
- Families, Children and Learning to develop a coproduction strategy to enable all services to work to a best practice model and learn from previous work such as Home to School Transport

- Families, Children and Learning to meet with other directorate management teams within the council to raise awareness and explore the areas of work that should be covered by this framework during year two.
- Work with the University of Sussex and Public Health to further analyse and learn from the 2021 Safe and Well at School Survey
- Explore mentoring opportunities for young people at risk of disadvantage
- Make further connections between 'A Fairer Brighton & Hove' and anti-poverty work in the city especially within children's social work
- Expand and explore more data opportunities including working with Public Health and linking with existing and emerging data dashboards such as those used by the SEND Partnership Board and the Brighton & Hove Safeguarding Children Partnership

**COMMUNICATE
BETTER**

Next steps:

Actions will be progressed and a further update will be brought to the Family Hubs Transformation Board and Children, Young People and Skills Committee in May/June 2023. This will summarise findings from year one of the framework and look ahead to what will be covered in year two.

The next report will also present a fuller range of data around disadvantage in the city and look more at the ways in which families may face multiple barriers and what we are doing to address that.

The Framework will be published in an accessible format, available for all to review, comment on and contribute to its further development.

For any enquires about this work please contact:

Carolyn Bristow, Service Manager for Policy

Families, Children & Learning

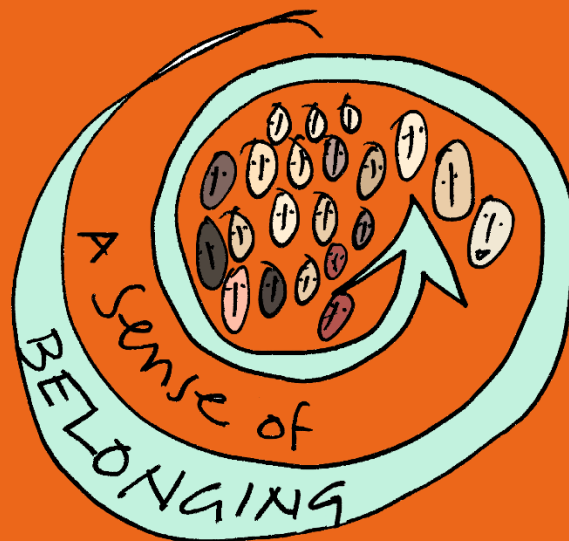
Brighton & Hove City Council

Hove Town Hall

Norton Road, Hove, BN3 3BQ

Carolyn.bristow@brighton-hove.gov.uk

01273 293736



**Children, Young People
and Skills Committee**

Agenda Item 28

Subject: Youth Council - Make Your Mark Update

Date of meeting: 7th November 2022

Report of: Executive Director Families Children & Learning

Contact Officer: Name: Tracie James
Tel: 07813805875
Email: Tracie.james@brighton-hove.gov.uk

Ward(s) affected: All

For general release

1. Purpose of the report and policy context

To inform this Committee of the outcome of the national and local results of the 2022 Make Your Mark vote, progress made on the Youth Council's existing and latest campaigns. In addition, this report will provide an update on the youth manifesto event held at Brighton Youth Centre and other youth voice opportunities Youth Councillors have supported.

2. Recommendations

- 2.1 That Committee notes the local outcomes of the 2022 Make Your Mark vote and subsequent local campaign.
- 2.2 That Committee notes the Youth Council's progress on their campaigns and future plans.
- 2.3 That Committee requests this report is referred to the Health and Wellbeing Board and Environment Transport and Sustainability Committee for information

3. Context and background information

- 3.1 The Make Your Mark Campaign is the largest annual UK consultation with young people aged 11- to 18-year-olds. It is organised by the British Youth Council and aims to give young people the opportunity to have a say on the issues that matter most to them.
- 3.2 Young people across the city had the opportunity to vote in the Make Your Mark Campaign in February 2022. The Brighton and Hove turnout was 7.84% of eligible young people, a total of 1820 votes. This is compared to 1.67% (total of 382 young people) of the local turnout last year.

- 3.3 The British Youth Council are not able to provide a breakdown of the number of votes from specific schools or areas within Brighton & Hove.
- 3.4 The top four issues voted for by young people in Brighton and Hove were:
1. Health and wellbeing
 2. Education and learning
 3. Jobs, money, homes, and opportunities
 4. Environment
- 3.5 The top four issues voted for by young people nationally were:
1. Health and wellbeing
 2. Jobs, money, homes, and opportunities
 3. Education and learning
 4. Environment
- 3.6 Youth Councillors planned how best to promote the voting, and agreed an action plan on how to encourage young people to vote in their schools, including:
- Inviting all schools to take part, sending out information on the campaign and democracy training guides to all PHSE leads via the school's education team and publicising on the school's bulletin
 - Attending planning meetings in their school with teachers
 - Promoting the campaign within their school, including at assemblies
 - Making a short video to promote the campaign, which was distributed to all schools.
 - Organising a QR code with a direct link to the voting page.
 - Setting up a Brighton and Hove Youth Council Instagram page which was used to publicise the campaign.
- 3.7 The vote was completed online only as there was not the capacity to organise and manage in person voting in all schools.
- 3.8 Nine secondary schools took part in the campaign this year. This included assemblies, promotion in form time and tutor groups. The voting link was sent out to these schools to all pupils via school emails.
- 3.9 The campaign was fully supported by the Council's Communication Team who circulated regular social media posts.
- 3.10 As Health and Wellbeing was voted the top priority issue by young people, the Youth Council decided this would be the campaign topic for 2022-23.
- 3.11 To enhance Youth Councillors skills in managing this campaign 10 Youth Councillors attended a project management training day and then after considerable debate, due to the view that accessibility to transport has a

significant impact on young people's health and wellbeing they decided that one of the focus areas will be a transport campaign in order to:

- To prevent isolation, as some young people cannot afford to travel
- To access sporting and social events across the city
- Safety for young people to go into Brighton in the evening
- To enable financially disadvantaged young people to get to school/college without the stress of having the embarrassment when they do not have the fare
- To improve relationships between young people and bus drivers

3.12 Youth Councillors have met with all three local Members of Parliament, Chair of Children, Young People and Skills Committee and the Chief Executive to discuss how to effectively progress this campaign. From these discussions Youth Councillors became aware of the proposed bus service improvement plan and draft enhanced partnership agreement, which gives an update on proposals for funding awarded by the Department for Transport.

3.13 In addition, Youth Councillors are hearing from and taking advice from the Youth Council in Manchester who have achieved reduced bus travel (free for some young people) for young people. This is informing the Youth Council's current campaign.

3.14 The Youth Council plan to meet with the bus company to discuss the following:

- Local plans related to the national proposal improvement plan
- Reduced fares for young people
- Improved relationships between bus company and young people
- Better and simpler ticketing process for young people including a digital bus ID card

3.15 As part of the wider health and wellbeing agenda the Youth Council helped to organise a youth manifesto event, held at Brighton Youth Centre in March, attended by 66 young people. Several issues relating to health and well-being was discussed. A further three discussion events are planned for the next academic year. The next one will focus on young person's experience of PHSE. All feedback will feed into the Youth Council's health and Wellbeing campaign and education disadvantage strategy action plan.

3.16 Two Youth Councillors have now joined the UK Youth Parliament. This will enable the Youth Council to link national campaigns to our local campaigns. They will be running three workshops in September update needed on health and wellbeing on behalf of the British Youth Council. They plan to meet in October to discuss results and decide how best to move forward to support health and well-being.

3.17 In addition, the Youth Council will be progressing the existing environment

Campaign and plan to issue environment awards to local businesses (green Leaf campaign).

- 3.18 To increase the turnout further for the 2023's Make Your Mark, the Youth Council will agree an action plan later in the year. The new Lead Participation Worker is now in post and one of his priorities' will be working with Youth Councillors on strengthening the Youth Council's link with schools.

4. Analysis and consideration of alternative options

- 4.1 The Youth Council have worked hard to raise the profile of their 2021/22 Make Your Mark campaign. They are keen to build on the significant increase in this year's voting turnout and start planning earlier and encourage schools to have a combination of in person voting and online voting.
- 4.2 The Youth Council members have set up separate campaign subgroups, to enable them to make progress and achieve actions, to be reported back to the main youth council meeting.

5. Community engagement and consultation

- 5.1 The Youth Council are linking with other Council initiatives, who are working on environmental issues, including City Clean, City Environmental Management and the Sustainability team.
- 5.2 For this year's transport campaign, the Youth Council will be engaging with a wide range of young people through their school networks, other youth voice opportunities and youth providers, as well as consulting with relevant professionals, such as the bus company and other youth councils.
- 5.3 The Youth Council intend to strengthen links with schools to raise the profile of the Youth Council and forward plan for the Make Your Mark campaign 2023, in partnership with schools. To include a mix of online and in person voting.

6. Conclusion

- 6.1 The Youth Council have worked hard to raise the profile of the 2022 Make Your Mark campaign which resulted in a significant increase in the local turnout, although the Youth Council are very keen to increase this further next year.
- 6.2 The Youth Council will be progressing the current Environment campaign and work with young people, providers, on their transport and wider Health and Well-being campaign

7. Financial implications

- 7.1 There are no financial implications as a direct result of the recommendations
Of this report

Name of finance officer consulted: David Ellis Date consulted 11/10/22

8. Legal implications

- 8.1 The information arising from this campaign may be used to inform the
planning and priorities for services in the city. There are no direct legal
implications arising from the report.

Name of lawyer consulted: Natasha Watson Date consulted 07/10/22

9. Equalities implications

- 9.1 The Youth Council works hard to create an environment where all young
people with protected characteristics (including BAME young people, young
people with a disability, young people who identify as LGBTQ) feel that the
Youth Council is inclusive, accessible and they feel safe and supported.

- 9.2 When organizing youth voice activities, the Youth Council aims to reach
young people from a range of protected characteristics.

10 Sustainability implications

- 10.1 The Youth Council Environmental campaign is ongoing.

- 10.2 Youth Council members are encouraged to use public transport, cycle or
walk to meetings.

- 10.3 There is a hybrid mix of Youth Council meetings to reduce travel.

- 10.4 Any equipment used within meetings is checked for sustainability and reuse.

11. Other Implications

N/A

Ofsted update 21/10/2022

Schools inspected since last committee 2022

School	Date of Inspection	OE Grade	Previous grade
Ofsted Section 8 Inspections			
Homewood College	11/07/2022	N/A*	4
Varndean School	05 & 06/10/22	TBC	2
St Mark's CE Primary School	11 & 12/10/22	TBC	3

*monitoring visit only so no new judgement

Key to Ofsted Grades

- 1 = Outstanding
- 2 = Good
- 3 = Requires Improvement
- 4 = Inadequate

Snapshot from 30 September 2022

	% 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*	92.2	90.9	93.2	9.8	14.5
Secondary	90	83.4	93.1	0	16.7
Special	66.7	91.1	89.9	66.7	35.7
Colleges	66.7	-	-	-	-
PRUs	100	90.7	100	0	17.0
All Schools (not colleges)	91.0	89.5	93.0	13.4	16.8

**Moulsecoomb primary has been converted to an academy and does not have a current Ofsted inspection grade so is excluded from the statistics. Colleges are Varndean, BHASVIC and GBMet.*

Overview of School Ofsted Outcomes

As at 30 September 2022	Outstanding	Good	Requires improvement	Inadequate
Brighton & Hove: % Schools	13.4	77.6	6.0	3.0
Brighton & Hove: Number of schools 67	9	52	4	2
National: % schools	16.8	73.0	9.2	0.9

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

**Moulsecoomb primary has been converted to an academy and does not have a current Ofsted inspection grade so is excluded from the statistics.*

Overview of Early Years Ofsted inspections

- 96% of early years and childcare settings on the Early Years Register in Brighton & Hove are judged good or outstanding. This is the same as the figure for England (Statistics until March 2022, published June 2022). This includes childminding settings.
- A high percentage of settings are judged as outstanding in Brighton & Hove, above national and local figures:
22% (B&H), 17% (SE) and 16% (England).
- Fourteen Ofsted inspections of nursery, preschool and childminding settings have taken place and been published since May 2022.

EY Ofsted inspections since last committee

Setting	Inspection date	Latest grade for overall effectiveness	Previous grade
The Montessori Place	12/07/22	1	1
Footsteps Day Nursery Portslade	05/08/22	3	2
Footsteps Day Nursery Hollingdean	26/08/22	4	2
Supersaurus Nursery	26/08/22	3	2
Childminder	07/09/22	2	2
Hollingbury Park Pre-school	16/09/22	2	2

140