





Brighton & Hove
City Council

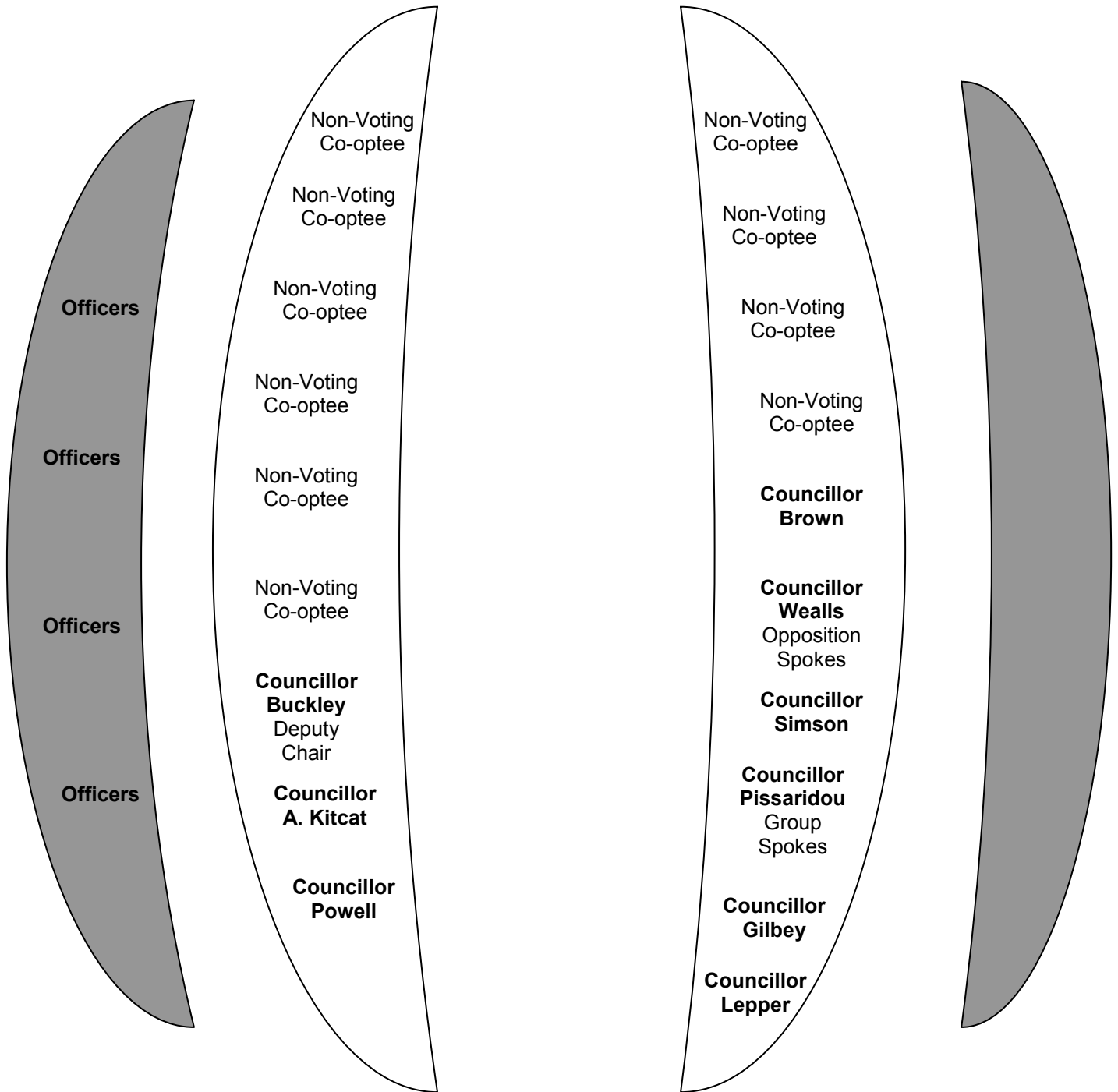
Children & Young People Committee

Title:	Children & Young People Committee
Date:	14 October 2013
Time:	4.00pm
Venue	Council Chamber, Hove Town Hall
Members:	Councillors: Shanks (Chair), Buckley (Deputy Chair), Wealls (Opposition Spokesperson), Pissaridou (Group Spokesperson), Brown, Gilbey, A Kitcat, Lepper, Powell and Simson
	Co-opted Members: Clinical Commissioning Group (1 clinical and 1 executive), Police Representative; Chair Local Safeguarding Children Board; Chair, Learning Partnership; Youth Justice Board Representative; Parent Forum; Sussex NHS Community Health Trust; Youth Council (2); Community and Voluntary Sector; CAHMS
Contact:	Penny Jennings Democratic Services Officer 01273 291065 penny.jennings@brighton-hove.gov.uk

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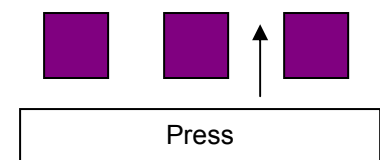
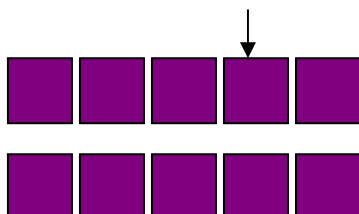
Democratic Services: Children & Young People Committee

Executive Director of Children's Services	Councillor Shanks Chair	Legal Officer	Democratic Services Officer
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Presenting Officer & Public Speaker	Presenting Officer & Public Speaker
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Public Seating



AGENDA

20. 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 not registered on the register of 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.

21(a) MINUTES

1 - 8

Minutes of the meeting held on 3 June 2013 (copy attached);

21(b) MINUTES OF SPECIAL MEETING

9 - 16

Minutes of the Special meeting of the Committee held on 16 July

CHILDREN & YOUNG PEOPLE COMMITTEE

2013 (copy attached)

22. CHAIR'S COMMUNICATIONS

23. CALL OVER

- (a) Items (26–33) will be read out at the meeting and Members invited to reserve the items for consideration.
- (b) Those items not reserved will be taken as having been received and the reports' recommendations agreed.

24. PUBLIC INVOLVEMENT

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

- (a) **Petitions:** to receive any petitions presented to the full council or at the meeting itself;
- (b) **Written Questions:** to receive any questions submitted by the due date of 12 noon on the 7 October 2013;
- (c) **Deputations:** to receive any deputations submitted by the due date of 12 noon on the 7 October 2013.

25. MEMBER INVOLVEMENT

To consider the following matters raised by Councillors:

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

26. SELF MANAGED LEARNING COLLEGE (SMLC) 17 - 40

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

Contact Officers *Ellen Mulvihill/ 29-3760*

Maggie Baker

Ward Affected: *All Wards*

27. PROPOSED EXPANSION OF WEST HOVE JUNIOR SCHOOL: 41 - 46 STATUTORY NOTICE

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

Contact Officer: *Michael Nix Tel: 29-0732*

Ward Affected: *All Wards*

CHILDREN & YOUNG PEOPLE COMMITTEE

28.SCHOOL IMPROVEMENT 2013

28(a) BRIGHTON & HOVE CLOSING THE GAP IN EDUCATIONAL ACHIEVEMENT FOR VULNERABLE GROUPS 2013-2017 47 - 56

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

Contact Officer: Hilary Ferries [Tel:- Tel: 29-3738](tel:293738)
Ward Affected: All Wards

28(b) BRIGHTON & HOVE SCHOOL IMPROVEMENT STRATEGY (2013-2017) 57 - 94

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

Contact Officer: Hilary Ferries [Tel:- Tel: 29-3738](tel:293738)
Ward Affected: All Wards

28(c) BRIGHTON & HOVE CITY WIDE MATHS PROJECT PLAN 2013/14 95 - 102

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

Contact Officer: Hilary Ferries [Tel:- Tel: 29-3738](tel:293738)
Ward Affected: All Wards

29. BRIGHTON & HOVE DRAFT EARLY HELP STRATEGY 103 - 134

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

Contact Officer: Jo Lyons [Tel: 293514](tel:293514)
Ward Affected: All Wards

30. REDUCTION IN NUMBERS OF YOUNG PEOPLE NOT IN EDUCATION EMPLOYMENT OR TRAINING (NEET) 2012/13 AND YOUTH EMPLOYABILITY SERVICE (YES) WORK PROGRAMME 2013/14 135 - 144

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

Contact Officer: Philip Ward [Tel: 294270](tel:294270)
Ward Affected: All Wards

31. HOUSING AND SUPPORT FOR YOUNG PEOPLE AGED 16 -15 JOINT COMMISSIONING STRATEGY 145 - 176

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

Contact Officer: Steve Barton [Tel: 29-6105](tel:296105)
Ward Affected: All Wards

32. SERVICES FOR YOUNG PEOPLES COMMISSIONING STRATEGY : PROGRESS AND FUTURE 177 - 184

CHILDREN & YOUNG PEOPLE COMMITTEE

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

Contact Officer: Chris Parfitt

Tel: 29-4252

Ward Affected: All Wards

33. TERMS OF REFERENCE FOR CROSS PARTY WORKING GROUP ON SCHOOL ORGANISATION 185 - 190

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

Contact Officer: Michael Nix

Tel: 29-0732

Ward Affected: All Wards

34. ITEMS REFERRED FOR COUNCIL

To consider items to be submitted to the 24 October 2013 Council meeting for information.

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

PART TWO

35. SELF MANAGED LEARNING COLLEGE (SMLC) - EXEMPT CATEGORY 1 191 - 192

Appendix 2 to Item 26 on the agenda – Report of the Executive Director, Children's Services (circulated to Members only)

36. PART TWO PROCEEDINGS

To consider whether the items listed in Part Two of the agenda and decisions thereon should remain exempt from disclosure to the press and public.

CHILDREN & YOUNG PEOPLE COMMITTEE

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

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

Agendas and minutes are published on the council's website www.brighton-hove.gov.uk. Agendas are available to view five working days prior to the meeting date.

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

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For further details and general enquiries about this meeting contact Penny Jennings, (01273 291065, email penny.jennings@brighton-hove.gov.uk) or email democratic.services@brighton-hove.gov.uk.

Date of Publication - Friday, 4 October 2013

BRIGHTON & HOVE CITY COUNCIL

CHILDREN & YOUNG PEOPLE COMMITTEE

4.00pm 3 JUNE 2013

COUNCIL CHAMBER, HOVE TOWN HALL

MINUTES

Present: Councillor Shanks (Chair) Councillor Buckley (Deputy Chair), Wealls (Opposition Spokesperson), Pissaridou (Group Spokesperson), Brown, Gilbey, Lepper, Simson, Bowden and J Kitcat

Non Voting Co-optees: Graham Bartlett, Local Safeguarding Children Forum; Andrew Jeffrey, Parent Forum; Peter Belluscio, Youth Council and Soaad Eboyuk, Youth Council

PART ONE

1. PROCEDURAL BUSINESS

1(a) Declarations of substitutes

1.1 Councillor Bowden was present as substitute for Councillor Geoffrey Powell and Councillor Jason Kitcat was present as substitute for Councillor Ania Kitcat.

1(b) Declarations of interest

1.2 There were none.

1(c) Exclusion of press and public

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

1.4 **RESOLVED-** That the press and public be excluded during consideration of item 11.

2. MINUTES

- 2.1 Councillor Pissaridou noted that the Scrutiny Panel identified at paragraph 60.10 of the previous minutes had in fact been Chaired by Councillor Wealls not Councillor Morgan as stated.
- 2.2 **RESOLVED-** That the minutes of the previous meeting held on 11 March 2013 be approved and signed as the correct record, subject to the above amendment.

3. CHAIR'S COMMUNICATIONS

- 3.1 In her Communications the Chair noted that the Council had recently purchased Hove Police Station and that renovation work would begin shortly to convert the building for use as a school to provide urgently needed school places in the area. The Chair noted that the Council had recently nominated teachers and schools who had submitted a brief case study to represent all Brighton and Hove Every Child a Reader (ECaR) schools at the annual National Reading Recovery Awards. She was delighted to announce that Julia Tooke at Hertford Infant School was a finalist for the Reading Recovery Teacher of the Year Awards in the South East region and that Rudyard Kipling Primary School was a finalist for the Reading Recovery School Awards. As finalists, school staff members would join the European Centre for Reading Recovery national trainers on Friday 14th June from 13.00-15.00 at the Institute of Education for the celebration ceremony. The Chair added that she hoped this would be a good opportunity to publicise the excellent local work of all ECaR schools and she would like to pass her congratulations to the finalists and thank everyone involved in supporting the strong and successful local implementation of Every Child a Reader. The Chair added that the Council had recently agreed to begin a consultation on proposals to move Patcham House School onto the Downs Park School site. The Chair noted that she had held a briefing session with Councillor Pissaridou and Councillor Wealls before this meeting to discuss any questions they had. The Chair re-assured the Committee Members that the results of the consultation and any decision on future action would return to the Committee for a decision in the near future.
- 3.2 Councillor Lepper noted her relief that a decision on the future of Patcham House would not bypass the Committee as she had originally feared. However, Councillor Lepper noted her extreme disappointment that she had not been permitted to attend the briefing session and that a decision to go to consultation had not been debated by the Committee in advance of doing so and nor would it be debated at this Committee meeting. Councillor Lepper added that many parents were worried and anxious by the consultation.
- 3.3 The Chair reassured the Committee Members that any final decision would be debated and taken by them. She added that it had been decided to begin the consultation in order to provide sufficient timeframe for the responses and to meet and liaise with stakeholders, parents, teachers and governors alike.
- 3.4 Councillor Lepper replied that she had an extensive professional background in education and she was very concerned about the impact the process and decision

might have on such vulnerable children and the undue haste the process had undertaken thus far.

3.5 The Chair re-iterated that everyone had the opportunity to address their concerns in the consultation and there was also ongoing dialogue with parents, governors and the federation. The Chair agreed with Councillor Lepper that the process did involve unique children and it was very important the authority listened to any concerns and that these were addressed.

3.6 Councillor SImson enquired to the administrative process of the decision to be taken.

3.7 The Chair clarified that a special meeting of the Children's Committee would be convened to debate and make a decision on the consultation response.

4. CALL OVER

4.1 **RESOLVED-** That all items on the agenda be reserved for discussion.

5. PUBLIC INVOLVEMENT

5.1 No items were received.

6. MEMBER INVOLVEMENT

6.1 No items were received.

7. CONSTITUTIONAL CHANGES

7.1 The Committee considered a report of the Monitoring Officer that set out recommendations for amendments to the constitution in relation to the Children & Young People Committee which were agreed at the meeting of Full Council held on 23 May 2013.

7.2 Councillor Brown referred to page 19 of the agenda and queried whether there had not been previous agreement that the Committee would be responsible for overseeing services to young people up to the age of 25 not the age of 19 as stated. Likewise, Councillor Brown believed that the monitoring of the misuse of alcohol and substance abuse by young people should also be included within the Committee's delegated functions as it was an extremely important issue in the city.

7.3 The Chair agreed with Councillor Brown and proposed that the changes as outlined be reviewed and amended.

7.4 **RESOLVED-** That the Committee's terms of reference as set out in the report, be noted

8. CLOSING THE GAP IN EDUCATIONAL ACHIEVEMENT FOR VULNERABLE GROUPS IN THE CITY

- 8.1 The Committee considered a report of the Interim Director, Children's Services that set out full analysis of the gaps in achievement for all groups of pupils. The Chair stated that the next item, an updated report that provided information on the Annual Standards and School performance 2011/12, would be considered at the same time due to their similar themes.
- 8.2 Councillor Brown welcomed the extra funding provided by central government via an increase in the Pupil Premium and also, their emphasis on pupil development in the transition from primary to secondary school. Councillor Brown asked if any further training would be provided to governors in line with Ofsted placing greater emphasis on their role in monitoring pupil progress and their expectation that governors be seen to influence decision-making of the use of the pupil premium.
- 8.3 The Head of Standards and Achievements replied that support had been offered to governors. The Chair supplemented that there would be a meeting of all governors in the near future at which this issue would be discussed.
- 8.4 Councillor Wealls asked whether aiming to close the gaps between vulnerable groups to be in line or above the national average demonstrated sufficient ambition. Councillor Wealls also noted that attainment in maths had declined dramatically in the city particularly at KS4. He asked if officers had visited other authorities to find out how they had improved results.
- 8.5 The Head of Standards and Achievements replied that she agreed with Councillor Wealls ambition however, a more incremental approach was deemed more realistic and attainable. She added that meeting the national average was seen as the first step and exceeding it the next. The Head of Standards and Achievements added that a citywide maths project had been established and she had also visited Hackney recently to assess the methods used there to increase attainment in maths and how they could be transferred to Brighton & Hove. The Head Teacher of Saltdean Primary School supplemented that she believed that the ability to succeed in maths was more about pupil application and cultural attitudes than ability.
- 8.6 Councillor Simson asked how educational attainment was tracked throughout secondary school and what measures were being implemented to improve persistence absence, as referenced on page 73 of the agenda.
- 8.7 The Head Teacher of Blatchington School clarified that secondary schools used individual subject tracking, attitude surveys and a tutor system to track educational attainment. The Head of Standards and Achievements added that many secondary schools had a designated Family Liaison Officer as a way of intervention in persistent absence. Because the Officers worked in regional 'clusters' there were often known to pupils and parents throughout their education.
- 8.8 Councillor Pissaridou enquired if pupil standards were slipping subsequent to finishing the Early Years programme.

- 8.9 The Head of Standards and Achievements replied that work was ongoing and continuing at KS1, including the Every Child a Reader programme.
- 8.10 Councillor Buckley asked whether there would be greater emphasis from Ofsted on socio-economic backgrounds and learning developments.
- 8.11 The Head Teacher of Blatchington Mill School replied that whilst schools used a number of different measures, the main system used was uptake of Free School Meals.
- 8.12 Councillor Buckley stated that she didn't believe this to be an accurate measure to provide comprehensive analysis.
- 8.13 Councillor Wealls noted that the gap in proportion of children with Free School Meals and those without achieving 5+ A-C grades had increased by 3% compared with 2011 and was at its highest point since 2006. On that basis, he enquired whether the Performance Indicator should be red rather than the currently assigned amber.
- 8.14 The Head of Standards and Achievements clarified that she would reassess this figure with the council's data team.
- 8.15 Councillor Bowden stated that he and Councillor Brown had recently visited a Homework Club at a library. Councillor Bowden asked if this was a scheme that was being encouraged.
- 8.16 The Head of Standards and Achievements replied that she find out the full details and report back. She was aware of similar arrangements between Whitehawk Library and Whitehawk School.
- 8.17 **RESOLVED-**

That the Committee considers and comments upon the Closing the Gap in educational achievement Strategy. This will be launched and discussed in July 2013, alongside the School Improvement Strategy. The Strategy for Closing the Gap in educational achievement includes:

- Evaluation of national research: (e.g. Sutton Trust).
- Evaluation the national evidence into most effective interventions.
- Evaluation of the local evidence: e.g. Schools data and the Schools Supporting Schools projects – what is working well?
- The identification, through the data analysis of schools where practice is strong and schools where the gap is particularly wide.
- Universal offer of data analysis, advice and guidance (e.g. Intervention health check / governor support and training).
- Supporting partnership / Cluster data analysis – so that every school knows its pupils.
- Linking schools with similar profiles together to share practice.
- Investigation of different evidence based programmes such as: 'Achievement for All' or 'Success for All' and Working with Others to see if they would support schools in the city.

- Continue to promote and facilitate the Every Child a Reader and the Every Child Counts programmes with schools along with their associated initiatives.
- Extend the 'Every Child a Reader' programme, in a number of target schools, to encompass a broader strategy for addressing achievement in literacy, particularly in writing.

9. BRIGHTON & HOVE CITY COUNCIL: UPDATED ANNUAL STANDARDS AND SCHOOL PERFORMANCE REPORT 2011/12

9.1 For discussion see item 8.1 onward.

9.2 **RESOLVED-** That the Committee accepts the updated report about standards achieved in Brighton & Hove schools, colleges and settings in 2011/12.

10. UPDATE ON CHILDCARE FOR TWO YEAR OLDS AND PROVISION FOR THE EAST OF THE CITY

10.1 The Committee considered a report of the Interim Director of Children's Services that explained the work being carried out in light of central government's extension of free childcare to 20% of two year olds in September 2012 and 40% in September 2013. It also provided further information on the Childcare Sufficiency Assessment (CSA) completed in March 2013 that set out childcare supply in Brighton & Hove.

10.2 Councillor Simson asked if children were disadvantaged by the lack of childcare provision in some areas.

10.3 The Early Years & Childcare Strategy Manager clarified that whilst there was no sign of the lack of childcare provision causing disadvantages; there were areas in the city where there was less choice of childcare

10.4 Councillor Lepper noted that it appeared the highest provision of childcare was based within smaller, more affluent wards. Councillor Lepper asked what could be done to improve this.

10.5 The Early Years & Childcare Strategy Manager replied that a review of the data on where eligible children were likely to live had been identified. In turn, this would provide clarity to discussions regarding expansion with local childcare providers.

10.6 **RESOLVED-**

1. That the committee notes work being undertaken to develop proposals for capital spend.
2. That the committee notes the CSA and agrees to its publication.
3. That the committee agrees to the proposal set out in the Part II paper

11. ITEMS REFERRED FOR COUNCIL

11.1 No items were referred to Full Council for information.

12. PROVISION OF CHILDCARE IN EAST BRIGHTON (EXEMPT CATEGORY 3)

12.1 **RESOLVED-** That the recommendations in the Part 2 report be agreed.

13. PART TWO PROCEEDINGS

13.1 **RESOLVED** – That the Part 2 Items remain exempt from disclosure from the press and public.

The meeting concluded at 5.45pm

Signed

Chair

Dated this

day of

BRIGHTON & HOVE CITY COUNCIL

CHILDREN & YOUNG PEOPLE COMMITTEE

4.00pm 16 JULY 2013

COUNCIL CHAMBER, HOVE TOWN HALL

MINUTES

Present: Councillor Shanks (Chair) Councillor Wealls (Opposition Spokesperson), Pissaridou (Group Spokesperson), Brown, Davey, Gilbey, A Kitcat, Lepper, Randall and Simson

Non Voting Co-optees: Eleanor Davies , Parent Forum, Rachel Travers, Amaze/Voluntary Sector Forum, Geraldine Hoban, Clinical and Commissioning Group; Sue Sjuve, Sussex Health Partnership; Paul Belluscio, Youth Council and Sam Walters Youth Council

PART ONE

13. PROCEDURAL BUSINESS

13(a) Declaration of Substitutes

13.1 Councillor Davey was present as substitute for Councillor Buckley and Councillor MacCafferty was present as substitute for Councillor Powell.

13(b) Declarations of interest

13.2 There were none.

1(c) Exclusion of Press and Public

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

- 13.4 **RESOLVED-** That the press and public be not excluded from the meeting during consideration of any item on the agenda.

14. CHAIR'S COMMUNICATONS

- 14.1 Chair explained that although Members may have been expecting to consider a report that afternoon detailing proposals in relation to a move of Patcham House School to the Downs Park School Site, such a report was not going to be considered. The Chair read out the statement set out below in order to explain the background to that decision and to provide an update on the current position.

“The Committee will be aware that a consultation exercise has been undertaken on a proposal to relocate Key Stage 3 (KS3) students from Patcham House School to accommodation at Downs Park School. This proposal was part of a wider set of actions intended to achieve several objectives, including the creation of much needed new infant school places in Hove and developments at the Cedar Centre, Downs Park and Patcham House Federation to support the SEN Strategy.

The consultation commenced on 16 May 2013 and ended on 5 July 2013. Two consultation meetings were held, at Downs Park on 12 June 2013 and at Patcham House on 19 June 2013, and these meetings were attended by parents, staff and local residents. Officers also attended a joint meeting of staff of Downs Park and Patcham House, and have continued to discuss the proposal with senior staff and colleagues in Adult Social Care.

The proposal is rooted in a commitment to achieving the best possible opportunities and outcomes for children with SEN. However, we have listened carefully to all the responses we have received and it is clear that more work would be needed to develop the proposal to a point where it could secure the confidence of students, parents, carers, staff and governors of the two schools, and of local residents and others associated with the schools. This further work would clearly impact upon the timescales for developing new infant places and for managing the impact of change for the adults with high levels of need who attend the Connaught Day Care Centre.

In the light of all these factors, further consideration has been given to possible alternative locations for the adult day care centre, and officers from Children's Services, Adult Social Care and Property & Design are developing a set of proposals which will provide good quality accommodation for adult day centre functions and at the same time allow the additional infant places at Connaught to be provided in time for September 2014. While these alternative proposals still need to be worked up in detail and will themselves be subject of further consultation with adult day centre clients, there is a significant degree of confidence that they can be implemented.

In view of this it has been decided that the proposal to relocate Patcham House KS3 students should not be pursued further, and that officers from Children's Services, Adult Social Care and Property & Design should be requested to develop and as necessary consult upon proposals to relocate the Connaught Adult Day Care Centre to alternative provision, so as facilitate the planned provision of additional infant school places at

Connaught, reporting further to the appropriate Committees at their next scheduled meetings.

14.2 **RESOLVED** – That the position be noted.

15. PUBLIC INVOLVEMENT

The Chair stated that she had received prior notification of a paper petition an e petition and a series of written questions in relation to Patcham House. It had been agreed with those who had submitted the petitions and questions that they would be brought forward should a report on in relations to Patcham House come to a future meeting of the Committee.

15a Petitions

15.1 There were none.

15b Written Questions

15.2 There were none.

15c Deputations

15.3 There were none.

16. MEMBER INVOLVEMENT

16a Petitions

16.1 There were none.

16b Written Questions

16.2 There were none.

16c Letters

16.3 There were none.

16d Notices of Motion

16.4 There were none.

17. FUNDING FOR PUPILS AT SELF MANAGED LEARNING COLLEGE (SMLC)

17.1 Before proceeding to consideration of the item the Chair explained that she had been notified of a proposed amendment to the report recommendations by Councillor Wealls. She had also been approached by a parent and a current pupil of the Self Managed Learning College (SMLC) requesting that they be permitted to address the Committee. She had agreed at her discretion as Chair to allow public speaking on this occasion.

Following submissions by the public speakers and the officer's presentation, the Committee would have the opportunity to consider the proposed amendment.

- 17.2 Mrs Turner spoke as the parent of a pupil currently receiving tutoring via the college. She stated that the majority of those attending the SMLC had been in education in other schools across Brighton & Hove but had left for various reasons, for example, following severe bullying and had received support which had been beneficial to them and was and had been tailored to their needs. The numbers attending were small and would remain so. Those attending were not seeking any special treatment but for their children to have parity with their peers and to be on an equal footing with children attending other Brighton and Hove Schools.
- 17.3 Faye Warby a student attending the facility spoke stating that she hoped that the local authority would not close her school down. She had been attending the college since she had left a main stream school as a result of bullying that she had been subjected to there. She had been able to regain her confidence at SMLC and had been part of a positive learning experience. Those attending had found it an inspiring way to learn and because of the small number of attendees had also obtained support for each other.
- 17.4 The Committee considered a report of the Executive Director, Children's Services which provided information regarding the funding of pupils at the Self Managed Learning College (SMLC) in Brighton who had been home educated at parental request. A consultation was underway which would conclude on 9 September 2013. The Dedicated Schools Grant was calculated by totalling the number of pupils on various annual census forms and multiplying them by a guaranteed unit of funding. To date Home Educated pupils for whom the local authority was providing significant financial support in respect of special needs could be entered on the Alternative Provision Census and therefore the LA could claim back the funding from the DfE. It was for this reason that there was an initial decision in 2012 to fund a small number of home educated pupils at the SMLC. In the past the LEA had been able to act as a conduit for these pupils and to recoup the cost.
- 17.5 The Behaviour/Attendance Manager, Ms Mulvihill explained that the consultation on future funding placements at the college had arisen as a direct result of the funding changes being introduced by the DfE. From 20213/14 there would no longer be any provision whereby the authority would be able to recoup the cost. With effect from September 2013 FE and sixth form colleges could admit pupils aged 14 or 15 and receive funding for them direct from the Education Funding Agency. This included not only specific provision for groups of pupils but also individual admissions of pupils who would otherwise be home educated, and who might be educated with young people aged 16-18. Therefore LAs are not expected to pay fees to the colleges for these pupils;
- 17.6 The report also provided information on current and future funding arrangements for these children following advice received from the Department for Education (DfE) and provided information for Members in respect of the current consultation on whether to fund placements at SMLC.
- 17.7 The Chair stated that she considered it was important to clarify that the LEA were not seeking to close this facility. The funding system whereby as a result of changes to Government guidelines the local authority was no longer able to access funding through

the Alternative Provision Census and that the facilities such as the SMLC would need to apply directly to the DfE for funding rather than using the local authority as a conduit as had previously been the case. The Chair stated that the current arrangements would be in place until December. It was also important for members to be aware that at this stage it would not be appropriate to discuss the matter in depth in advance of the further report for consideration at the next scheduled meeting of the Committee in October. No budget had been allocated for such provision from the Dedicated Schools Grant and if a decision was made for the LEA to fund 16 places there would be a significant cost implication for the authority, a minimum of £62,000.

- 17.8 The Legal Adviser to the Committee, Ms Watson explained that the SMLC was not recognised as a school and that the exact numbers of children who were being home educated in Brighton and Hove was likely to be far higher than the 169 of whom the LEA were aware. 16 pupils were currently funded at SMLC. It was very important to note that the college was not a DfE registered school and thus was not subject to Ofsted inspections. As outlined in the report there would be an issue of equitability for other home educated pupils and also possible additional financial risk to the LEA as identified in the report.
- 17.9 Councillor Wealls referred to his proposed amendment which had been circulated to the Committee, he considered that it was important to try and offer assistance to this group if at all possible and to consider the information that should be included in the further report being brought forward to the next cycle of the Committee.
- 17.10 Councillor Gilbey stated that she could not understand why funding had been provided in this way in the past if there was in any event a degree of risk to the authority and activities of the SMLC could not be fully endorsed.
- 17.11 Councillor Pissaridou stated that she was concerned that situation had arisen whereby the authority might be exposed to risk enquiring whether the earlier decision to facilitate funding of these students had been taken by Members. In her view by entering into the previous arrangement the LEA had given tacit approval to the provision given by the SMLC. It was explained that the decision had been taken by the then Strategic Director under his delegated powers on the basis that the authority had been acting as a conduit. This issue was coming back before the Committee in view of the fact that the changes impacted on the arrangements that had operated to date and as and it was appropriate for the Committee to make any decision.
- 17.12 Sam Walters, Youth Council stated that the information being given appeared to be contradictory as on the one hand the local authority had been providing assistance for SMLC to be funded as a school, on the other hand it was now being stated that it was not a school and a sudden decision to make changes had been taken. The Legal Adviser to the Committee reiterated that the SMLC was not a school and according to the information provided on its website did not consider itself to be a school.
- 17.13 The Chair, Councillor Shanks stated that the LEA had taken no decision in this matter. The reason previous arrangements needed to be revisited was as a direct consequence of the changes made to the guidance given by the DfE.

- 17.14 Councillor A Kitcat stated that she was of the view that some confusion had arisen around the current funding arrangements. The further report to Committee needed to make it clear that the LEA had simply acted as a “middle man”.
- 17.15 Councillor Wealls stated that he hoped it would be possible to have dialogue with and provide advice to the SMLC. Councillor Gilbey enquired whether it would be possible for the SMLC to apply direct for funding. It was confirmed that they could but that as they were not currently a school they would need to meet certain criteria, including the necessity to be Ofsted Inspected in order to do so and that would be a decision for SMLC.
- 17.16 Rachel Travers, Amaze enquired whether the consultation period was considered to be sufficient bearing in mind that the school summer holidays were about to commence. It was explained that meetings had already taken place with students and their parents, these would form an integral part of the consultation process and would be on going.
- 17.17 The Legal Adviser to the Committee explained that if a decision was taken to provide funding in future from its own resources on a discretionary basis, the LEA would need to be satisfied that the use of its available limited resources met its own fiduciary duties and that such funding was clear and transparent to home educating parents across the city. Importantly, in law the responsibility for a child’s education rested with their parents. Where parents elected to educate their children otherwise than at school they were entitled to some support from the local authority, the level of that support was determined by the authority, but they were not entitled to funding for an alternative private education.
- 17.18 The Legal Adviser to the Committee reiterated that there was no requirement on the local authority to continue to fund the current provision. In providing current or future funding the local authority was not endorsing the suitability of the education provided by the institution receiving funding. The “College” was not a school and was not inspected as a school.
- 17.19 A vote was taken and Members agreed to Councillor Wealls proposed amendment which is incorporated in the Committees’ recommendations as set out below:
- 17.20 **RESOLVED** – (1) That The committee notes the issues raised and the consultation with the affected parents, and
- (2)The Committee requests that officers produce a report for the Children & Young People Committee on 14 October 2013 with firm suggestions and proposals which:
- address the legal and equalities concerns expressed in the report of 16 July
 - sets out proposals to ensure that provision complies with all legal, child protection and regulatory obligations; and
 - supports the SMLC to pursue routes to enable it to continue on a firm financial footing to supply current levels of provision

18. CONSULTATION ON PERMANENT EXPANSION OF WEST HOVE JUNIOR SCHOOL

Note: The special circumstances for non-compliance with Council Procedure Rule 3, Access to Information Procedure Rule 5 and Section 100B(4) of the Local Government Act 1972 (items not considered unless the agenda is open to inspection at least five days in advance of the meeting) are that the consultation period did not end until 10 July 2013.

- 18.1 The Committee considered a report of the Executive Director, Children's Services in respect of the proposal that West Hove Junior School expand to include the additional junior age school provision to be provided at the former police station site in Holland Road, Hove.
- 18.2 The Post 16 Development Manager, Mr Nix explained that the purpose of the report was to report on the outcome of consultation on this proposal and to seek approval to proceed to the next stage of the statutory process, the publication of Statutory Notices. It was noted that only one response had been received objecting to the proposal indicating that their preference would have been for a self-managed free school. Following the statutory notice period the matter would be referred back to the next scheduled meeting of the Committee for final decision.
- 18.3 The Chair Councillor Shanks stated that the proposals were welcome given the that the current and projected pupil numbers for the city as a whole showed that there was an immediate and ongoing need for additional places in the city as a whole. As it had been identified that need was most acute in the west of the city these proposals would help to address that problem.
- 18.4 **RESOLVED** – (1) That the Committee notes the responses received regarding the proposal that West Hove Junior School expand to include the additional junior age school provision to be provided on the former police station site in Holland Road, Hove as set out in Paragraph 1.1 of the report ;
- (2) Agrees to the publication of the required Statutory Notices to progress this proposal; and
- (3) That following the statutory notice period the matter is referred back to the meeting of the Children and Young People Committee on 14 October 2013 for final decision

19. ITEMS REFERRED FOR COUNCIL

- 19.1 There were none.

The meeting concluded at 5.30pm

Signed

Chair

Subject:	Self Managed Learning College (SMLC)	
Date of Meeting:	14 October 2013	
Report of:	Executive Director of Children's Service	
Contact Officer:	Ellen Mulvihill (Head of Behaviour and Attendance)	
	Name:	Maggie Baker
		(Partnership Adviser – Access to Education)
		Tel: 29- 3760
	Email:	Maggie.baker@brighton-hove.gov.uk
		Ellen.mulvihill@brighton-hove.gov.uk
Ward(s) affected:	All	

FOR GENERAL RELEASE**1. SUMMARY AND POLICY CONTEXT:**

- 1.1 This report provides information regarding the funding of pupils at the Self Managed Learning College (SMLC) in Brighton who have been home educated at parental request;
- 1.2 The report provides details of the consultation with parents and pupils who have been attending the SMLC;
- 1.3 It provides information on current and future funding arrangements for these children following advice received from the Department for Education (DfE) and informs members of the options to consider for future funding for these placements.

2. RECOMMENDATIONS:

- 2.1 It is recommended that:
 - (i) the committee notes the issues raised and the consultation with the affected parents and pupils;
 - (ii) a decision is made to cease the funding of placements at the SMLC;
 - (iii) the committee consider the proposals to support the SMLC to pursue routes to enable it to continue to provide current levels of provision;

3. RELEVANT BACKGROUND INFORMATION/CHRONOLOGY OF KEY EVENTS:Background

- 3.1 Part 2 of the DfE Elective Home Education Guidance, Parental Rights and Responsibilities (2007), states that parents may decide to exercise their right to

home educate their child from a very early age and so the child may not have been previously enrolled at school. They may also elect to home educate at any other stage up to the end of compulsory school age. Parents who choose to educate their children at home must be prepared to assume full financial responsibility, including bearing the cost of any public examinations. However, local authorities are encouraged to provide support where resources permit;

- 3.2 Part 5 of this same guidance entitled “Support and Resources”, states that local authorities do not receive funding to support home educating families, and the level and type of support will therefore vary between one local authority and another. However, it is recommended that all local authorities should adopt a consistent, reasonable and flexible approach in this respect, particularly where there are minimal resource implications. Some local authorities may be able to offer additional support to home educating parents, but this will vary depending on their resources. Example of additional support includes:
- Provision of a reading or lending library with resources for use with home educated children;
 - free, or discounted, admission into community programmes;
 - access to resource centres;
 - National curriculum materials and curricula offered by other educational institutions;
 - Information about educational visits and work experience;
 - Providing assistance with identifying exam centres willing to accept external candidates.
- 3.3 As the children and young people who attend the SMLC are not registered at a school and are not on a school roll, they are classified as “home educated” as parents have assumed responsibility for their educational provision, even if this is delegated to someone else;
- 3.4 In the previous funding system up to 2012-13, the Dedicated Schools Grant was calculated by totalling the number of pupils on various annual census forms and multiplying them by a guaranteed unit of funding. Home educated pupils for whom the local authority was providing significant financial support in respect of special needs could be entered on the Alternative Provision Census and therefore the LA could claim back the funding from the DfE. It was for this reason that there was an initial decision in 2012 to fund a small number of home educated pupils at the SMLC;
- 3.5 For the financial year 2013/14, various changes to the school and local authority funding system have come into effect and the DfE has provided revised guidance for local authorities on the funding of home educated children. This is the only change made to existing Government guidance on home education;
- 3.6 The new guidelines state that the LA is now no longer able to access funding through the Alternative Provision Census and that the provisions must apply directly to the DfE for funding. LAs are not able to do this on behalf of the provisions. The LA must instead give consideration to funding home educated pupils directly through the High Needs block within the Dedicated Schools Grant;

- 3.7 In the new funding system from 2013-14, all special educational needs funding, other than in mainstream schools, comes from the local authority's high needs block within the Dedicated Schools Grant. The high needs block is not based on pupil numbers but on the historic spend on high needs of each local authority: the Alternative Provision Census is no longer used for funding purposes. So while home educated pupils supported by the authority can still be entered on the census, this no longer triggers additional funding.
- 3.8 With effect from September 2013 FE and sixth form colleges can admit pupils aged 14 or 15 and receive funding for them direct from the Education Funding Agency. This includes not only specific provision for groups of pupils but also individual admissions of pupils who would otherwise be home educated, and who may well be educated with young people aged 16-18. Therefore LAs are not expected to pay fees to the colleges for these pupils;
- 3.9 Funding for pupils during 2012/13 to attend the SMLC was agreed on the basis that they had been withdrawn from school to be educated at home, or had always been home educated, and that the local authority were able to act as a conduit to central government funding. As the SMLC was not a registered school it was not able to access the funding directly and required the LA to fulfil this role on their behalf. Now that the LA cannot now access this funding, a consultation was necessary to determine whether the LA could assume these costs from within its own funds.

Consultation and Review Process

- 3.10 A consultation with parents of pupils currently attending the SMLC was started on 17 June 2013 and ended on 9 September 2013. In addition a meeting was held with pupils on 6 September 2013;
- 3.11 An extraordinary Children's Committee meeting was held on 16 July 2013 to brief members on the issues arising from the change in DfE funding;
- 3.12 At this meeting it was requested that information in respect of the educational provision, including safeguarding/child protection procedures at the SMLC was presented with this report. In order to provide this information officers undertook the following actions:
- Met with Professor Ian Cunningham to review educational provision;
 - Reviewed child protection/safeguarding procedures;
 - Contacted other local authorities who were known to have used the services of the SMLC in the past.
- 3.13 The Committee also requested that options were considered which might secure future funding for the SMLC. In order to consider this, officers also considered the profiles of the cohort of children accessing LA funding;
- 3.14 The outcome of the consultation and the enquiries made are set out in the body of this report.

Education offered by the SMLC

- 3.15 In order for the LA to consider future funds to be utilised it needs to be satisfied that the SMLC does provide an education which would be regarded as suitable and that there is some assurance regarding child protection procedures;
- 3.16 The SMLC is not a school under the law and does not hold itself out as such. It is an institution offering private education to children who are educated at home. It is not a DfE registered school and thus is not subject to Ofsted inspections. It describes itself as a college providing educational programmes for 7 – 16 year olds who choose not to be in school. It is a registered educational charity and forms part of the Centre for Self Managed Learning which promotes self managed learning within organisations;
- 3.17 The SMLC website states “we are not convinced that schooling, a relatively recent invention in human history, is the long term future for education” “On a simpler note, we are keen to maintain an approach to education which uses the legal right of parents to choose to use school or some other educational mode. The College is designed to support parents in carrying out their duty to provide education for their children. We do this without classrooms, lessons, imposed testing, imposed timetables and all the other formal features of a school, hence we are not a school”;
- 3.18 Unlike DfE registered schools, the SMLC is not required to deliver the national curriculum, there is no evaluation against key stages, students are only entered into examinations if they choose to be. The SMLC is not an examination centre. The SMLC does not offer full time provision and they have shorter terms than maintained schools;
- 3.19 The Children’s Committee requested that a report on the educational provision and safeguarding/child protection at the SMLC was presented with this report. This is attached as Appendix 1;
- 3.20 The report demonstrates that child protection and safeguarding policy and procedures seek to ensure that no child is unsafe;
- 3.21 In terms of educational provision it is important to note that this visit was not a formal inspection and that a further follow up visit be will undertaken at a later date;
- 3.22 The SMLC has been utilised by maintained schools as an alternative provider of education. Schools can choose to use this provision to support young people where it is felt appropriate. Schools would be responsible for funding the alternative provision and for ensuring that the provision is appropriate and that all safeguarding and child protection procedures are in place;
- 3.23 In terms of involvement with other LAs, the SMLC is registered as an ‘approved non commissioned training provider’ with East Sussex County Council. Under this arrangement schools in East Sussex can directly refer and fund their students to attend the college. East Sussex County Council report that they did directly commission 3-4 places in 2008/09 but they have not directly commissioned any since then.

- 3.24 The students who accessed the SMLC at that time were on roll at College Central, the pupil referral unit in East Sussex;
- 3.25 Submissions were received from the Headteacher of the Wroxham School and Guidance for Youth, a charity based in Dorset. These organisations have worked closely with Professor Cunningham, receiving training and support in recreating elements of the ethos, principles and framework of the SMLC within their own institutions. They report that this has been invaluable in their work.

The Current Cohort of LA funded pupils

- 3.26 All of the students whose parents are currently seeking funding for them to attend the SMLC are categorised as home educated. This means that in law the responsibility for the suitability of their education lies exclusively with their parents and there is no entitlement to a financial contribution to the cost of this;
- 3.27 Within officers' review of the current cohort of pupils it has been established that none have been assessed as requiring a Statement of Special Educational Needs.
- 3.28 Pupils currently attending the SMLC were removed from their maintained or independent schools or never registered with a maintained school in Brighton & Hove. The details of the circumstances for these pupils attending the SMLC together with further information from school and local authority records is attached as Appendix 2.

Outcome of the Consultation

- 3.29 The consultation document outlined a number of options that the authority would consider:
- 1) To continue funding all the current pupils currently financially supported by the Authority until they complete Key Stage 4 (ie until the end of Year 11);
 - 2) To continue funding the students who will begin Key Stage 4 (Year 10) in September 2013 for two years as it is accepted that these pupils would not have had an opportunity to select their GCSE options elsewhere;
 - 3) To cease funding all pupils currently financially supported by the Authority at the SMLC with effect from December 2013;
 - 4) In the interests of equity, to offer a commensurate level of funding to all pupils known to be home educated in Brighton and Hove would represent a current total cost in excess of £600,000 pa.
- 3.30 We received responses to the consultation from 7 parents and 8 pupils. Of those received 5 parents provided a positive response to the provision at the SMLC and asked for the funding to be continued. Key themes in the responses were:

- Parents felt that only 3 of the children currently funded are from home educated backgrounds;
- They felt most pupils were removed from their schools and placed at the SMLC due to bullying in their previous school;
- The SMLC had had a significantly positive effect on their child's education and well being;
- All rejected the four options outlined in the consultation document;
- The parents asked that funding be secured for approximately 18 places at the SMLC which would be adequate in terms of interest and need from across the city.

3.31 Responses from 2 parents were not supportive of the provision at the SMLC. They outlined the following reasons:

- One parent felt that the provision at the SMLC is fine for pupils who are motivated to learn but the provision failed their child;
- That there is no firm encouragement with learning goals;
- Lack of monitoring and assessment of pupil achievement ;
- One parent felt the Arts Award Scheme is beneficial but expressed concern about the large percentage of time that is given to it.

3.32 The 8 responses from children supported the continued funding for the SMLC. Key themes in these responses were:

- Allegations of bullying in their previous school
- Levels of anxiety when attending previous school

Funding Options

3.33 The cost of a part time place at the SMLC is currently £3,900 per academic year. During the academic year 2012/13 the LA funded 16 pupils at the SMLC who were identified as being home educated and had been able to access the central government grant for this provision;

3.34 If funding were to continue it would be necessary the LA to provide a clear criteria against which it were possible for parents to apply for the funding on an equal footing from across the city;

3.35 The LA is not legally required to fund these placements and should consider the effects of potential numbers of requests to fund alternative provision and not just for places at the SMLC. Since the end of the summer term 2013 the LA has received an additional 5 requests from parents who home educate their children for funding for a place at the SMLC;

3.36 It has been suggested that the LA continue to fund the original cohort of students regardless of whether other parents who choose to educate their children at home also wish to receive funding from the LA. Eleven pupils remained on roll of the SMLC from September 2013 and as a temporary measure it was agreed to continue to fund those students through the current academic term so as to allow the committee to make a decision on future funding and provide their parents the opportunity to make alternative provision.

- 3.37 The High Needs Block covers funding for education provision for high needs pupils and students from birth to 25, in line with the proposals set out in the Green paper on SEN and Disability. The funding for the High Needs Block has been calculated based on the LA's planned 2012/13 budget and updated for changes in planned provision for 2013/14. The High Needs Block is managed by the LA within the parameters set down by Government. For example, the types of provision included within this block include funding for special schools, top-up funding for high needs pupils in mainstream, education agency placements, Behaviour support, Autistic Spectrum Condition Support Service, all Special Education Needs related work and learning support services. All activity is linked to agreed priorities related to the Corporate Plan and Children's Services business planning overseen by the Departmental Management Team.
- 3.38 As part of this process officers, therefore, investigated the extent to which any of the current cohort meet the criteria for funding under the High Needs Block. In fact none of the pupils currently attending meet the criteria for this fund to be applied in this way;
- 3.39 As the High Needs Block cannot be applied for this purpose, funding has been utilised for the period September to December 2013 via the Dedicated Schools Grant (DSG). This DSG funding comes from a one off under spend for the previous financial year and is not a secure form of funding;
- 3.40 As part of the consultation specific options considered were:
- a) Continue to fund pupils currently in KS4 until the end of their statutory education (year 11). The cost for this assuming the fee remains £3,900 per academic year would be £19,500;
 - b) Continue to fund all pupils currently attending the SMLC until the end of their statutory education (year 11). The cost for this assuming the fee remains £3,900 per academic year would be £156,000;
 - c) Continue to fund any child whose parents want them to attend the SMLC. The cost of this cannot be predicted due to the uncertainty of how many pupils this would be, and the possible "floodgate" of requests from parents to fund other independent school places/provision;
 - d) Cease funding for all pupils with effect from January 2014;
- 3.41 It is recommended that the committee agree to cease funding for all pupils with effect from January 2014;
- 3.42 The reason for this recommendation is that the LA is under no legal obligation to fund educational provision for pupils who have been removed from schools and are identified as home educated;

- 3.43 There are significant financial implications in agreeing to fund children not on a school roll for whom the LA has no access to DfE funding. Once the principle has been agreed that parents have a right to access the equivalent of the Age Weighted Pupil Unit (AWPU) once they have removed their child from a school roll, there is no justification for refusing funding to other parents who want alternative education outside of the mainstream schools. It is inconceivable that the LA would support the principle of funding one provider to the exclusion of all others
- 3.44 Should the decision be made that the LA will no longer fund placements at the SMLC, the LA will have a statutory duty to support parents who wish to return their child to maintained mainstream schools. The LA will work with any parent who requests this and ensure that school placements are found in line with the schools admissions code. A clear re integration plan to support the pupil back into school can be negotiated and implemented.

Sustainability of the SMLC

- 3.45 Officers were asked to consider how the SMLC could be supported to enable it to continue on a firm financial footing to supply current levels of provision;
- 3.46 A number of options are available to the SMLC:
- a) The SMLC become an independent school with a fee structure that is self sustaining;
 - b) The SMLC applies for free school status with the LA's support, to enable them to access their funding directly from the DfE. Mainstream free schools are state funded schools that are independent of local authorities and are academies in law. They receive their funding directly from the Education Funding Agency (EFA) on a per pupil basis. Every free school must comply with the legal and policy framework which governs the development of the free schools programme. They would be required to comply with Independent School Standards legislation and relevant regulation and codes of practice specific to the type of school. For a mainstream free school this would include compliance with the School Admissions Code and the Code of Practice on Special Educational Needs, adherence to statutory assessment (ie testing) arrangements, and a requirement to provide a broad and balanced curriculum including the core subjects of English, mathematics, and science and make provision for the teaching of religious education and a daily act of collective worship;
 - c) A paper is submitted to the Secondary Schools Partnership describing the work of the SMLC and exploring ways that it might become "attached" to a DfE registered school;
 - d) The SMLC is added to the LA's directory of alternative providers, as is the case in East Sussex, and schools are made aware of the provision that they may refer to and fund for their pupils. As the SMLC only offers part-time education schools would need to offer other options in order to ensure that children receive a full time education.

(Information attached as appendix 3)

4. COMMUNITY ENGAGEMENT AND CONSULTATION

- 4.1 Consultation of those affected has started. A consultation was held with parents starting on 17 June 2013 and ending on 9 September 2013. A meeting was held with pupils from the SMLC on 6 September 2013. A document outlining the outcome of the consultation and the meeting with pupils is attached as Appendix 1.

5. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

- 5.1 No budget has been allocated for this provision from the Dedicated Schools Grant in 2013/14. Consequently, if a decision is made to continue to fund KS4 pupils until the end of their statutory education there will be a requirement to find a minimum of £19,500. To continue to fund all pupils currently attending the SMLC until the end of their statutory education there will be a required to find a minimum of £156,000. There is also a risk that if the LA fund places at the SMLC there may be an issue of equitability for other home educated pupils, which would potentially have a significant budgetary impact. If there is no legal requirement to pay for the fees of pupils at the Self Managed Learning College, and parents no longer wished to home educate, a much more affordable resolution would be to re-integrate pupils back into maintained provision;
- 5.1.1 There is no legal requirement for the LA to pay the feed for pupils to attend the SMLC and no budget is available to make such a payment. Parents who choose to home educate their children are responsible for ensuring they receive an appropriate education

Finance Officer Consulted: Steve Williams

Date: 24 May 2014

Legal Implications:

- 5.2.1 In law the responsibility for a child's education rests with their parents. Parents have the right to choose to educate their child at home rather than at school, both under the European Convention on Human Rights, and as a matter of domestic law. Under the S7 Education Act 1996 the parent of every school age child shall cause them to receive "efficient full time education, suitable to their age and aptitude and any special educational needs they may have" – either by attendance at school, or by "education otherwise". The concept of "education otherwise" is more commonly described as home education.
- 5.2.2 The young people who are the subject of this report are regarded in law as being home educated. The SMLC is not a school. It is a provider of private education.
- 5.2.3 As indicated in the body of the report the relevant Guidance to local authorities ("Elective Home Education: Guidelines for Local Authorities") provides that when parents choose to electively home educate their children they assume financial responsibility for their children's education. Local Authorities do have the power to fund home educated children who are also considered to have special educational needs or who require alternative provision to that in schools from the

high needs block within the Dedicated Schools Grant, as the responsibilities of local authorities in respect of high needs will include those children who are home educated. Individual pupils would need however to satisfy the Authority that they have the high needs which would merit such funding.

- 5.2.4 Any scheme to be offered to the parents of pupils being educated otherwise than at school must have clear equitable criteria, which should include the suitability of the education to be provided. The authority's analysis of what is "suitable" to be funded by the LA, may of course differ from the approach of the parent to their child's education. The Guidelines for local authorities make clear that the type of education considered "suitable" where children are receiving "education otherwise" can be varied and flexible. Amongst other things, the Guidelines specifically lists a large number of areas which would be expected of any school, which are not applicable to children receiving education at home, including providing a broad or balanced curriculum, formal marking or evaluation of progress, matching school based age specific standards.
- 5.2.5 Since as indicated in the body of the report there is no obligation in law upon the LA to fund any such scheme, members should be satisfied that any proposals for the criteria for continuing funding for individual pupils fulfils the fiduciary duty of the local authority, and is equitable.
- 5.2.6 Any provider of private education to home educated pupils should be selected according to proper and open criteria.

Lawyer Consulted: Natasha Watson Date: 1 October 2013

Equalities Implications:

- 5.3 We have carried out an equality impact assessment and whilst individuals attending the SMLC may be in the first instance negatively impacted by this decision there is no evidence that this is related to them being a member of a protected group. The local authority can offer support to these young people to support transfer into other provision. Concern is that to continue funding would be inequitable to other home educating families, and also potentially divert funds away from the most vulnerable children and young people in the city; This is attached as Appendix 4.

Sustainability Implications:

- 5.4 N/A

Crime & Disorder Implications:

- 5.5 The risk implications are outlined in the body of the report. (Jackie Algar 24.5.13)

Risk and Opportunity Management Implications:

- 5.6 N/A

Public Health Implications:

5.7 N/A

Corporate / Citywide Implications:

5.8 N/A

Equalities Implications:

5.9 N/A

Risk and Opportunity Management Implications:

5.10 N/A

6. EVALUATION OF ANY ALTERNATIVE OPTION(S):

6.1 N/A

7. REASONS FOR REPORT RECOMMENDATIONS

7.1 N/A

SUPPORTING DOCUMENTATION

Appendices:

1. Appendix 1
2. Appendix 2
3. Appendix 3

1. Local Authority visit to the SMLC

On Tuesday 10th September a visit was undertaken by Regan Delf, Head of SEN and Maggie Baker, Partnership Adviser – Access to Education to quality assure education provision and child protection.

2. Outcomes and achievement of students

Context

This section of the report is based on a discussion with the Head of the College and staff on 10.9.12 in the week prior to pupils starting back at the school for the autumn term. As a consequence it was not possible to observe lessons, speak to pupils or examine their work on this occasion.

The college is an independent alternative provider that offers 5 morning sessions from Monday to Friday over three 12 week terms each year. Sessions run from 9am to 12.55pm.

The college is not registered as a school and is not thus subject to inspection by Ofsted.

The college describes itself as offering student-centred learning within a learning community. It does not follow GCSE or equivalent accredited courses and is not registered as an examination centre. It will however work to support pupils who are taking GCSEs via other routes such as distance learning or the national extension college. The college is registered for the Arts Award and pupils can work towards the bronze and silver awards.

There are four qualified teachers on the staff including the Head of the College. Other adults working with pupils are volunteers or students on placement.

There were 19 pupils on roll last year of whom 16 were funded through Brighton and Hove. This year the college anticipates 16 pupils on roll at the start of this term. The college report attendance to be very good however no attendance records were seen.

Most students at the college have come via the home education route but occasionally students are referred by mainstream schools. Students tend to have found difficulty with the formal structure and organisation

of schools. Some have experienced problems at school and a number are reported to have emotional and mental health issues.

Outcomes for pupils

As students are not following accredited courses through the College with the exception of the Arts Award, it is not easy to evaluate outcomes for students or progress towards educational objectives. The college does not have a formal process for self-evaluation or school-improvement planning and so again it is difficult to evidence robust analysis of the strengths and areas for development in teaching and learning and quality of provision to an external audience.

However there is undoubted staff commitment to the students and the values of the college in terms of child-centred learning are clearly at the heart of the vision and offer.

The aims of the college are to help and support students to plan and direct their own learning. They also cite as an important measure of success that all students leave the college to attend FE options of their choosing. There is no formal system for following up former students to see if they remain within education, employment or training but the college cites an external piece of follow-up research some while back which was positive in this regard.

The college report their emphasis to be on qualitative rather than quantitative measures of progress and attainment with students' personal development being the highest priority. They also state that building the confidence of learners is a key aim. While the college can cite cases where students and parents report an increase in confidence and other positive benefits from attendance at the SMLC, there is no formal system for setting a baseline in terms of measures of well-being or evaluating progress of groups of students over time against the baseline.

The college asks students to fill in a brief questionnaire when they arrive about their objectives and goals for their journey through the college and beyond. This forms the main baseline assessment and springboard for designing each student's personal timetable.

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Four such questionnaires were viewed during the conversation. The key goal cited by three of the four students centred on the need to acquire GCSEs, which seemed to raise a potential issue in terms of the aspirations of students as compared to the curriculum offer at the college. One of the students was reported to have achieved 9 A* GCSEs via alternative routes. The fourth student had set a goal around developing musical ability. She had literacy difficulties and left with no accredited qualifications although the college felt in many ways her time had been successful developmentally and emotionally.

No formal assessment or review data on pupil performance was viewed but the staff meet very regularly for in-depth discussions about pupils and at these points, amendments to their programmes can be made if necessary.

The Head of SEN made the offer of a follow-up visit when the students were on-site to look further at provision and to meet students. This can be organised for later in the autumn term.

3. Child Protection and Safeguarding

The SMLC currently have a Child Protection Policy which is appropriate and approved by East Sussex CC.

They were able to demonstrate that they ensure that any child protection concerns are recorded on an appropriate record of concern form and highlighted to Ian Cunningham. Each child, where there is a child protection concern, will have a file which is locked away.

The SMLC were able to show that they undertake CRB checks on staff but were not able to demonstrate that they undertake reference checks on volunteers. This has been highlighted as an area that needs addressing.

Appropriate child protection procedures are in place

All staff have received child protection training and this is repeated annually.

4. Conclusion

The SMLC is aware that their model would not meet the rigorous standards set by Ofsted inspection and have made a conscious

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decision not to register as a school. However notwithstanding the merits of child-centred approaches in education, the lack of accredited routes in the curriculum for pupils, the relatively narrow curriculum offer, the lack of formal assessment and recording of outcomes for pupils and the part-time nature of the provision would make it unlikely that the LA would advocate placement at the SMLC.

The Head of SEN has offered to visit again on 30.9.13 to see the SMLC in action and will update a report on the provision with further observations at that point.

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Brighton and Hove City Council and alternative education

The Key Stage 4 Engagement Programme

BHCC commissions training providers to deliver the various vocational courses offered by the Key Stage 4 Engagement Programme (KS4EP). The KS4EP offers young people on roll at mainstream school in Brighton and Hove the opportunity to follow a vocational programme one day a week to enhance their school curriculum. It is targeted at young people who are disengaged or at risk of disengagement with education with the aim of re-engaging them with learning. Providers are commissioned following a rigorous procurement process supported by the BHCC procurement team.

A requirement of the tender specification is that the provider be prepared to undergo a Health and Safety Assessment by a competent representative of BHCC and be prepared to take any follow up action required.

Providers are required to complete a Single Central Record template for their staff involved in the delivery or administration of KS4EP courses. This is held by the 14-19 Engagement Team and available to schools on request.

There are specific requirements relating to quality assurance. The following steps are taken to monitor quality assurance:

- the 14-19 Engagement Team Manager (BHCC) visits each provider on a termly basis
- providers attend a half-termly provider meeting hosted by the 14-19 Engagement Team Manager
- Representatives of the Behaviour and Attendance Partnership visit each course delivered to moderate the provider's quality assurance processes and to carry out a lesson observation. They will revisit the provider to follow up any resulting actions.

Alternative Education Directory

BHCC has mapped the training providers in the city who are currently offering provision for, or who are looking to develop provision for, young people in KS3 and KS4. This information has been collated in an Alternative Education Directory which is maintained by the 14-19 Engagement Team Manager and held on the BHCC website. Unlike ESCC, BHCC does not approve or recommend this provision. It has simply gathered information about provision in one place and has asked preliminary questions around safeguarding, Health and Safety and insurance. Any school or parent wishing to refer to or commission a provider must carry out their own checks to satisfy their own requirements.

Equality Impact Assessments – an introduction

Schools have a legal duty (under the Equality Act 2010) to demonstrate due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic (see below for list) and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

An Equality Impact Assessment (EIA) process can support this in two ways:

- The duty to have “due regard” to equality considerations means that whenever significant decisions are being made or policies developed, thought must be given to the equality implications and these must be taken into account.
- It is also good practice for schools to keep a written record to show that they have actively considered their equality duties and asked themselves relevant questions. Publishing it will help to demonstrate that the due regard duty is being fulfilled.

Therefore although there is no longer a legal requirement to complete an EIA process (as in previous legislation) they enable schools to evidence compliance with the law.

What is an Equality Impact Assessment (EIA)?

An EIA is a considered way of analysing the effect of a policy, practice or project on protected groups and whether it potentially may have a disproportionate effect on one or more groups (these are defined in law as ‘protected characteristics’ and are listed below). EIAs help us ensure we are not unlawfully discriminating against certain individuals or groups and that we are promoting our positive equality duties. It is a way to ensure we are meeting the diverse needs of all our pupils’ staff and those associated with them (eg: families).

EIAs should help ensure that diversity, equality and inclusion run through all areas of school life. This does not mean undertaking EIAs for all policies and practices as of now. It is a process of thinking that can be included as part of the usual policy review cycle. EIAs can also be considered for all new policies and specific projects, e.g. use of the school playground.

It is not about more paperwork and should not be done as a ‘tick-box’ exercise. It is a common sense approach to thinking about what effect policies and actions will have on race, disability, sex and other protected groups. The effect could be positive, neutral or negative. It is about identifying barriers and removing them before they create a problem, increasing the opportunities for positive outcomes for all groups, and using and making opportunities to bring different communities and groups together in positive ways.

Key questions:

- What are the aims of the policy, practice or project?
- What are the specific outcomes you hope to see?
- Who are the intended beneficiaries of this policy or practice? (E.g. all staff/students?)
- What evidence do you have to inform your thinking? This can include data, e.g. attainment data.
- Can you identify any potential adverse or negative effects/impacts in the implementation of this policy, practice or project for certain individuals or groups – on the basis of their ethnicity, religion or belief, disability, SEN, sex, sexual orientation, age, pregnancy/maternity status, gender identity and other criteria (for example EAL, asylum seekers)?
- Identify whom and how?
- Are there any positive effects/impacts? On whom and how can you maximise these?
- What opportunities are there for ‘fostering good relations’ between groups (also called ‘community cohesion’)?
- Define your priority actions and build them into work plans ensuring they are SMART.

To assess potential effect or impact on certain individuals or groups it is important to draw together relevant, reliable data and information.

Who can you involve in your policy/practice review or project proposal which will help you identify any differential effect/impact? Information from beyond your school elsewhere in the city or even nationally may be useful here.

Involving the children, young people, staff and members of the community who may be affected by your policy, practice or project will provide the best opportunity of identifying impact, exploring solutions and supporting implementation.

If you have thought through the effects/impact of a policy or action and involved people in this thinking, you may still not have uncovered the likely differential effect/impact on certain individuals or groups. That is OK, that will sometimes happen. The point is to bear this in mind in the monitoring and review process and allow flexibility to respond to new information.

If your assessment process identifies that you don't collect data that would be useful in making this decision, plan to start collecting it and to use in the next assessment.

Action planning and Monitoring / Evaluation

Your assessment will probably identify a number of possible actions. Prioritise these so they are meaningful and build them into existing work plans to ensure they are completed and monitored.

Make sure that you monitor and evaluate progress to ensure that you are achieving your positive goals and not inadvertently creating barriers for any groups. Review the

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EIA regularly, with appropriate groups, to accommodate any changes to your school, community or the law.

‘Protected Characteristics’ in the Equality Act 2010

- Age
- Disability
- Gender reassignment
- Race / Ethnicity
- Religion or belief (including lack of religion or belief)
- Sex
- Sexual Orientation
- Pregnancy and Maternity
- Marriage and Civil Partnership

Key definitions:

Age - people of all ages

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

Gender reassignment - a transsexual person is someone who proposes to, starts or has completed a process to change his or her gender. A person does not need to be under medical supervision to be protected

Race / Ethnicity - this includes ethnic or national origins, colour or nationality, including refugees and migrants; and Gypsies and Travellers

Religion or 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.

Sex - men/boys and women/girls are covered under the Act

Sexual orientation - the Act protects bisexual, gay, heterosexual and lesbian people

Marriage and civil partnership - only in relation to due regard to the need to eliminate discrimination

Pregnancy and maternity - protection is during pregnancy and any statutory maternity leave to which the woman is entitled

Other relevant groups e.g.:

Carers, people experiencing domestic violence, substance misusers, homeless people, looked after children etc

The Equality Act 2010 duties require consideration of:

- How 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).
- How to promote equality of opportunity. This means the need to:
 - Remove or minimise disadvantages suffered by equality groups
 - Take steps to meet the needs of equality groups
 - Encourage equality groups to participate in public life or any other activity where participation is disproportionately low
 - Consider if there is a need to treat disabled people differently, including more favourable treatment where necessary
- How to foster good relations between people who share a protected characteristic and those who do not. This means:
 - Tackle prejudice
 - Promote understanding

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Example Equality Impact Assessment Tool / Prompts for showing ‘due regard’

1. Title of policy, project or practice being reviewed or planned

Local Authority funding for places at Self-Managed Learning College (SMLC)

2. Outline the aims, objective and purpose of the change including any positive impacts on equalities groups.

The aim is to withdraw funding for home educated pupils to attend the SMLC. Concern is that if funding is continued this will set a precedent and result in further funds being spent on home educated children and young people and diverted away from the most vulnerable children and young people in the City.

3. Which groups of people (if any) are most likely to be affected by the planned changes, positively or negatively?

The individuals attending the SMLC would potentially be negatively affected, by requiring a change in their education; however given this provision is not a DfE registered provision we do not have evidence from inspection or similar that this provision meets all statutory guidance we would expect from local authority provision. The website for the SMLC appears not to make any reference to equality legislation which is an expectation for all local authority schools.

4. Does, or could these changes have an adverse effect on members of an equalities group? Identifying a negative impact is not a problem, as it gives you an opportunity to remove the barrier, find a way around it, or offer an alternative.

Protected Characteristics / Group	Yes (brief explanation)	No
Age (staff only)	N/A	
Disability	According to records one young person has aspergers and was not happy at a local independent school. We do not have evidence that this young person would not thrive in another local authority school setting.	?
Gender	There are girls and boys at the centre, but we do not have evidence that gender is cited as a reason for why they need to be educated at this provision.	No
Gender reassignment	No records that there are any trans young people at the provision or that gender reassignment has been cited as reason for attending	No
Marriage / civil partnership	N/A	
Pregnancy / maternity	No records that there are any pregnant young people at the provision or that pregnancy or maternity has been cited as reason for attending	No

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Race / ethnicity	No records that there are any BME young people at the provision or that ethnicity has been cited as reason for attending	No
Religion / belief	No records that there are any young people of faith at the provision, or that faith has been cited as reason for attending	No
Sexual orientation	No records that there are any lesbian, gay or bisexual young people at the provision, or that sexual orientation has been cited as reason for attending	No

5 Is there a way to modify the decision to remove or mitigate the negative impact on protected groups while still achieving this aim? How can you maximise positive outcomes and foster good relationships?

If the SMLC, children and families are willing we can work with the affected children and young people to ensure smooth and supported transitions into other provision.

6 Outline the decision made and actions planned.

To withdraw funding provision.

Subject:	Proposed Expansion of West Hove Junior School: Statutory Notice		
Date of Meeting:	14 October 2014		
Report of:	Executive Director of Children's Services		
Contact Officer:	Name:	Michael Nix	Tel: 29-0732
	Email:	michael.nix@brighton-hove.gov.uk	
Ward(s) affected:	All		

FOR GENERAL RELEASE**1. SUMMARY AND POLICY CONTEXT:**

- 1.1 Pupil numbers for the city show there is a current need for additional primary school places in particular in the west of the city in order that more children are able to attend a good or outstanding local school.
- 1.2 In response to growth in primary numbers over recent years, the Council has already expanded West Hove Infant School on a second site in Connaught Road in Hove. This site opened with three forms of entry in September 2011 and has required bulge classes to be added in reception in 2012 and 2013. The site is to be expanded to four permanent forms of entry from September 2014 in space to be vacated, subject to consultation, by the Adult Day Care Centre on the same site.
- 1.3 The proposal now is to provide four forms of entry for junior age children (7 – 11) on the former Hove Police Station site in Holland Road in Hove, to complement the places at the Connaught site of West Hove Infant School. At its meeting on 16 July 2013 the Children and Young People Committee considered the outcomes of consultation on the preferred option for providing these places as an expansion of West Hove Junior School on the second site at Hove Police Station and agreed to publish the required statutory notice.
- 1.3 The purpose of this report is to report the representations and objections received during the statutory notice period, and to seek a decision of the Committee confirming the proposed expansion of West Hove Junior School.

2. RECOMMENDATIONS:

- 2.1 That the Children and Young People Committee confirms the proposal contained in the statutory notice and resolves to expand West Hove Junior School by three forms of entry in September 2014 and four forms of entry from September 2015.

3. RELEVANT BACKGROUND INFORMATION/CHRONOLOGY OF KEY EVENTS:

- 3.1 Primary pupil numbers across the city are rising generally and the rise in south central Hove has been greater than in the city generally. This has already caused pressure on school places that could not all be met locally, despite the provision of new permanent and temporary places at Davigdor Infant School, West Hove Infant School (Connaught), Goldstone Primary School, Aldrington CE Primary School and Benfield Primary School. A further temporary 'bulge' class was provided at West Hove Infant School (Connaught) for September 2013.
- 3.2 At its meeting on 16 July 2013 the Children and Young People Committee agreed to publishing the statutory notice required to progress the proposal to expand West Hove Junior School by three forms of entry for September 2014 and four forms of entry for September 2015 by developing a second site at the former Hove Police Station site in Holland Road in Hove.

4. COMMUNITY ENGAGEMENT AND CONSULTATION

- 4.1 Consultation on enlargement of premises of community schools must follow the processes set out in section 19 (1) of the Education and Inspections Act 2006 (EIA 2006). The Act provides that before publishing any proposals to expand a community school, the Council must have consulted 'such persons as appear to them to be appropriate'. This consultation was carried out during June and July 2013.
- 4.2 On 16 July 2013 the Children and Young People Committee authorised the Executive Director of Children's Services to proceed to publish the required statutory notice for the expansion of West Hove Junior School. The subsequent representation period of four weeks was the final opportunity for interested people and organisations to express their views on the proposals.
- 4.3 Statutory notices were published in the local newspaper on 2 September 2013. In addition Notices were displayed at the entrances to the schools and at other places used by the community (details of locations are in the full proposal information in the Members' Rooms). The statutory notice stated how the full proposal information on the proposal could be obtained.
- 4.4 The Statutory Notices form part of the full proposals. Copies of the full proposals were sent to the Anglican and Catholic diocese, the governing body of the school, ward members, the Children and Young People Committee, the Member of Parliament and the Department for Education (DfE). Copies of the complete proposal have to be made available to anyone who requests a copy during the publication period. A copy of the full proposal information is in the Members' Rooms.
- 4.5 The closing date for receipt of representations or objections was 30 September 2013.
- 4.6 During the statutory notice period there were no requests received for the full proposal information
- 4.7 During the statutory notice period there were three responses received to the proposal, from the Head Teacher and Chair of Governors of West Hove Infant School, the Chair of Governors of West Hove Junior School and Mike

Weatherley MP. All three responses were in favour of the proposal. No objections to the proposal were received

5. FINANCIAL & OTHER IMPLICATIONS:

- 5.1 Capital costs arising from the proposal will be met from within the Education Capital Programme which includes funding for additional pupil places and maintenance.
- 5.1.2 The revenue costs of funding the additional forms of entry will be met from the Dedicated Schools Grant (DSG) in 2014/15 onwards.

Finance Officer Consulted: Andy Moore Date: 16 September 2013

Legal Implications:

- 5.2 Statutory notices were published on 2 September 2013 in accordance with Section 19(1) and 19(3) of the Education and Inspections Act 2006 and the accompanying School Organisation Regulations (Prescribed Alterations to Maintained Schools)(England) Regulations 2007 as amended in respect of the proposals to expand West Hove Junior School. Following publication there followed a statutory four week period for representations to be made. The closing date for receipt of representations or objections was 30 September 2013.
 - 5.2.1 At the end of this representation period a decision on the proposals will need to be taken within 2 months.
 - 5.2.2 The Education and Inspections Act 2006 sets out who decides proposals for any alterations to schools. In the case of these proposals the decision is to be taken by the Local Authority with some rights of appeal to the schools adjudicator. The Children and Young People Committee will act as the Decision Maker for the Local Authority on these proposals.
 - 5.2.3 Guidance published by the Department for Education, "Expanding a Maintained Mainstream School by Enlargement or Adding a Sixth Form", provides that there are four key issues which the Decision Maker should consider before judging the respective factors and merits of the statutory proposals:
 - a) Is any information missing? If so, the Decision Maker should write immediately to the proposer/promoter specifying a date by which the information must be provided.
 - b) Does the published notice comply with statutory requirements? The Decision Maker should consider whether the notice is valid as soon as a copy is received. Where a published notice does not comply with statutory requirements it may be judged invalid and the Decision Maker should consider whether they can decide the proposals.
 - c) Has the statutory consultation been carried out prior to the publication of the notice? Details of the consultation should be included in the proposals. The Decision Maker should be satisfied that the consultation meets statutory requirements. If some parties submit objections on the basis that consultation

was not adequate, the Decision Maker may wish to take legal advice on the points raised. If the requirements have not yet been met, the Decision Maker may judge the proposals to be invalid and should consider whether they can decide the proposals. Alternatively the Decision Maker may take into account the sufficiency and quality of the consultation as part of their overall judgement of the proposals as a whole.

- d) Are the proposals linked or related to other published proposals? Regulation provides that where proposals are related they must be considered together. Paragraphs 4.11 - 4.14 provide statutory guidance on whether proposals should be regarded as “related”.

5.2.4 In considering proposals for the expansion of a school, the Decision Maker can decide to:

- reject the proposals
- approve the proposals
- approve the proposals with a modification
- approve the proposals subject to them meeting a specific condition

The regulations provide for a conditional approval to be given where the Decision Maker is otherwise satisfied that the proposals can be approved, and approval can automatically follow an outstanding event. Conditional approval can only be granted in the limited circumstances specified in the regulations.

5.2.5 All decisions must give reasons for the decision, irrespective of whether the proposals were rejected or approved, indicating the main factors/criteria for the decision. Section 7 of this report gives the reasons for the decision based on the legislative framework within which the decision must be decided.

Lawyer Consulted: Serena Kynaston Date: 16 September 2013

Equalities Implications:

5.3 Planning and provision of school places is conducted in such a way as to avoid potentially discriminatory admissions priorities or planning processes. The City Council as admissions authority must be mindful of best practice as described in the Admission Code of Practice.

Sustainability Implications:

5.4 All new school buildings for Brighton and Hove Schools utilise, where ever possible, environmental and sustainable principles such as higher than minimum insulation levels, the use of efficient gas condensing boilers, under floor heating, solar shading and natural ventilation. Materials are sourced from sustainable sources where ever possible. This will apply to the new build part of this new site, and as far as possible in the conversion of the former police station building also.

Crime & Disorder Implications:

5.5 Throughout the development of the proposals consultation will be undertaken with community groups and the Community Safety team and police liaison

officers. It is anticipated that by including the community in the development and use of the facilities at the Holland Road crime and disorder in the local area will be reduced. This will be further improved by offering extended use of the facilities to the community outside the school day.

Risk and Opportunity Management Implications:

- 5.6 It is important that this opportunity is taken to ensure the future provision of learning and teaching, and continuing improvement in standards of education in the city.

Public Health Implications:

- 5.7 There are no public health implications arising from this report.

Corporate / Citywide Implications:

- 5.8 These proposals are an essential element in providing additional local school places for children.

6. EVALUATION OF ANY ALTERNATIVE OPTION(S):

- 6.1 A paper to the Children and Young People Committee in October 2012 and the School Organisation Plan adopted at that meeting presented the full range of options available to address the need for future places in the city. The proposal within this report is part of the strategy for addressing this need identified in the School Organisation Plan.

7. REASONS FOR REPORT RECOMMENDATIONS

- 7.1 The Council has a statutory duty to secure a school place for any child in its area that wants one. Current and projected pupil numbers for the city as a whole show there is an immediate and ongoing need for additional school places in the city.
- 7.2 It is recommended that the proposals to expand West Hove Junior School are approved as this will provide the necessary additional places for junior age children in Hove to complement the provision already being made at West Hove Infant School (Connaught).
- 7.3 The initial public consultation in respect of this proposal showed that the great majority of respondents were happy with the proposal. This outcome has been confirmed by responses to the Statutory Notice.
- 7.4 The new site will be covered by the Council's admissions arrangements which strive to provide truly local schools which serve their most immediate community and assist in the aspirations of the Local Authority in terms of green travel arrangements.

SUPPORTING DOCUMENTATION

Appendices:

1. None

Documents in Members' Rooms

1. Full Proposal information
2. Department for Education guidance document: Expanding a Maintained Mainstream School by Enlargement or Adding a Sixth Form

Background Documents

1. None

Subject:	Brighton & Hove Closing the Gap in Educational Achievement for Vulnerable Groups 2013-2017		
Date of Meeting:	Children & Young People's Committee Meeting 14 October 2013		
Report of:	Pinaki Ghoshal, Executive Director, Children's Services		
Contact Officer:	Name:	Hilary Ferries, Head of Standards and Achievement	Tel: 293738
	Email:	hilary.ferries@brighton-hove.gov.uk	
Ward(s) affected:	All		

FOR GENERAL RELEASE**1. SUMMARY AND POLICY CONTEXT:**

- 1.1 An analysis of the gaps in Educational Achievement in the city shows that the achievement gap between pupils living in disadvantage widens from KS1 to KS2 and again from KS2 to KS4. This data shows that this is a major area of concern and a key priority for the city.
- 1.2 Her Majesty's Chief Inspector, Sir Michael Wilshaw, has recently made it clear that, although schools are being given increased levels of autonomy, Local Authorities have a direct responsibility for the standards achieved in all of the schools in their area, including academies. This includes progress made by vulnerable groups of learners. He has written to headteachers to inform them that Ofsted will be making judgements about the impact schools are making through the use of the Pupil Premium on closing the gap in educational achievement for vulnerable groups. This strategy outlines how we support and challenge schools to address this issue.
- 1.3 Ofsted are also placing an increased emphasis on the involvement of school Governors in the monitoring of the progress of pupils, particularly those from vulnerable groups. There is a clear expectation that Governors will influence the decision making surrounding the use of the Pupil Premium.

2. RECOMMENDATIONS:

- 2.1 That the Committee notes the Closing the Gap in Educational Achievement Strategy. This has been developed in partnership with a steering group of headteachers and LA staff and has been discussed and consulted on with schools.

3. RELEVANT BACKGROUND INFORMATION/CHRONOLOGY OF KEY EVENTS:

3.1 The Annual Report – ‘How are we Doing? Standards and Achievement in Brighton & Hove Schools 2012’, shows that closing the gap in educational achievement for vulnerable groups in the city is one of our key priorities. There are several groups that are underachieving. A detailed analysis shows that those pupils with Special Educational Needs and Disabilities and who receive the Pupil Premium are of particular concern. This has also been identified by Ofsted as a regional and a national issue.

3.2 The Strategy is linked to the work on School Improvement, Early Help and Special Educational Needs. It outlines our vision for education, devised by the Learning Partnership and stresses the importance of improved performance of vulnerable groups in the city. The main elements of the strategy are:

- Evaluation of national research: (e.g. Sutton Trust).
- Evaluation the national evidence into most effective interventions.
- Evaluation of the local evidence: e.g. Schools data and the Schools Supporting Schools projects – what is working well?
- The identification, through the data analysis of schools where practice is strong and schools where the gap is particularly wide.
- Universal offer of data analysis, advice and guidance (e.g. Intervention health check / governor support and training).
- Supporting partnership / Cluster data analysis – so that every school knows its pupils.
- Linking schools with similar profiles together to share successful practice.
- Investigation of different evidence based programmes such as: ‘Achievement for All’ or ‘Success for All’ and Working with Others to see if they would support schools in the city.
- Continue to promote and facilitate the Every Child a Reader and the Every Child Counts programmes with schools along with their associated initiatives.
- Extend the ‘Every Child a Reader’ programme, in a number of target schools, to encompass a broader strategy for addressing achievement in literacy, particularly in writing

3.3 150K has been allocated to support this work from the Dedicated Schools Grant. Progress against these will be taken to the newly established Performance Board chaired by the Executive Director of Children’s Services, to the Learning Partnership and to the Children and Young People’s Committee and the LA will be held to account for progress in these areas and progress in the strategy will be monitored and evaluated by the Learning Partnership and the Performance. The LA will also be held to account by Ofsted.

4. COMMUNITY ENGAGEMENT AND CONSULTATION

4.1 This strategy was written in consultation with school leaders and school staff and a launch was held in July 2013. It reflects the way in which the authority, schools, colleges and other settings engage with each other to secure improved standards and achievement.

5. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

- 5.1 Schools are funded within the Dedicated Schools Grant (DSG) and any resource implications from the drive to raise standards and close the attainment gap will have to be met from within each school's individual budget. Support is also available from central DSG funds to aid the action plan of any school, or group of schools, but any support given will be from within existing budgets.

Schools also receive Pupil Premium funding which for 2012/13 was £623 per eligible pupil and totalled £4.4m and for 2013/14 will be £900 per eligible pupil and is estimated to be £6.4m and this funding must use to close the attainment gap.

For 2014/15 the Pupil Premium for primary schools will rise to £1,300 per pupil.

Finance Officer Consulted: Andy Moore

Date: 05/09/13

Legal Implications:

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

Lawyer Consulted: Serena Kynaston

Date: 01/05/2013

Equalities Implications:

- 5.3 The data analysis carried out to write this strategy has taken into account the differences in achievement between children and young people who are disadvantaged or in vulnerable groups and concludes that continuing priority that should be given to raising the achievement of these children and young people, for example through the use of the Pupil Premium. A full Equalities Impact Assessment will be developed.

Sustainability Implications:

- 5.4 None

Crime & Disorder Implications:

- 5.5 Improving the experience that children and young people have at school and college and helping them to achieve their full potential is likely to equip them with the skills and knowledge to secure employment and play a positive part in society.

Risk and Opportunity Management Implications:

- 5.6 No detailed risk assessment has been carried out in relation to this report. However, the risks to personal, community and civic development and well being if the city wide education service does not thrive and secure positive outcomes for children and young people are clear, and the steps that are being taken,

described in this report, to secure improvement represent a strong commitment to addressing these risks.

Public Health Implications:

- 5.7 The Director of Public Health has previously identified (in his 2011 Report) the implications for public health and resilience if children and young people do not benefit from a high quality education. These implications continue to be important, and underline the importance of the actions being taken to improve standards and achievement by the schools, colleges and other settings in the city and by the authority.

Corporate / Citywide Implications:

- 5.8 Standards and achievement in the city's education service have clear implications for city wide priorities including reducing inequality, developing employment and skills, improving public health and reducing crime and disorder, and these are outlined in this report.

6. EVALUATION OF ANY ALTERNATIVE OPTION(S):

- 6.1 This report does not require the consideration of alternative options.

SUPPORTING DOCUMENTATION

Appendices:

1. Brighton & Hove Closing the Gap in Educational Achievement Strategy 2012-2017

7. REASONS FOR REPORT RECOMMENDATIONS

- 7.1 Local Authorities have a statutory duty under section 13A of the Education Act 1996 to ensure that their functions relating to the provision of education are exercised with a view to promoting high standards. This report informs the Committee as to how the Authority is seeking to fulfil this duty, and invites the Committee to comment.

SUPPORTING DOCUMENTATION

Appendices: Brighton & Hove City Council – Education and Inclusion
Closing the Gap in Educational Achievement for Vulnerable Groups in the City – draft 4
August 2013

Brighton & Hove City Council – Education and Inclusion

Closing the Gap in Educational Achievement for Vulnerable Groups in the City

1. Introduction

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

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

2. Where does this strategy fit in? Links to the Corporate Plan

This strategy links to the theme of Tackling Inequality in the City Corporate Plan 2011-2015.

'We want to make sure that all of our children and young people have the best possible start in life, so that everyone has the opportunity to fulfil their potential, whatever that might be, and to be happy, healthy and safe'. This means making sure that all children and young people in the city have access to high quality education that will provide them with the knowledge and skills to secure employment and be active and responsible citizens. We will focus on raising overall attainment and narrowing the gap between the lowest and highest performing pupils.'

Brighton and Hove Corporate Plan 2011-2015

Closing the achievement gap between vulnerable groups of children and young people in the City and their peers is a priority in a range of strategies and policies including the Special Education Needs Partnership Strategy, School Improvement Strategy Early Help Strategy. This strategy outlines a consistent, city wide approach that we will take to 'closing the gap'

3. Vision for Education

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

A 21st Century Vision for Learning in Brighton & Hove

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

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

4. Rationale for ‘Closing the Gap’

Each year the Standards and Achievement Team carries out an extensive data analysis and examines the performance of the different groups of pupils in the City. The data analysis shows that the most significant gaps in performance are those between the performance of children and young people eligible for Free School Meals (FSM) and their more advantaged peers, between those children and young people identified as having special educational needs or disability (SEND) and their peers and for Children in Care (CiC). These gaps widen as the young people move through our school system. The impact of large numbers of pupils, particularly pupils with FSM not achieving 5 GCSE’s A* to C with English and Maths at the end of Key Stage 4, not only has implications for the economy of the city, but also has an impact on the quality of opportunity for young people in the city. However, there are overlaps in these groups, in 2013 11% of children in the city were both in receipt of FSM and identified as having special educational needs. 31% of pupils with SEN were also in receipt of FSM and 47% of pupils registered for FSM were also identified as having SEN.

5. Partnership working and the role of the LA

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

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

The Ofsted Chief Inspector, Sir Michael Wilshaw, has recently made it clear that Local Authorities still retain a direct responsibility for the standards achieved in all of the schools in their area, including academies; this responsibility is particularly in relation to the progress made by vulnerable groups. He also told Headteachers, that increasing attention will be given, during the course of school inspections, to the impact schools are making through the use of the Pupil Premium on the issue of ‘Closing the Gap’ for the disadvantaged. It has also been indicated by Her Majesty’s Inspectors (HMI) that there will be an increasing focus on this issue, not just at a school level, but when considering the relative performance of local authorities in addressing the issue of the progress of disadvantaged pupils in their area.

In its role as champion of children and families, the LA can facilitate, broker and commission support. We have a small intervention team with a focus on closing the achievement gap and they offer support and challenge for schools in this area.

6. The Provision of Pupil Premium and SEN funding

Pupil Premium is intended to assist schools with addressing the gap in achievement between disadvantaged pupils and their peers; for the purposes of identification, disadvantage is identified with registration for Free School Meals (FSM). Although an imprecise indicator, FSM registration remains the most accessible way to identify disadvantage in schools.

From April 2013 the premium stands at £900 for each FSM pupil, registered during the last six school years, and this is likely to rise to, at least, £1000 by the final year of this parliament. Additionally, there is funding available of £500 for each FSM pupil to support Year 6/7 Summer School Transition Programmes, and a further £500 'catch-up' payment, paid for Year 7 pupils who did not achieve Level 4 at the end of the Primary phase; this produces a potential £1900 for each underachieving FSM pupil at the key point of the Primary / Secondary school transition.

Through the formula the LA has delegated directly into school budgets a notional amount to support children with SEN. In 2013 / 14 this was £12.7m across mainstream schools and academies. In addition there is 'top up' funding for pupils with high needs and in 2013 / 14 this in the region of £2.04m (adjustable over the year), giving an overall total approaching £15m.

7. Best Practice: What makes the difference?

Where schools have been most effective in raising the progress of vulnerable pupils, and have closed the gap, there are factors which are frequently observed:

- the deliberate and systematic involvement of pupils, at all stages, with taking responsibility for their own progress and learning;
- appropriate management structures, quality assurance and data collection;
- First Quality Teaching in the classroom, setting intervention into a context in which the progress secured can be developed and sustained;
- effective leadership on the issue of intervention from the school's senior management team;
- the identification of strategies that are right for the particular setting and needs of the pupils - all of the selected interventions being subject to a rigorous process of cost/benefit analysis;
- the careful selection, training and support of intervention staff, recognising that intervention requires a different range of skills to that of class teaching;
- integration of intervention staff into the work of the whole school - particularly that of the class/subject teacher;
- suitable assessment processes that fully and adequately inform intervention, enabling progress to be monitored across a range of learning need.

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

What do schools think makes the difference?
--

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

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

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

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

'We ensure high quality teaching and learning for all '

'ECAR and ECC are very valuable and have a positive impact '

Some special initiatives and projects local and national had lifted aspirations for all and accelerated progress eg MfL project

Case Study Rudyard Kipling Primary School:

Rudyard Kipling Primary School was judged to be 'good' in May 2013. The school RAISEonline shows that educational achievement gaps are closing.

The inspector wrote:

'Funding for the pupil premium is effectively used, primarily to provide non-class based teachers and additional adults to deliver tailored support in both English and mathematics. The impact of the funding has been clearly shown in improved achievement.'

Some of the features of the school are:

- The headteacher, ably assisted by the deputy headteacher, is very clear about what she wants the school to achieve.
- The School's approach to improvement is incredibly detailed and consists of very accurate school self-evaluation, improvement plans and detailed termly plans. All staff are fully aware of these realistic and achievable plans.
- There is an effective programme to monitor and improve the quality of teaching. Leaders ensure that all teachers meet the 'Teachers' Standards'. All staff, including support staff, have targets to help them improve their performance to make them accountable for accelerating pupils' progress. The school has produced detailed documentation to ensure that teachers fully understand how progression through the pay scales can be achieved and is inextricably linked to pupils' progress.
- The quality of the school's assessment information, detailing how well pupils progress, is exemplary. Personalised plans are made for each pupil, after looking at their books, their work in lessons and their progress information. Decisions about how to maximise progress and use carefully targeted interventions include the teachers and senior leaders as well as governors.
- Middle leaders are involved in all aspects of monitoring, including lesson observations. They have a good understanding of school performance and often trial innovative practice, as demonstrated in Year 5.

- Governors know the school well and are therefore able to offer effective support and challenge.

8. How our strategy will work

What we will do

- Form a group of school leaders and LA officers to drive the strategy
- Further evaluate and disseminate national research: (e.g. Sutton Trust)
- Evaluate and disseminate the national evidence into the most effective interventions
- Evaluate and disseminate the local evidence: e.g. Schools data and the Schools Supporting Schools projects – what is working well?
- Provide a universal offer of data analysis, advice and guidance (e.g. Intervention health check / governor support and training)
- Support partnership / Cluster data analysis – so that every school knows its pupils
- Identify, through the data analysis of schools where practice is strong and schools where the gap is particularly wide.
- Link schools with similar profiles together to share practice
- Investigate different evidence based programmes such as: ‘Achievement for All’ or ‘Success for All’, ‘Working with Others’ ‘Talkboost’, and ‘School Start’, to see if they would be the right support for schools in the city
- Continue to promote and facilitate the Every Child a Reader and the Every Child Counts programmes with schools along with their associated initiatives
- Extend the ‘Every Child a Reader’ programme, in a number of target schools, to encompass a broader strategy for addressing achievement in literacy, particularly in writing.
- Promote virtual learning opportunities where these have been shown to make a successful contribution to learning

9. What success will look like

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

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

Subject:	Brighton & Hove School Improvement Strategy (2013-2017)		
Date of Meeting:	Children & Young People's Committee Meeting 14 October 2013		
Report of:	Pinaki Ghoshal, Executive Director, Children's Services		
Contact Officer:	Name:	Hilary Ferries, Head of Standards & Achievement	Tel: 29-3738
	Email:	Hilary.ferries@brighton-hove.gov.uk	
Ward(s) affected:	All		

1. SUMMARY AND POLICY CONTEXT:

- 1.1 The Local Authority has a statutory duty to promote high standards in schools and to intervene when there are significant concerns about children's progress or their well being. Ofsted has a clear expectation that the LA will know schools in the City well, will support and challenge as appropriate and intervene where necessary. We have reviewed our School Improvement Strategy in light of the changing landscape in education.
- 1.2 The School Improvement Strategy 2013 – 2017 outlines how we will fulfil this statutory duty, but also be more ambitious for our students. We believe that we can develop a self improving school system with schools working together in partnership to support and challenge each other and develop good and outstanding practice. Our overall aim is to develop professional capital across the city to make the most difference to the lives of children and young people. We will intervene where we have to, increasingly contracting and commissioning schools and support and enable a school led system to improve all schools. We will undertake this role through:
- School prioritisation / categorisation
 - Enabling a strategic oversight of the priorities for education and the leadership of schools
 - Enabling a robust school led system where as much decision-making as possible rests with school leaders, governors and teachers in individual schools and partnerships, incorporating National Teaching Schools and other partnerships
 - Strengthening the quality of the Governor Support Service to enable governing bodies and Headteachers to receive the advice they need to match the growing autonomy
 - Brokering support and assisting with partnership agreements

2. RECOMMENDATIONS:

- 2.1 That the Authority accepts the School Improvement Strategy 2013 - 2017

3. RELEVANT BACKGROUND INFORMATION/CHRONOLOGY OF KEY EVENTS:

3.1 The School Improvement Strategy 2013 – 2017 sets out clearly the statutory duty of the LA for school improvement, states our ambition for all children and young people in the City and signposts the readers to other relevant areas, recognising the importance of Childrens Services working together to ensure best outcomes for children and young people.

3.2 Section 1, 'Our Vision for Education Improvement' shares the vision that was devised by the Learning Strategy and outlines our principles and beliefs for school improvement. The relationship between schools and the LA is evolving and this strategy makes our position clear. When carrying out its school Improvement role the LA will:

- Respect schools' autonomy for their own development, using school self-evaluation (SSE);
- Maintain strong and dynamic relationships between headteachers, governors and the LA, characterised by regular professional dialogue;
- Promote a school led system as the main vehicle for building sustainable school improvement, and for sharing good practice, supported and held to account by parents, and the LA with the Learning Partnership;
- Advance equality of opportunity and foster good relations;
- Intervene early and commission support to prevent schools becoming a cause of concern;
- Encourage / share responsibility and accountability, with parents, carers and other stakeholders, to support the attendance, behaviour and safety of all pupils;
- Inform the focus on pupil progress and attainment across the ability range, and the many factors which influence it, including pupil health and well-being and parental involvement;
- Promote effective partnership and collaboration, to identify, share and develop good practice;
- Coordinate support for vulnerable learners with other teams within Children's Services.

3.3 Section 2 describes the changing educational landscape. The Education Act 2011 increases the likelihood of a radically new school system emerging. Schools are rightly seen as leaders in a system and we want schools to have autonomy and freedom, as well as choice about their future. We aim to develop positive partnerships with all education providers in the city, whether maintained school, academy or free school. To meet our statutory duties we need to monitor, challenge, and support and, where necessary, intervene in maintained schools (i.e. community and voluntary schools which are not academies or free schools). To do this we will operate a system of school prioritisation, which uses the schools' self-evaluation and end of key stage outcomes over time to allocate a priority level. There are four levels, low, medium, high and intensive support and the criteria and resulting support and challenge are outlined in the strategy.

3.4 Section 3 sets the context of the LA and outlines our position in terms of standards and achievement at each key stage. It shows that in 2012 schools achieved above national expectations at Early Years Foundation Stage were slightly above at Key Stage One, in line at Key Stage Two, but just below at Key Stage Four.

3.5 Section 4 outlines how we will turn our vision into practice. To enable whole system reform and the improvement of all schools, we believe that the key priority for school improvement is to improve the quality of teaching across the city so that it is at least 80% consistently good or better in every school.

Underpinning this are several themes. Each one contributes to the overarching ambitions of ensuring that all our children and young people are well taught, so that we can raise the attainment of children and young people and close the achievement gap for all underachieving groups. The themes are:

- *Partnerships as drivers of school improvement*
- *High standards and progress for all to maximise life chances*
- *Leadership of Learning*
- *High aspiration, engagement & enjoyment*
- *Matching provision to need and advancing equality of opportunity*

3.6 Section 5 outlines how we will know we are making progress towards our goals. The day-to-day work of the service and the contribution made by the priorities outlined in this strategy will be measured by a range of key performance indicators (KPIs). Progress against these will be taken to Performance Board chaired by the Executive Director of Children's Services, to the Learning Partnership and to the Children and Young People's Committee and the LA will be held to account for progress in these areas.

We will look to develop other indicators, as the strategy develops, to monitor how we are achieving our ambitions.

3.7 We have a programme of workshops for councillors on different aspects of School Improvement which have been well received. These have included standards and achievement, Pupil Premium, school budgets and Special Educational Needs. The team is very happy to extend this further to ensure that councillors have up to date information about developments in education.

4. COMMUNITY ENGAGEMENT AND CONSULTATION

4.1 The School Improvement Strategy has been taken to primary, secondary and special school headteacher meetings and put on the bulletin and responses invited. On 9 July we held a half day final consultation to get the views of and feedback from school leaders.

5. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

5.1 The report covers the strategy for school improvement 2013-17. The strategy referred to in the report will be funded from within the Children's Services budget for this financial year's budget but will still need to be reviewed annually as part of the budget process to ensure that there are no additional costs to the council beyond 2014/15.

Finance Officer Consulted: Name David Ellis

Date: 03/09/13

Legal Implications:

- 5.2 The recent Academies Act 2010, Education Act 2011 and revised Ofsted Framework for Schools set out the key strategic and legislative transformations which impact on the role of the LA in connection with school improvement. This Strategy sets how the Local Authority will fulfil its statutory duties in this regard.

Lawyer Consulted: Serena Kynaston Date: 06/09/2013

Equalities Implications:

- 5.3 The Standards and Achievement Team welcomes its duties under the Equality Act 2010 and as Council employees to consider the needs of the protected groups identified under the Equality Act in delivering services to schools. We take seriously our need to have due regard (or consciously think about) the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity
- Foster good relations

Our duties under the Equality Act have been considered in the development of this strategy and the action plans that support it. The strategy contains some examples as to how the Standards and Achievement Team show 'due regard' in the support offered to schools.

Sustainability Implications:

- 5.4 None

Crime & Disorder Implications:

- 5.5 Improving the experience that children and young people have at school and college and helping them to achieve their full potential is likely to equip them with the skills and knowledge to secure employment and play a positive part in society.

Risk and Opportunity Management Implications:

- 5.6 No detailed risk assessment has been carried out in relation to this report. However, the risks to personal, community and civic development and well being if the city wide education service does not thrive and secure positive outcomes for children and young people are clear, and the steps that are being taken, described in this report, to secure improvement represent a strong commitment to addressing these risks.

Public Health Implications:

5.7 The Director of Public Health has previously identified (in his 2011 Report) the implications for public health and resilience if children and young people do not benefit from a high quality education. These implications continue to be important, and underline the importance of the actions being taken to improve standards and achievement by the schools, colleges and other settings in the city and by the authority

Corporate / Citywide Implications:

5.8 Standards and achievement in the city's education service have clear implications for city wide priorities including reducing inequality, developing employment and skills, improving public health and reducing crime and disorder, and these are outlined in this report.

6. EVALUATION OF ANY ALTERNATIVE OPTION(S):

6.1 This is a statutory strategy

7. REASONS FOR REPORT RECOMMENDATIONS

7.1 To ensure that Brighton and Hove City Council has clear and transparent strategy for its statutory duty for School Improvement

SUPPORTING DOCUMENTATION

Appendices:

1. Brighton & Hove School Improvement Strategy 2013 – 2017 September 2013

Documents in Members' Rooms

1.

2.

Background Documents

1. How are we doing? Standards and Achievement in Brighton & Hove Schools 2012

**Brighton & Hove
School Improvement Strategy
2013 – 2017**

Introduction from the Chief Executive of Brighton & Hove City Council

Raising educational achievement across the city is one of the most important challenges we face and one of the Council's top priorities. We are determined to provide all our learners with an education that allows them to get the best possible start in life. We know that providing young people with the right skills and knowledge is crucial to their future success and wellbeing. It is also vital if we are to have a thriving local economy.

This strategy provides a clear statement of the areas the Council and its partners want to prioritise, a clear framework for how we intend to work, and targets against which we will measure success.

The priorities identified within this strategy have been developed in collaboration with headteachers, governors and other education providers. It is our firm belief that working together is the best way to ensure that we are providing education that is both highly effective and inclusive.

This document sets out how the Council will work closely in partnership with all schools and education providers. We will work collectively to build on and share good practice that is shown to work.

We know that we are operating at a time of change in terms of national policy and within an environment of economic constraint. This strategy identifies the policies and statutory requirements that we will need to work to, and the governance arrangements that will ensure that we are able to both support and challenge the delivery of education across the city.

Above all, our intention is to put children and young people at the heart of what we do so that the decisions we make and the direction we take provide them with the best education possible.

*Penny Thompson CBE
Chief Executive
Brighton and Hove City Council
August 2013*

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1. Performance indicators

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The four different Levels of Prioritisation**

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Section 1

Our Vision for Education

This vision was devised by the Learning Partnership with contributions from learning organisations across the city. It is shared by all, and interpreted by each phase and school to meet the needs of children and young people. It drives our School Improvement Strategy and will help insulate us against constant shifts in national policy.

Whilst accepting we need to support schools in meeting current OFSTED requirements we want to be more ambitious about what we offer all children and young people in the city.

1. A 21st Century Vision for Learning in Brighton & Hove

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

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

Together we:

- Are passionately committed to changing learners' lives and transforming their futures
- Believe that we have a collective responsibility for all learners in the City, not just those in our own organisations
- Believe that we are stronger together and can achieve more through joint practice development and partnership for the benefit of every learner in Brighton and Hove
- Pledge to lead our organisations collaboratively to achieve outstanding outcomes for all

The Brighton & Hove Learning Partnership has also made a statement of commitment to anti-bullying and equality work.

'We want all children and young people to feel safe and supported to achieve. Our vision is that every child and young person in Brighton & Hove should belong to a learning community which shares and celebrates common values of equality, respect, mutual care, rights and responsibilities and one that is free of fear, harassment, and intimidation.'

2. Beliefs and guiding principles underpinning the School Improvement Strategy

When carrying out its school Improvement role the LA will:

- Respect schools' autonomy for their own development, using school self-evaluation (SSE);
- Maintain strong and dynamic relationships between headteachers, governors and the LA, characterised by regular professional dialogue;
- Promote a school led system as the main vehicle for building sustainable school improvement, and for sharing good practice, supported and held to account by parents, and the LA with the Learning Partnership;
- Advance equality of opportunity, foster good relations and aim to eliminate discrimination;
- Intervene early and commission support to prevent schools becoming a cause of concern;
- Encourage / share responsibility and accountability, with parents, carers and other stakeholders, to support the attendance, behaviour and safety of all pupils;
- Inform the focus on pupil progress and attainment across the ability range, and the many factors which influence it, including pupil health and well-being and parental involvement;
- Promote effective partnership and collaboration, to identify, share and develop good practice;
- Coordinate support for vulnerable learners with other teams within Children's Services.

3. How the School Improvement Strategy in Brighton & Hove relates to other plans

The School Improvement Strategy relates to both national government policy and the statutory role for school improvement and Brighton & Hove City Council priorities which are:

- Tackling inequality
- Creating a more sustainable city
- Engaging people who live and work in the city
- Modernising the council

It relates closely to several other strategy documents including the Special Educational Needs Partnership Strategy, Behaviour and Attendance Strategy and the Early Help Strategy.

Section 2

Our Strategic Framework

1. The Brighton & Hove Learning Partnership

The Education Act 2011 increases the likelihood of a radically new school system emerging with new models of delivering school and pupil support. Schools are rightly seen as leaders in a system and we would want schools to have autonomy and freedom, as well as choice about their future.

The Brighton & Hove Learning Partnership Strategic Board was re-defined in Autumn 2011 with representation from all sectors of learning. Working in partnership is crucial if we are to fully exploit the significant expertise, experience, skills, understanding and knowledge in Brighton & Hove's schools and other settings. We believe that we can develop a self improving school system with schools working together in partnership to support and challenge each other and develop good and outstanding practice. The quality of teaching, the 'daily diet' of learners, is the key to this. Our overall aim is to develop professional capital across the city to make the most difference to the lives of children and young people. We recognise the potential tensions between collaboration and competition for schools, but believe that the moral imperative will transcend this as all schools aim to become good and outstanding.

2. Meeting LA statutory duties

Under The School Standards and Framework Act 1998, the local authority has a duty to raise standards in schools. This is reinforced under The Education and Inspections Act 2006, Section 1 of which places a duty on local authorities to promote high standards and the fulfilment of every child's educational potential. The Education Act 2011 aims to help teachers raise standards in education. It includes new legal powers to help root out poor behaviour, to tackle underperformance, and to improve the way in which schools are held to account. The LA will work with schools at their request to develop whole city policies on issues such as Performance Related Pay policies.

The role includes the duties to:

- Secure sufficient school places in their area and the duty to provide an annual prospectus on all local primary and secondary school provision
- Secure enough suitable education and training provision to meet the reasonable needs of young people aged under 19 (and young adults with a learning difficulty and/or disability up to the age of 25) and to 'assist, encourage and enable' these young people to participate in education or training
- Make the Instrument of Government for all maintained schools and federations of maintained schools.
- Ensure clarity of charging and remissions policies required by all governing bodies
- Take action when a school goes into an Ofsted category
- Issue a performance, standards and safety warning notice if the school is causing concern that is not being remedied by appropriate action
- Intervene where a school which is eligible because it is in special measures or notice to improve, or has failed to comply with a warning notice
- Develop accessibility strategies to facilitate better access to education for disabled pupils
- Provide full time education from the sixth day of exclusion for permanently excluded pupils and for pupils who are excluded from a pupil referral unit for a fixed period of more than 5 days
- Promote the educational achievement of children in care

The authority has various duties relating to

- The establishment of an academy
- The curriculum and assessment
- An exclusion from a school and appeals against exclusions

The Standards and Achievement Team also welcomes its duties under the Equality Act 2010 and as Council employees to consider the needs of the protected groups identified under the Equality Act in delivering services to schools. We take seriously our need to have due regard (or consciously think about) the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity
- Foster good relations

Our duties under the Equality Act have been considered in the development of this strategy and the action plans that support it. Appendix 4 provides some examples as to how the Standards and Achievement Team show 'due regard' in the support offered to schools.

A full list of LA statutory duties that relate to education and children and young people is available from the Department for Education website (<http://www.education.gov.uk/>).

3. How we will fulfil this role

To meet our statutory duties we need to monitor, challenge, and support and where necessary, intervene in maintained schools (i.e. community and voluntary schools which are not academies or free schools). One of our key functions is to ensure all our maintained schools provide a high quality educational experience for the children and young people who are educated in these schools. We will intervene where we have to, increasingly contracting and commissioning schools and support to enable a school led system to improve all schools.

The LA will undertake this role through

- School prioritisation for all maintained schools
- Enabling a strategic oversight of the priorities for education and the leadership of schools
- Enabling a robust school led system where as much decision-making as possible rests with school leaders, governors and teachers in individual schools and partnerships, incorporating National Teaching Schools and other partnerships
- Strengthening the quality of the Governor Support Service to enable governing bodies and Headteachers to receive the advice they need to match the growing autonomy
- Brokering support and assisting with partnership agreements

We also recognise that health and wellbeing and a safe learning environment contribute significantly to the achievement of children and young people and in partnership with colleagues in health and the community and voluntary sector provide support for the development of whole school approaches to anti-bullying, equality and health and wellbeing.

To carry out the local authority's statutory role in an effective and transparent way, we will operate a system of school prioritisation. This will allow us to assess the performance of schools, judge the degree of risk that children are not receiving a satisfactory education, and respond where necessary. The process for this is outlined in Appendix 2.

4. Our approach to academies and free schools

The pace of change towards diversity of types of school is likely to accelerate and it is important that we articulate our approach to the development of academies, free schools and studio schools in the city. Whilst our relationship with academies and free schools is different, we aim to work with the sponsors and academy and free school leaders. It is our role to 'champion the needs of all children, young people and their families, irrespective of where they are educated' and we know the academies recognise their accountability to the city and we will discuss with them how this can best be supported, monitored and recognised. There are shared priorities with all of our partners, including schools, to meet the priorities of the City Performance Plan. We view working together as the norm and not the exception, and these values are transferred into our work with schools.

As a Council we work in partnership with all schools and consider them to be members of our 'family of schools'. This means that schools, through their appointed representatives, are fully engaged in the partnership arrangements for Children's Services and the Brighton & Hove Local Safeguarding Children Board.

We fundamentally support the concept that schools, irrespective of their governance structure, are best placed to raise standards and eliminate underperformance. We will encourage academies, free schools and studio schools established in the city to fully participate in the wider partnerships that are leading and shaping the school improvement agenda. They will also be invited to take a full and active part in city-wide strategic planning for all phases.

Academies and free schools will be strongly encouraged to adopt Brighton & Hove's Admissions Policy and to commit to Brighton & Hove Council's agreements and protocols to ensure that all schools are fully inclusive.

We will seek to ensure that every school has an appropriate human resources strategy in place to outline how it will manage its people and apply best employment practice. We will strongly encourage academies and free schools to have appropriate employment related policies and procedures in place and to actively engage with the relevant trades unions on people management issues.

We will work with the Department for Education to plan the location of new schools in the city so that Brighton & Hove's need for school places is clearly understood and future demands are met.

Under The Academies Act 2010, the Department for Education has signalled its intention to require underperforming schools to become sponsored academies. In any such cases, we consider that we have a responsibility to continue to support the school and will work with its governors as they consider their options and implement any change in status that is agreed.

Section 3

Our Context May 2013

1. Pupil population and school places

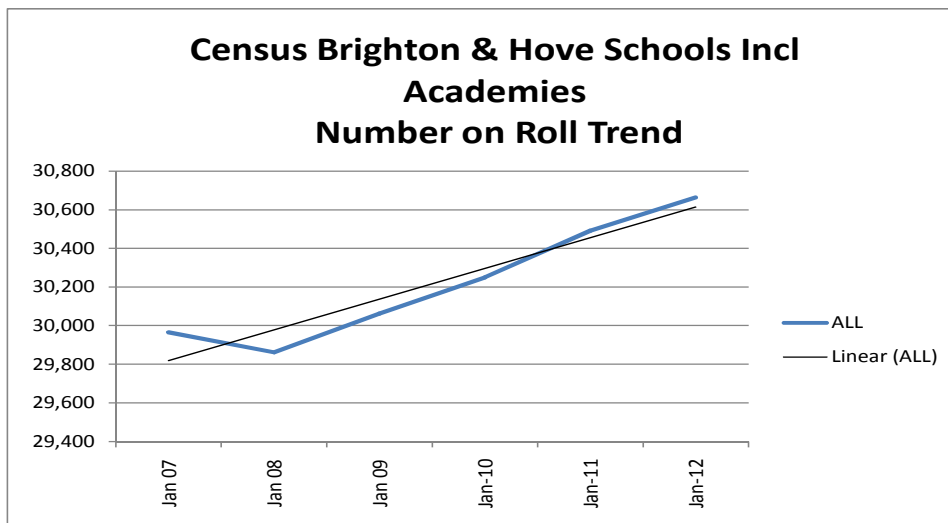
A growing city

The City of Brighton & Hove has been growing steadily for the last ten years. Projections show that although the rate of increase is slowing, numbers continue to rise.

We currently have 29,224 pupils attending our Maintained Nursery, Primary, Secondary and Special settings, 33 pupils attending the new Pupil Referral Unit and 1407 at the two Academies. This represents 699 more pupils than there were in January 2007 and 173 more than January 2012.

This is an ever-changing picture and it is likely that the number of academies and free schools will increase with a consequential reduction in the number of maintained schools.

This increase in demand is being addressed through a phased expansion of a number of primary schools across the city. The growth in numbers of children aged 1 to 11 will also start to filter through into the secondary sector and will require expansion of secondary provision over time. The growth in numbers of pre-school and primary age children will begin to impact upon the secondary sector from 2015, and the School Organisation Plan describes options for meeting the forecast shortfall of secondary places.



Available contextual Information (with a focus on protected groups under the Equality Act)

A diverse city

At our maintained settings 51% of pupils are male and 49% are female

20.7% pupils are from black and minority ethnic communities

17.2% of pupils from years R to 11 (aged 4 to 16) have applied for and have been deemed eligible for free school meals

26.4% of our pupils have special educational needs, which is significantly above the National figure of 20.6%

10.3% of our pupils (reception year and above) have English as an additional language. In January 2013 there were 2,818 pupils with 101 different languages other than English, attending Brighton and Hove schools and Academies

In the 2012 Safe and Well School Survey 2.3% of Key Stage 3 students said they were lesbian, gay or bisexual with a further 3.9% saying they were unsure of their sexual orientation and in the Key Stage 4 survey 5.1% said they were lesbian, gay or bisexual with a further 2% saying they were unsure.

The 2013 Safe and Well School Survey will for the first time ask secondary age students about their gender identity. However, we are aware of a number of children and young people in primary and secondary schools who identify as trans* or are questioning their gender identity.

2. 2012 Educational outcomes

Standards

In the Early Years children achieve above national outcomes. This high achievement is a result of the high quality of provision that our children can now access across the city. 86% of early years settings are rated as good or outstanding compared to 78% nationally and 33% of these are outstanding compared to 14% nationally.

In KS1 overall, standards remain in line with the national average in reading and writing and slightly above the national average in maths. We expect the improvements in reading and maths to continue, as the significant investment in the Every Child a Reader and Every Child Counts programmes for identified children in targeted schools has had a measurable impact on performance in literacy and mathematics for low attaining pupils.

In 2012 there were strong improvements in KS2 test scores in Brighton & Hove schools, with L4 scores being the highest ever and in line with national averages. There were also strong improvements in the number of pupils making two levels of progress from KS1, but these figures remain below the national averages. The proportion of primary schools in Brighton & Hove judged to be good or better rose from 71% to 73% from January 2012 to July 2012. A third of Brighton and Hove primary schools were judged as outstanding in their most recent inspection. One school is judged to be 'inadequate' and is in Special Measures.

Overall, attainment in GCSE examinations has maintained a positive trend since 2009 and value added measures are improving, but below national average. The Brighton & Hove figure for five or more A* - C grades including English and Maths in 2012 shows that the gaps between the city and England and statistical neighbour averages decreased. The 2012 results showed strong performance in English in most of the Brighton & Hove schools and academies, compared with England and statistical neighbour averages, but poorer performance in Maths. In March 2012, two thirds of the secondary schools and academies were graded good or outstanding in their most recent Ofsted inspection.

Progress / Value added

The LA RAISEonline shows that progress across the city is variable. Overall progress from KS1 to KS2 shows that 88% of children made two or more levels of progress in English and 84% of children made two or more levels of progress in maths. Both figures fall slightly below the national medians. At KS4 the 'value added' performance for most cases were either in line with or below the England Benchmark figure and particularly low in maths.

Attendance

The data shows that in 2011/12 both overall and persistent absence at primary level in Brighton & Hove continued to be below the national average (0.6% and 0.5% respectively below). At secondary level we continued to have higher levels of absence for both overall and persistent absence compared to the national average (0.6% and 1.4% respectively above).

Exclusions

There were nine permanent exclusions from Brighton & Hove schools in 2011/12. This is six fewer than those recorded in 2010/11. The fixed term exclusion statistics are relatively high. However, this is in many cases the result of the policy within Brighton & Hove to ensure that unofficial exclusion, whereby a child or young person is sent home to 'cool off' for periods of time, is eliminated. Fixed term exclusion is also used to allow time for longer term solutions to be negotiated and arranged to avoid the need for permanent exclusions.

Bullying

The Safe and Well School Survey shows a year on year decrease in children and young people reporting they have been bullied in school and in 2012 94 % of pupils in primary schools and 88% of students in secondary schools reported that they felt safe in Brighton & Hove schools.

Closing the Gap

Narrowing the gap in attainment between learners entitled to free school meals & those not entitled is an important national & local priority. The 'Pupil Premium' provides additional funding which schools are expected to use specifically to help disadvantaged learners achieve more. There is also a wider than average gap between those learners with Special Educational Needs and their peers which is a local priority.

Section 4

Vision into practice

Learning and Teaching at the Centre

To enable whole system reform and the improvement of all schools, we believe that the key priority for school improvement is to improve the quality of teaching across the city so that it is at least 80% consistently good or better in every school. We will support partnership and cluster working to improve the quality of teaching. Schools subscribe to the view of the 'city child' and so work together for the benefit of all schools in the city, supporting and challenging each other.

Underpinning this are several themes to guide our working. Each one contributes to the overarching ambitions of ensuring that all our children and young people are well taught, so that we can raise the attainment of children and young people and close the achievement gap for all underachieving groups.

- Partnerships as drivers of school improvement
- High standards and progress for all to maximise life chances
- Leadership of Learning
- High aspiration, engagement & enjoyment
- Matching provision to need and advancing equality of opportunity

1. *Partnerships as drivers of school improvement*

Schools are rightly seen as leaders of the system and we recognise that creating the necessary capacity is key for a school led system and will promote and invest in it. One of the key elements of school improvement will be partnerships and so it is more important than ever that partnership working, already well established in Brighton & Hove, continues to develop and that we continue to encourage and support schools to see their partnerships as a resource.

Schools are involved in many different and often complex partnership arrangements and consider this as an important means of supporting school improvement. Partnership activity is likely to bring benefits for the pupils and impact on improving outcomes, improving the quality of provision and leadership and management.

We aim to:

- Support the development of robust achievement focussed partnerships and collaborations between schools, including Teaching School Alliances and to identify and build on good practice
- Achieve effective communication and joint work between primary schools, secondary schools, special schools and providers of post 16 education
- Support partnership working between schools, the Community and Voluntary Sector and partners in health and other stakeholders to promote health and wellbeing, eliminate discrimination, advance equality of opportunity and foster good relations

Case Study One

The Partnership in Learning and Leadership (PiLL)

The Partnership in Learning and Leadership was established two years ago by a group of Brighton and Hove Headteachers bringing together the two local secondary schools, with their main feeder primary schools. At a time when the Local Authority was starting to shift from centrally provided services to one based upon the premise of schools supporting schools, the focus on pupil's educational provision cross-phase from 3 to 16 seemed very attractive both from a pedagogical and a leadership point of view.

The group developed a very clear action plan which enabled us to feel that we were always moving on professionally and achieving things right from the outset - this is reflected in the impact that the group has had and is having on all our schools and on us as a group:

- *Mutual trust enabling us to act as critical friends for each other*
- *Opportunities to influence the work of the group by creating an atmosphere that encourages us to act as a 'think tank' for each other*
- *Using the expertise within the group by working towards a common and exciting pedagogical approach to the curriculum so that we are able to maximise the learning potential and the lifelong love of learning of all our pupils as they go through their 3-16 educational phase*
- *CPD for the Headteachers in the group, spending a year with two external consultants who trained in the role of the SIP. We visit each other's schools on a half termly basis and challenge each other in the four areas of the Ofsted framework*
- *CPD for the Deputy Headteachers as they embark on accreditation for all the schools within the partnership as 'Thinking Schools'*
- *CPD for the subject co-ordinators in the group. Literacy, Numeracy, ICT and Early Years groups meet termly, facilitated by subjects tutors from the University of Brighton*
- *CPD for our teachers through courses run by the secondary schools on Satisfactory to Good and Good to Outstanding teaching.*
- *Excellent impact on Quality First Teaching by engaging in various projects funded by successful applications to the LA School Supporting Schools project grant fund. Examples include transition at 2-3 and 6-7, effective feedback and impact of ECAR*
- *CPD for Governors, so they are informed and fully able to contribute to the impact that the group is having on our schools*
- *Influencing and contributing to decisions and actions taken as a representative on the LA Learning Partnership Strategic Board*

Always looking to the future and potentially exciting initiatives, we are now trying to set up a best practice network across the South East region so as to be able to work in partnership across local authorities.

2. *High standards for all*

This priority aims to raise standards for all pupils across the city and to close the gaps that exist between groups of pupils and their peers. This will be achieved by promoting and supporting teachers to develop and improve by making it clear what good and outstanding teaching and learning is and by identifying and disseminating existing good practice in Brighton & Hove's schools and beyond.

We aim to support teachers to:

- Raise achievement of identified underachieving groups and be vigilant about tracking the progress of protected groups as defined by the Equality Act, 2010
- Investigate the relative underperformance in mathematics especially at the higher levels and promote effective strategies for engaging all learners in maths
- Promote strategies for boys' progress in reading and writing at all levels
- Close the Gap between groups of learners to less than national averages

3. *Leadership of Learning*

Leaders in schools and educational settings within Brighton & Hove will support the strategic development of leadership within the city, both in their local partnerships and National Teaching Schools). This work will support all school types, including special, secondary, academies and free schools.

We aim to work with the Learning Partnership Strategic Board to:

- Attract, develop and retain the very best leaders at all levels in Brighton & Hove schools in order to secure the greatest outcomes for all our children and young people
- Develop and empower system leadership
- Ensure leaders in Brighton & Hove are equipped with the skills and competencies necessary to meet the varying needs of the city and supported well
- Support the development of middle leaders so they can inspire, manage and challenge others to make changes leading to improved outcomes for pupils

4. *High aspiration, engagement & enjoyment*

Central to all the planning for raising attainment is the need to encourage all of our children, young people, their parents, carers and teachers to aim high.

We aim to:

- Challenge and support all schools and provide additional support and challenge to schools causing concern
- Support senior and middle leaders in their evaluation of the quality of teaching and learning
- Support schools in developing their curriculum and whole school learning environment
- Encourage schools to understand more about the learning process and to ensure that there is a breadth of learning experiences to match the interest of every child and young person
- Encourage schools to continue to develop learning communities which celebrate the common values of equality, respect, mutual care, rights and responsibilities and are free of fear, harassment, and intimidation.

5. *Matching provision to need and advancing equality of opportunity*

- We are committed to meeting the needs of all learners in the city to enable them to make the best possible progress. We need to ensure we meet our statutory responsibilities, that provision matches the needs of all learners, especially those with special educational needs, who are an underachieving group.

We aim to:

- Improve outcomes and combat disadvantage for all pupils, including children and young people with SEN
- Improve the assessment and identification of SEN and disabilities across all agencies
- Create and ensure high quality provision for all children and young people with SEN work proactively and collaboratively with parents children and families
- Improve transition arrangement post 16 and services for young people up to the age of 25
- Improve outcomes and combat discrimination for all children and young people from protected groups

Healthy Settings Programme Case Study

In 2011 Brighton & Hove's Healthy Settings Programme was launched as a means of maintaining and extending the good practice to support pupil health and wellbeing already in place in Brighton & Hove Schools.

In February 2012, fifteen schools submitted evidence that they had continued to maintain their healthy school status and three primary schools provided evidence that they had met the health and wellbeing outcomes they had set for themselves:

- *Davigdor Infants has reduced by more than 30% the number of problem incidents at lunchtimes, and doubled the number of Year 2 boys who are able to calm down when they are angry*
- *St Luke's Primary has increased by 20% the number of children who say they always like coming to school, and increased by 20% the number of vulnerable children who attend clubs*
- *At Carlton Hill Primary the number of free school meal children who are satisfied with their school meal has gone up by 50%, and the numbers of children who have fruit in their packed lunch and take part in physical activities have also gone up.*

The programme has now been extended to include early years settings.

Section 5

Learning and Teaching at the centre

What success will look like	What we will do
<ul style="list-style-type: none">• Teaching will be judged good or better in all schools• All pupils will make good progress in every year group• There will be professional dialogue about teaching and learning	<ul style="list-style-type: none">• Promote and support debate about teaching and learning• Disseminate research and provide a forum to discuss learning• Contribute to 'Through the Lens of the Learner' cross phase project• Revisit 'learning to learn'• Support action research and partnership based initiatives

1. Partnerships as drivers of school improvement

We are moving to a system led approach, with a reduction in Local Authority resources and increase in diversity in school types. As a result it is more important than ever that partnership working, already well established in Brighton & Hove, continues to develop.

Schools are involved in many different and often complex partnership arrangements and consider this as an important means of supporting school improvement. Partnership activity is likely to bring benefits for the pupils and impact on improving outcomes, improving the quality of provision and leadership and management.

What success will look like	What we will do
<ul style="list-style-type: none"> • All schools will be in partnerships that they feel meet their needs • Partnerships will develop to support and challenge members so that the success of pupils is paramount • Schools will support other schools in the partnerships • There will be some partnerships that feel they can offer wider school improvement support to schools across the city • The Teaching School Alliance is judged to be successful 	<ul style="list-style-type: none"> • Invest in and actively encourage a range of multi agency and educational partnerships • Support the development of partnerships and collaborations between schools, including Teaching School Alliances, to identify and build on good practice • Encourage and support cluster partnerships with a focus on school improvement • Achieve effective communication and joint work between primary schools, secondary schools, special schools and providers of post 16 education • Review the Schools Supporting Schools system to improve impact across the city • Commission schools and school partnerships to support other schools • Provide support with legal documentation and agreements such as Memorandums of Understanding

2. High standards for all

This priority aims to reduce gaps by raising standards for all children, and closing the gaps that exist between pupils in receipt of free school meals and other pupils.

What success will look like	What we will do
<ul style="list-style-type: none">• Performance of pupils in Brighton and Hove will exceed national figures and will be in the top quartile in 2014• School analysis and LA analysis shows that progress across all key stages is at least good• The gaps between vulnerable groups will be less than those nationally and close over time	<ul style="list-style-type: none">• Intervene where standards are falling or are below the floor• Investigate the relative underperformance in mathematics, especially at the higher level and promote effective strategies for teaching and learning in mathematics through a city wide maths project• Promote strategies for achievement of Black African pupils• Fund a closing the gap strategy that will promote the best practice and make a difference• Continue to promote and support Every Child a Reader and Every Child Counts• Support and challenge schools in the spending of Pupil Premium

3. Leadership of Learning

Leaders in schools and educational settings within Brighton & Hove will support the strategic development of leadership within the city. This work will support all school types, including special, secondary, academies and free schools. Our ambition is not only to enable schools to meet OFSTED requirements but also to recognise that meeting the needs of the City’s children requires a broader ambition.

What success will look like	<i>What we will do</i>
<ul style="list-style-type: none"> • Leadership and management is judged at least good by Ofsted in every inspection • Leadership posts will attract strong fields and governors will be able to recruit • There are opportunities for leaders to work in other schools to develop their skills • Colleagues will feel supported 	<ul style="list-style-type: none"> • Aim to attract, develop and retain the very best leaders at all levels in Brighton & Hove • Ensure leaders in Brighton & Hove are equipped with the skills and competencies necessary to meet the varying needs of the city • Refresh the continuum of leadership and ask schools to name members of staff that would welcome opportunities • Broker opportunities for leaders to develop their practice • Support the development of middle leaders so they can inspire, manage and challenge others to make changes leading to improved outcomes for pupils • Review and develop our ‘School Leadership: Support and Development for head teachers and senior leaders across the city’ policy

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4. High aspiration, engagement & enjoyment

Central to all the planning for raising attainment is the need to encourage all of our children, young people, their parents, carers and teachers to aim high.

What success will look like	What we will do
<ul style="list-style-type: none">• Standards and progress will rise• Number of exclusions will fall• Attendance will increase• Pupil voice will show that pupils are engaged• Higher professional capital	<ul style="list-style-type: none">• Challenge and support all schools and provide additional support and challenge to schools causing concern• Support senior and middle leaders in their evaluation of the quality of teaching and learning• Support schools in developing their curriculum through the 'Curriculum Think Tank'• Encourage schools to understand more about the learning process and to ensure that there is a breadth of learning experiences to match the interest of every child and young person

5. Matching provision to need and advancing equality of opportunity

In light of changes to the law and our commitment to meeting the needs of all children in the city, we need to ensure we meet our statutory responsibilities and that provision matches the needs of all learners, especially those children with special educational needs. This is highlighted in the Brighton and Hove Special Educational Needs Partnership Strategy 2013 – 2017.

We also want to ensure that all groups of pupils are making good progress and that all schools have a curriculum that is exciting, broad and relevant and meets learners' needs.

What success will look like	What we will do
<ul style="list-style-type: none"> • All schools will be judged at least good for overall effectiveness and quality of teaching and learning • Achievement of pupils with SEN improves and outcomes are above those of statistical neighbours • Parents are positive about their children's education provision and education providers work proactively and collaboratively with parents, children and families • SAWSS survey results show increase in well being 	<ul style="list-style-type: none"> • Support and challenge the work of all schools through the Special Educational Needs Strategy • Coordinate the working group for the introduction of the new National Curriculum for KS1 and KS2 • Improve the assessment and identification of SEN and disabilities across all agencies • Provide appropriate data to schools • Continue SAWSS and follow up the outcomes

Section 6

How will we know we are getting better?

Performance indicators

The day-to-day work of the service and the contribution made by the priorities outlined in this strategy will be measured by a range of key performance indicators (KPIs). Progress against these will be taken to Performance Board chaired by the Executive Director of Children's Services, the Learning Partnership and to the Children and Young People's Committee and the LA will be held to account for progress in these areas.

We will look to develop other indicators, drawing on what schools already collect, as the strategy develops to monitor how we are achieving our ambitions, for example, to develop a more school led system and to increase the professional capital.

The performance indicators include:

- GCSE results are in line or above the national average and in the top quartile of statistical neighbours
- Ofsted judges every school to be at least good by 2016
- No schools are judged to be inadequate and HMI visits judge those schools already in a category to be making good progress.
- The Quality of teaching is judged good or better in every school
- The Quality of leadership and management is judged good or better in every school
- Behaviour and Safety is judged good or better in every school
- The attainment gap for vulnerable groups of learners closes each year and is below the national and that of our statistical neighbours
- The percentage of pupils who have fixed term exclusions falls each year
- School attendance rises to above the national average and increases each year

Appendix One: Children's Services: the importance of working together. Relevant Strategies

We believe that together we can make the difference and it is important that our work 'joins up'. Staff in all branches of Children's Services are committed to the success of all children in the city and all schools.

There are several city wide plans that link to the success of this strategy. These include:

- The Special Education Needs Partnership Strategy
- Early Help Strategy
- Behaviour and Attendance Strategy
- The Virtual School mission and aims
- Brighton & Hove Local Safeguarding Children Board
- Brighton and Hove Learning Partnership Strategic Board Action Plan
- Equality and Anti-Bullying in Schools Strategy Group Action Plan

Appendix 2: Brighton & Hove School Improvement Strategy Prioritisation: The four different Levels of Prioritisation

Identification

All schools have a priority level. This prioritisation is made following an annual review undertaken by the headteacher, School Adviser and Head of Standards and Achievement. This review considers end of Key Stage attainment and achievement, school self evaluation, Ofsted outcome and LA reports. It is reviewed each term and the Headteacher is consulted if there are any proposed changes.

If the school feels that the support level categorisation is inaccurate or has any concerns this should be discussed with the Head of Standards and Achievement.

The four different Levels of Prioritisation

1. Low Priority	2. Medium Priority
<ul style="list-style-type: none"> § School self evaluation & most recent Ofsted inspection judged good or outstanding in all four areas (Achievement of Pupils, Quality of Teaching, Behaviour and Safety of Pupils and Leadership and Management) § Positive trend of results over two years (Raiseonline) § No concerns from any LA visit reports § Stable leadership <p>School has a named Adviser Schools commission / broker support required or ask LA (Adviser) to commission and broker support required School self funds through school's budget share and pupil premium monies Additional school improvement funding is available through 'Schools Supporting Schools' project bids and similar funding streams.</p>	<ul style="list-style-type: none"> § School self evaluation & most recent Ofsted inspection judged good or outstanding in at least three of the four areas (Achievement of Pupils, Quality of Teaching, Behaviour and Safety of Pupils and Leadership and Management) § School / Link Adviser highlights concerns § School may be at risk of losing 'Good' or 'Outstanding' judgement § A group or groups of pupils are not making good progress (Raiseonline / school data) § Change in leadership or temporary leadership <p>School has an attached 'Adviser' who will work with the school and manage the 'Team Around the School' coordinating the LA support and challenge into a plan. (This should not involve the school in any additional work). School and LA work in partnership to broker/commission appropriate additional support from e.g. local consultant, SPA, LLE, Cluster, Partnership, Teaching School School self funds through school's budget share and pupil premium monies with some additional funding available if school unable to self finance the required support</p>

3. High Priority 'Requires Improvement' (RI) or 'Satisfactory'

- § School self-evaluation & most recent Ofsted inspection judged 'Requires Improvement'
- § Slow or insufficient progress towards 'Good'
- § School / Advisor highlights concerns
- § A group or groups of pupils not making good progress (Raiseonline / school data)

School has an attached 'Adviser' who will work with the school and manage the 'Team Around the School' coordinating the LA support and challenge into a plan. (This should not involve the school in any additional work).

School with 'Requires Improvement' may also have an attached HMI to 'encourage the school's improvement'

Head of Standards and Achievement meets with Headteacher and Adviser to discuss school priorities, identify and agree support or outcome (September / October and then again in February / March). Chair of Governors invited to meetings.

School and LA work in partnership to broker / commission appropriate support which is then actioned

School self funds agreed interventions and support through school's budget share and pupil premium monies with additional LA funding available if school unable to self finance the agreed support required

Termly Review:

The Adviser will report to the Head of Standards and Achievement

- **Good progress** against outcomes: school moves to Medium Support category 2, Ofsted judgement is 'Good'

- **Insufficient progress** against outcomes: school moves to High Risk / Support category 4. If first monitoring visit from HMI states insufficient capacity to improve the LA issues a 'Warning Notice' of school's move to High Support category 4.

4. Intensive: Below the floor standard, in, or at risk of an Ofsted category

- § School is in an Ofsted category
- § School is at risk of being in an Ofsted category (identified through school self evaluation or Raiseonline)
- § School is below the 'Floor Standard'
- § School's Raiseonline shows a downward trend
- § School has a serious dip in results or special circumstances

▽ Below the floor or at risk of an Ofsted category:

School has an attached 'Adviser' who will work with the school and manage the 'Team Around the School' coordinating the LA support and challenge into a plan. (This should not involve the school in any additional work).

Head of Standards and Achievement meets with Headteacher and Adviser at the beginning of the school year to discuss school priorities and to identify and agree support. The Chair of Governors is invited.

Additional LA funding is available.

Review:

- **Good progress** against outcomes by end of current term: move to High Priority , Ofsted judgement is 'Requires Improvement' (RI) or 'Good', review of plan
- **Insufficient progress** against outcomes by the end of current term: 'School Improvement Strategy Board' meeting convened. Chair of Governors, Headteacher, Link Adviser, Head of Standards and Achievement, Assistant Director and minute taker invited. Specific support personnel such as HR and Finance are invited if relevant

▽ In an Ofsted category: 'serious weaknesses' or 'requires special measures'

School has an attached 'Adviser'

LA has to write a 'Statement of Action' (SOFA) for Ofsted within ten days of report being published. This is the LA plan and outline what the LA will do, but will be written with the school.

'School Improvement Strategy Board' meeting convened. Chair of Governors, Headteacher, Adviser, Head of Standards and Achievement and Assistant Director and minute taker invited. This Board can also include specific support personnel such as HR and Finance if relevant.

Additional LA funding available if school unable to self finance the agreed support required

SOF reviewed and revised at Strategic Board meetings held every half term until school comes out of category and judged RI or better – moves to High Priority.

LA procedures for monitoring and reviewing school improvement

Schools and settings are responsible for ensuring that they provide high quality education, promote wellbeing and care for all children, pupils and students. Each institution is responsible for its own school self evaluation which will link to its school improvement/ development plan which in turn will link to the appraisal system. The school's own self-evaluation should drive improvement and build capacity. The school will need to be sure that they have plans in place to address any identified weaknesses. The governing body is an integral part of the leadership of schools. Governors are expected to provide support and challenge to the staff of the school, especially the senior leadership team.

The criteria that are used in making judgements about a school's prioritisation level and prioritisation

At the end of each academic year all schools are invited to submit some or all of their current self evaluation and an indicated support level. This combined with the most recent Ofsted judgement, data from recent national tests, in-school data and RAISEonline, and visit reports from any of the LA team working with the school leads to the allocation, by the LA of a prioritisation level. There are four different levels:

1 Low priority

- School self evaluation judged good or outstanding all areas
- Schools judged good or outstanding at previous Ofsted inspection in all four areas (Achievement of Pupils, Quality of Teaching, Behaviour and Safety of Pupils and Leadership and Management)
- Positive trend of results over two years (RAISEonline)
- No concerns from any LA visit report forms
- Stable leadership

2 Medium priority

- School self evaluation judged good or outstanding in at least three areas
- School highlights concerns
- School may be at risk of losing 'good' or 'outstanding' judgement,
- Any group of pupils is not making good progress (RAISEonline / school data)
- Change in leadership or temporary leadership
- Concerns raised in LA visit report forms

3 High priority (judged to be a 3 by Ofsted)

- Schools judged by Ofsted to be 'satisfactory' (until July 2012) or to 'require improvement' (from September 2012)

4 Intensive support (Below the floor standard, in a category or at risk of Ofsted category)

- Schools in an Ofsted category
- Schools at risk of being in an Ofsted category (identified through school self evaluation or through RAISEonline)
- Schools below the 'floor standard'
- Schools where RAISEonline shows a downward trend
- Schools with a serious dip in results or special circumstances

An email with the proposed support level is emailed to primary phase schools in late July / early September, special schools in September and secondary schools in late September/ early October. If the school feels that the support level is incorrect this can be discussed with the Head of Standards and Achievement. Support is commissioned in partnership with the school to meet the identified needs and written into the school's plan. If the support level is changed during the school year, the LA will write to the school to advise them of this.

This support could include:

- Extra time from the school partnership adviser
- Support commissioned from another school or partnership, Local Leader of Education (LLE) or National Leader of Education (NLE)
- Extra funding to commission support from another provider

School Improvement Strategy Board Meetings

If school or setting is identified as a 'cause for concern' (high support), the Head of Standards and Achievement will meet with the headteacher to discuss the school performance in September / October and February / March. An adviser will be identified who will work with the school to plan support and monitor progress. If insufficient progress is made over a term then a School Strategy Board (SSB) is established. This is a group, established through the Head of Standards and Achievement, to examine the issues surrounding the concern/s, to hold the head teacher and the governing body to account for improvements within a specified time and for the school to hold the LA to account for its work in school improvement. The meeting is attended by the head teacher and chair of governors as well as LA officers, and others who are involved in supporting the school.

The initial SSB meeting sets out the concerns about the school from as many perspectives as possible, including the school's own. Schools and governors are then required to devise an action plan for addressing the identified weaknesses within specified time scales. Plans have to identify resources, partnerships to be brokered and milestones to support monitoring and evaluation. At each subsequent meeting of the SSB, members have access to reports from School Partnership Advisers and reports of any monitoring carried out by the LA or Ofsted. Schools are required to provide self-evaluation reports in relation to progress within the identified weaknesses. Once there is clear evidence that the school has tackled issues in a robust and methodical manner, and there is sufficient impact on pupils' progress, the requirement for the SSB will be removed.

The progress being made by all schools and settings is reviewed on a termly basis by the Head of Standards and Achievement, but schools can contact her at any time with concerns. We recognise that all schools are on a journey towards excellence and that all are subject to fluctuations in progress caused by a number of factors.

Schools, settings and School Partnership Advisers are informed if there is any agreed change in the improvement level assigned and of any concerns about any aspect of their provision, pupil progress or attainment levels.

For schools that are in intensive support, there will be a half- termly strategy board meeting. Where schools do not work with the LA or there is judged to be insufficient progress the LA can consider giving a warning notice and the process for this is outlined on the DfE website (Schools causing concern - guidance for local authorities can be downloaded from www.dfe.gov.uk)

Ofsted and School Effectiveness

In addition to the LA judgement, Ofsted also make judgements about the effectiveness of schools. We aim for all schools to be good or outstanding and where we feel this will not be the case the school can be identified as a school causing concern and the LA has the right to intervene. The different categories of concern are outlined in Appendix Two

Local Authority monitoring of Schools Causing Concern

In order to provide additional monitoring information and to sharpen the impact of support, schools in high support receive additional monitoring / challenge and support from a named Adviser. This role is outlined below:

- To support and strengthen the school's own capacity to monitor and evaluate accurately.
- To provide additional monitoring information for the school, the SSB and the LA School Improvement Board (through written reports). This might also include leading and reporting on 'team' monitoring visits.
- To attend feedback meetings following Ofsted monitoring or re-inspections - reporting findings to the LA.
- To work with the leadership of schools to:
- Develop skills in monitoring and feeding back to teachers and other practitioners on classroom practice;
- Improve the monitoring of standards and achievement for all groups of pupils, and;
- Strengthen the role and impact of middle managers and subject leaders.
- To support governing bodies in developing the skills that enables them to fulfil their statutory responsibilities.

Universal support services

The LA provides from its core school improvement team:

- Regular updates about education policy through bulletins and face to face meetings
- Sharing of good practice and updating on schools supporting schools
- Annual visit / risk assessment
- Advice to governing bodies on the appointment of headteachers
- Support for the development of policy and practiced related to PSHE education, anti-bullying, equality and health and wellbeing

Schools can use the service level agreement (SLA) to buy School Partnership Advisers who act as a critical professional friend to the schools and provide support and challenge in school improvement (see SLA)

Subject:	Brighton & Hove City Wide Maths Project Plan 2013/14	
Date of Meeting:	Children & Young People's Committee Meeting 14 October 2013	
Report of:	Pinaki Ghoshal, Executive Director, Children's Services	
Contact Officer:	Hilary Ferries, Head of	
	Name: Standards and Achievement	Tel: 29-3738
	Email: Hilary.ferries@brighton-hove.gov.uk	
Ward(s) affected:	All	

1. SUMMARY AND POLICY CONTEXT:

- 1.1 An analysis of the maths outcomes in the city shows that standards and progress in maths fall below those nationally from Key Stage 2 onwards. As a result we have identified the academic year 2013 – 2014 as the 'Year of Maths' and will be looking to further raise standards and achievement in maths across the city.
- 1.2 Substantial funding of 150K from the Dedicated Schools Grant (DSG) has been put towards this project which has three main themes:
 - o Develop the leadership of maths
 - o Improve the quality of teaching and learning of maths
 - o Engage families and communities with maths

2. RECOMMENDATIONS:

- 2.1 That the Committee notes the summary of the Maths Project for the Year of Maths. This has been developed in partnership with a steering group of headteachers and maths specialists, representatives from the University of Brighton and the University of Sussex and a member of Her Majesty's Inspectorate (HMI).

3. RELEVANT BACKGROUND INFORMATION/CHRONOLOGY OF KEY EVENTS:

- 3.1 Analysis of individual schools data shows that across the city progress in maths is a major issue. Whilst progress from KS2 to KS4 in English is 'significantly above' the national average, the same measure in maths is 'significantly below' and this is the case for all groups of pupils identified in the reports.

Schools have been working on this issue for some years and there is evidence of improving standards in maths, however it was felt that this would be best addressed with a city wide maths focus.

- 3.2 The aims of the project, which will be measured by the 2014 outcomes are that:
1. All students will make expected or better progress.
 2. There will be a high profile for maths in the city and Brighton and Hove will be known as a beacon authority for continued professional learning and collaboration in Maths education.
 3. Leaders at all levels and across all phases will be confident and competent in leading effective Maths practice.
 4. All teachers will be able to access Continuing Professional Development (CPD) matched to their stage to ensure good or better maths teaching
 5. Bridging the gaps between different phases of education will ensure continued progress in maths throughout the journey of education
 6. Families will be engaged in their child/ren's maths education
 7. Maths will be seen as valuable and an exciting subject

3.3 These will be achieved by a focus on three areas outlined above (in 1.2) and the attached document gives a breakdown of how this will be achieved. We will be seconding expertise in maths from Brighton University and Varndean College to build capacity in schools.

3.4 This will be monitored and evaluated by the Steering Group and the Learning Partnership Strategic Board and a report brought to Committee. The Steering Group is made up of primary and secondary headteachers, maths subject leaders from primary and secondary schools, the Secondary Teaching and Learning Lead for the Secondary Schools Partnership, a senior leader from the Teaching School Alliance, Every Child Counts Lead, a link inspector from Ofsted, representatives from the Universities of Sussex and Brighton and the Head of Standards and Achievement.

4. COMMUNITY ENGAGEMENT AND CONSULTATION

4.1 We have consulted with headteachers, Heads of Maths Department in secondary schools and primary headteachers. The Steering Group consists of a range of educational providers and LA officers.

5. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

5.1 The £150k funding is contained within the Dedicated Schools Grant (DSG) for 2013/14 and will be used to support the Citywide Maths Project. Any over or underspend in this will be contained within the overall DSG for 2013/14 and will be rolled forward into 2014/15 if the spending is in line with the school academic year.

Finance Officer Consulted: Andy Moore

Date: 03/09/13

Legal Implications:

5.2 There are no legal implications arising from this report.

Equalities Implications:

- 5.3 An Equalities Impact Assessment has been undertaken.

Sustainability Implications:

None

Crime & Disorder Implications:

- 5.5 Improving the experience that children and young people have at school and college and helping them to achieve their full potential is likely to equip them with the skills and knowledge to secure employment and play a positive part in society.

Risk and Opportunity Management Implications:

- 5.6 No detailed risk assessment has been carried out in relation to this report. However, the risks to personal, community and civic development and well being if the city wide education service does not thrive and secure positive outcomes for children and young people are clear, and the steps that are being taken, described in this report, to secure improvement represent a strong commitment to addressing these risks.

Public Health Implications:

- 5.7 The Director of Public Health has previously identified (in his 2011 Report) the implications for public health and resilience if children and young people do not benefit from a high quality education. These implications continue to be important, and underline the importance of the actions being taken to improve standards and achievement by the schools, colleges and other settings in the city and by the authority.

Corporate / Citywide Implications:

- 5.8 Standards and achievement in the city's education service have clear implications for city wide priorities including reducing inequality, developing employment and skills, improving public health and reducing crime and disorder, and these are outlined in this report.

6. EVALUATION OF ANY ALTERNATIVE OPTION(S):

- 6.1 The data analysis shows that maths is an issue. We have considered different ways of ensuring a city wide focus on maths and believe, after consultation with school staff, that this will be the most effective response.

7. REASONS FOR REPORT RECOMMENDATIONS

- 7.1 Local Authorities have a statutory duty under section 13A of the Education Act 1996 to ensure that their functions relating to the provision of education are exercised with a view to promoting high standards. This report informs the Committee as to how the Authority is seeking to fulfil this duty, and invites the Committee to comment.

SUPPORTING DOCUMENTATION

Appendices:

1. Summary of the Brighton & Hove Maths Citywide focus - August 2013

Summary of the Brighton & Hove Maths Citywide focus - August 2013

Background

Analysis of individual schools data and shows that across the city progress in maths is a major issue. Whilst progress from KS2 to KS4 in English is 'significantly above' the same measure in maths is 'significantly below' and is 'significantly below' for all groups of pupils

Schools have been working on this issue for some years and there is evidence of improving standards in maths, however it was felt that this would be best addressed with a city wide maths focus.

A steering group of headteachers and maths specialists, representatives from the Universities, our link HMI and officers from the LA has formed and met to propose a plan of action for this project. The LA has allocated £150k funding for it and the project will be overseen by the Learning Partnership

Overarching Aims (to be judged by 2014 outcomes)

1. All students will make expected or better progress.
2. There will be a high profile for maths in the city and Brighton and Hove will be known as a beacon authority for continued professional learning and collaboration in Maths education.
3. Leaders at all levels and across all phases will be confident and competent in leading effective Maths practice.
4. All teachers will be able to access Continuing Professional Development (CPD) matched to their stage to ensure good or better maths teaching
5. Bridging the gaps between different phases of education will ensure continued progress in maths throughout the journey of education
6. Families will be engaged in their child/ren's maths education
7. Maths will be seen as valuable and an exciting subject

These aims will be developed through three strands:

- Developing Leadership of Maths,
- Improving Teaching and Learning of Maths
- Engaging Families and Communities with Maths.

We also aim for the academic year 2013 – 2014 to be the 'Year of Maths'

There will be several events that all schools and colleges in the city will be invited to join
Eg: NSPCC Number Day on 3 December, My Money Week – PFEG event for schools (Week in June).

Capacity

There are a number of successful groups / projects around the city. We aim to join these up, use them as the basis for further development and growth and through secondment from a successful FE colleague and University Staff, grow more capacity in schools.

We have:

- 15 primary teachers who have been through or are on the MaST (Mathematics Specialist Teacher) Programme
- A group of subject Facilitators from the secondary schools partnership who support the maths departments and organise Joint Practice Development Days
- The Teaching School Alliance
- Primary Consultant (Every Child Counts), and Numbers Count Teacher Leader
- Numbers Counts and ECC teachers

- Good practice from small scale projects that have been going on across the city
- Support from Link HMI

Communication and Celebration

We will work with the communication team at Brighton & Hove City Council to promote and celebrate the work across the city in this area.

Summary of Themes

1. Developing Leadership of Maths

Summary of outcomes	Summary of actions
Primary and Secondary headteachers are fully engaged and supportive of maths as a city wide focus	We will make sure that maths is mentioned at all headteacher meetings and it will be the theme for the autumn Business Meeting for school leaders
Leadership of maths judged to be at least good by department reviews and / or headteacher monitoring	We will use Jane Jones (HMI), a seconded teacher from Varndean College and expertise from the University of Brighton to train and support senior leaders with maths observations. Through subject networks, coaching and opportunities such as Making maths Outstanding (MMO), we will develop leadership in schools
Every school to have confident and effective maths specialists	Range of opportunities through MaST, MMO and to develop specialists. Existing teachers to work with others for this
TAs & Cover Supervisors to be judged at least good	Develop TA training for all secondary maths TAs and cover supervisors
Improve retention in Mathematics NQTs in Brighton & Hove Brighton & Hove produces more robust and resilient practitioners	Links with the Universities. Schools to take more students and there to be a 'follow on' programme for NQTs when they start. Form an Early Professional Development Group
Brighton & Hove attracts the best NQTs – the place to come and place to stay for innovative mathematics teachers as a vibrant community	Increase capacity for mathematics depts to host trainee teachers and ensure a good supply of quality NQTs working in the city through creative approaches to mentoring
All schools in Brighton & Hove engaged in training beginning teachers – larger number of trainee teacher placements to ensure a good supply of NQTs committing to the city	Schools and Universities to develop links and programmes that are more effective.

2. Improving Teaching and Learning of Maths

Summary of outcomes	Summary of actions
Relational teaching rather than instrumental evident in lessons, work scrutiny	<p>Range of opportunities for teachers including courses such as Making Maths Outstanding, Action research and team exploration</p> <ul style="list-style-type: none"> • Learning walks and work scrutiny • Coaching • Action research • Working with others • Links to appraisal • Expectation from line managers • Follow up • Challenge poor practice especially around marking, obs etc
Improve quality of teaching and mathematical pedagogy (all lessons judged at least good and progress for pupils in case study)	<p>Support for small projects across schools</p> <p>NCETM (National Centre for Excellent Mathematics Teaching) projects</p> <p>Use of the Ofsted materials for maths</p> <p>Subject networks, conferences and sharing of practice. Writing up the outcomes of the MMO etc for different themes</p>
<p>Improve Transition: Y1, Y3 Y7 and Y12 transfer</p> <p>Year 7 Survey shows changing attitudes</p>	<p>Develop the Transition project developed by the Teaching School and roll out across the city</p>

3. Engaging Families and Communities with Maths

Summary of outcomes	Summary of actions
Parents feel confident supporting children with maths	<p>Supporting schools to communicate effectively with parents about maths.</p> <p>Schools develop leaflets and booklets and hold open days</p>
Schools know where and how to refer parents to maths classes	<p>Family Workshops – explaining different methods used in maths today (criteria template can be created & sent to the schools)</p>
Link events across the City and raise profile of Maths so the perception of mathematics as a valuable and fun life skill is improved	<p>More adult level 2 numeracy programmes</p> <p>Link with: Libraries/ Museums (e.g. Baby boogie include counting songs etc)</p> <p>Children Centres, Hubs, Music and Arts service</p> <p>Sports development team, Festival theme?</p> <p>Work with the events teams across Brighton & Hove to make maths part of the event</p> <p>e.g. Brighton Festival/ Brighton Fringe Festival/ Brighton Food and Drink Festival / Takepart/ People's Day/ Community Park events (St Ann's Wells) (Queens Park) etc</p>

Subject:	Brighton & Hove Draft Early Help Strategy	
Date of Meeting:	14 October 2013	
Report of:	Pinaki Ghoshal, Executive Director, Children's Services	
Contact Officer:	Jo Lyons, Assistant Director, Children's Services (Education & Inclusion)	
	Name:	Tel: 29-3514
	Email:	Jo.lyons@brighton-hove.gcsx.gov.uk
Ward(s) affected:	All	

FOR GENERAL RELEASE**1. SUMMARY AND POLICY CONTEXT:**

- 1.1 In Brighton & Hove we believe that Early Help supports the widespread recognition that it is better to identify and deal with problems early rather than respond when difficulties have become acute and demand action by services which often are less effective and more expensive. Although research shows that the most impact can be made during a child's early years, Early Help is not just for very young children, as problems may occur at any point throughout childhood and adolescence. '..... providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years.' (Working Together 2013).
- 1.2 We believe in preventing problems occurring by building resilience and reducing risk factors via universal and Early Help services. Universal services are essentially a broad set of support which aims to increase the protective factors and decrease the risk factors facing children, young people and families. It refers to the complex mix of individual, family, community factors which combine to keep individuals safe and well, and for any problems or concerns to be tackled informally and quickly, without the need for more specialist support.
- 1.3 This early help strategy and all actions that come out of it will support the whole partnership of children's services to work together to refocus our activity on Early Help and reduce the need for use of high cost specialist services.
- 1.4 Public services often refer to 'universal or open access' services, which are available to all, and which can provide advice, guidance and low level support to families when they need it. This is often about single issue problems and can often be resolved through information, talking to someone or attending a training course or open access programme. There is usually no referral route. There may be information collected on numbers attending or accessing courses or programmes, and data on wider population outcomes is measured e.g. public health programmes such as immunisation.
- 1.4 Examples of universal services include:

- Health visitors and the range of advice and support provided to families
 - Children’s Centres and their general programmes
 - Schools and the management of low level attendance or behavioural issues and a curriculum that develops confident individuals who are able to live safe, healthy and fulfilling lives
 - Open access youth provision such as youth clubs or wider activity such as leisure centres and libraries
 - Immunisation, screening and weight management programmes by school nurses
- 1.5 Early Help is putting in place actions to address an issue that has been identified related to an individual child and its family as soon as possible to stop things getting worse. Early Help is about stopping problems escalating. It relies on early identification of difficulties and early action which is targeted and evaluated. It can involve intensive intervention or lighter touch support, and is usually based on a clear support plan, with identified actions, responsibilities and outcomes, which is then regularly reviewed and updated as necessary. Early intervention is a form of targeted activity, with a specific action being put in place to address a specific issue or combination of issues. It therefore forms part of a continuum of activity in supporting families.
- 1.6 Examples of Early Help services include:
- Family coaching by Stronger Families Stronger Communities e.g. practical support to improve family resilience
 - Targeted support by health services e.g. support provided by health visitors for mothers suffering from post natal depression
 - Targeted support by youth services e.g. coaching and mentoring via one to one and group support
 - Targeted support by schools e.g. additional support provided for issues captured via vulnerable pupil register
 - Targeted support by community and voluntary sector organisations e.g. advice and guidance regarding housing support
- 1.7 The idea of universal and Early Help is therefore a simple one: by working together with children and families we can prevent issues occurring and deal with them more effectively when they do. Our strategy is based upon the fundamental importance of multi-agency working to identify, assess and deliver universal and targeted services to reduce specific problems from getting worse and becoming deep seated or entrenched. This requires a focus on the development of an integrated approach and a strategy for workforce development.
- 1.8 Although there are many good examples of effective Early Help and universal services in Brighton and Hove, there are gaps and pressures which need to be addressed through a new strategy that is adopted by all those working with children and families across the city.
- 1.9 When Ofsted inspects the local authority it will consider a number of elements which will include how schools and other providers ensure that they are making an effective contribution to early identification, help and support for children and young people. A “significant element” of the inspection will be a judgement about the ‘effectiveness of local professionals (including schools) working together to identify children and young people who may be at risk , offering early help and ,

where appropriate managing this without any necessary need for formal referral to children's social care service.'

- 1.3 This Early Help Strategy will enable us to shift the balance of provision towards early identification of issues and away from seeking to solve problems when it may be too late. We still recognise there is a need for specialist services and that there are families where specialist intervention and support are necessary however by identifying issues earlier and providing appropriate support we will look to ensure that problems do not become entrenched.

2. RECOMMENDATIONS:

- 2.1 The Draft Early Help strategy will be shared with all partners as part of an extensive consultation.
- 2.2 That the Committee considers and comments upon the Draft Early Help Strategy.
- 2.3 A final version of strategy will be launched and agreed in November.
- 2.4 The strategy will be supported by an action plan with key milestones that will be monitored. By the Children & Young People's Partnership Forum, annual reports on progress will be presented to the Children's Committee.

3. RELEVANT BACKGROUND INFORMATION/CHRONOLOGY OF KEY EVENTS:

- 3.1 Appendix: Draft Early Help Strategy

4. COMMUNITY ENGAGEMENT AND CONSULTATION

5. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

The strategy is being funded by the Dedicated Schools Grant (DSG) in 2013/14. £60k permanent funding has been identified to fund a co-ordinator and admin support, as well as £360k temporary funding for groups of schools to bid for this funding for projects/family coaches to support the strategy. Other support is available to support this from existing services that are funded from existing budgets – for example the Youth Service, health service and Stronger Families Stronger Communities.

- 5.1 *Finance Officer Consulted: Andy Moore Date: 11/09/13*

Legal Implications:

There are no legal implications arising from this report.

- 5.2 *Lawyer Consulted: Serena Kynaston Name Date: 13/09/2013*

Equalities Implications:

In the writing of this strategy due regard has been shown to the protected groups under the Equality Act 2010. We recognise that members of these groups may at times have a particular need for early help interventions and support. Our vision and approach for Early Help states the commitment to our duties under the Equality Act to show due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations. We will equality impact assess activities and action plans arising from this strategy.

- 5.3 Sustainability Implications: N/A

- 5.4 Crime & Disorder Implications: N/A

- 5.5 Risk and Opportunity Management Implications: N/A

- 5.6 Public Health Implications: N/A

5.7 Corporate / Citywide Implications:

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

6.1 N/A

7. **REASONS FOR REPORT RECOMMENDATIONS**

SUPPORTING DOCUMENTATION

Appendices:

1. Brighton & Hove Draft Early Help Strategy 2013-2017

Brighton & Hove
Early Help Partnership Strategy
2013 – 2017

DRAFT

(1 October 2013)

Foreword

I have great pleasure in introducing Brighton and Hove's Early Help Strategy. We have lots to be proud of in Children's Services and have some outstanding provision and support across the city. We have over time made significant changes to the way we support children and families, and to how we deliver our statutory responsibilities. However we now need to look again closely at all functions which support children and families and where we can make a big difference by tackling issues earlier.

We are committed to identifying concerns for children and families, so we can stop problems from escalating, and then tackle them as effectively as possible. Leaving things to get worse isn't an option for us because the eventual outcomes are almost inevitably going to be worse, for the child and its family and because we know it costs much more to try and put things right later. This approach is at the heart of this new Early Help strategy. The strategy sets out clearly what we plan to do, and how we intend to work, with an increasing emphasis on the value of Early Help. We have also made it clear how we will work, using the Common Assessment Framework (CAF) as a tool to support the planning and delivery of appropriate intervention, and our commitment to a Lead Practitioner model to ensure that services are coordinated around the needs of children and families.

I invite you to join us in making this happen and to work together in partnership with us to ensure that Brighton & Hove is the best place for all our children and young people to grow up and where they can achieve their potential.

Councillor Sue Shanks

**Chair of the Children & Young People Committee
Brighton and Hove City Council**

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DRAFT

1. National context

The central importance of Early Help in enabling children and adults to reach their full potential has been a common theme in a number of reviews that have been commissioned by successive governments. They have all independently reached the same conclusion that it is important to provide help early in order to improve outcomes for children and young people from preventing abuse and neglect to helping parents achieve the aspirations they hold for their children.

Working together to safeguard children 2013 clarifies the responsibilities of professionals towards safeguarding children and strengthen the focus away from processes and onto the needs of the child. It states that effective safeguarding arrangements in every local area should be underpinned by two key principles:

- safeguarding is everyone's responsibility: for services to be effective each professional and organisation should play their full part; and
- a child-centred approach: for services to be effective they should be based on a clear understanding of the needs and views of children.

The Munro Review highlighted that preventative services do more to reduce abuse and neglect than reactive services, and described the increasing evidence that Early Help is cost effective and produces strong positive outcomes for children and young people. The Review emphasised Early Help as a joint approach between the local authority (LA) and statutory and voluntary sector partners and the need to embed a strong commitment to Early Help and long term tracking of outcomes for children across the local safeguarding partnerships.

The Allen Review of Early Intervention was hailed as a 'landmark guide' on how to reverse the deterioration in children's wellbeing. The report, published in January 2011, highlights the importance of early intervention schemes for the first three years of a child's life with clearly identifiable benefits which he recommends should be rolled out across the country. A subsequent report focused on the need to attract greater external investment into early intervention by developing new funding streams.

The Field Review provides evidence that a focus on income alone is insufficient to tackle the adverse effects of childhood poverty on future life chances, and building children's resilience to overcome disadvantage and risk factors is an important way of improving outcomes for individual children as well as to help breakdown intergenerational poverty.

The Marmot Review, 'Fair Society, Healthy Lives', looks at the differences in health and well-being between social groups and describes how health inequalities are influenced by the inequalities in educational attainment, employment, income, quality of neighbourhood and so on. Universal and Early Help is needed to reduce health inequalities, with a scale and intensity that is proportionate to the level of disadvantage.

Interest nationally is also growing in an evidence base for early intervention, and in particular a need to demonstrate effectiveness in order to produce cost savings in more specialist and acute services. It's becoming clear that early intervention is not a one-off fix, but needs to be a sophisticated, highly targeted process and approach - a way of working with specific outcomes. Establishing what works best at local level, providing effective return on investment, is critical and long-term.

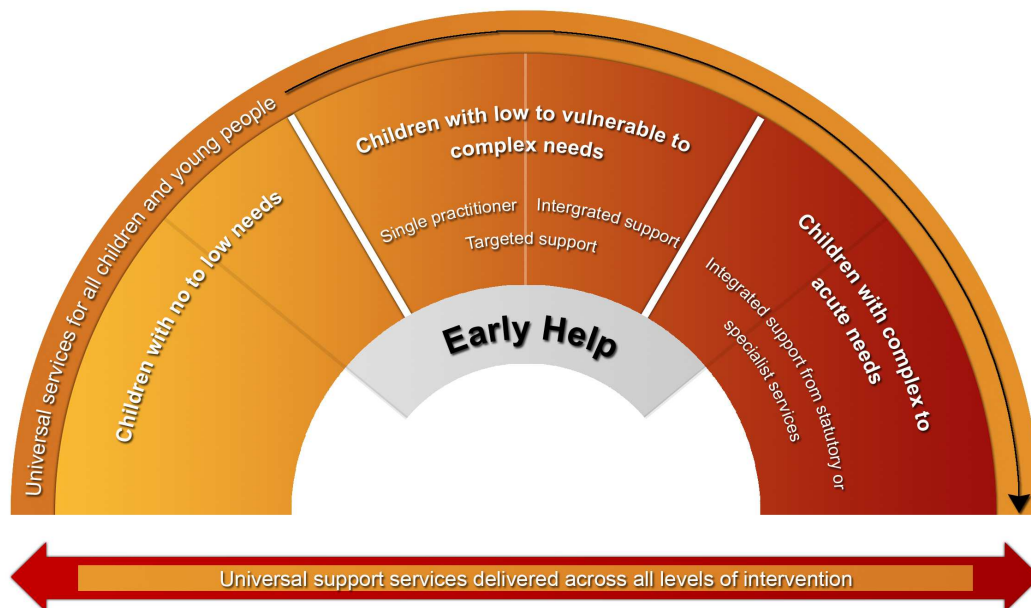
It is estimated nationally that if the number of offences by children and young people was reduced by 1%, it would generate £45 million in savings to households and individuals per year. Statistics highlight intergenerational cycles: daughters of teenage parents are three times more likely to become teenage mothers, and 65% of sons with a convicted father go on to offend themselves. Inequality also impacts; a child living in poverty is more likely to have poorer health, lower attainment and less earning potential.

DRAFT

2. What is Early Help?

In Brighton & Hove we believe that Early Help supports the widespread recognition that it is better to identify and deal with problems early rather than respond when difficulties have become acute and demand action by services which often are less effective and more expensive. Although research shows that the most impact can be made during a child's early years, Early Help is not just for very young children, as problems may occur at any point throughout childhood and adolescence; *'..... providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years.'* (Working Together 2013).

We believe in preventing problems occurring by building resilience and reducing risk factors via universal and Early Help services. Universal services are essentially a broad set of support which aims to increase the protective factors and decrease the risk factors facing children, young people and families. It refers to the complex mix of individual, family and community factors which combine to keep individuals safe and well, and for any problems or concerns to be tackled informally and quickly, without the need for more specialist support.



The diagram above describes the Early Help pathway. Universal services are available for all children and young people. Targeted support is provided usually by a single practitioner to children with 'low to vulnerable' needs. Targeted integrated support is provided using Family Common Assessment Framework (CAF) processes to children with 'vulnerable to complex' needs. Specialist services are delivered to children with 'complex to acute' needs. Early Help is mainly linked to the Targeted support but can span across the higher end of Universal and lower end of Specialist services.

Public services often refer to universal or open access services, which are available to all, and which can provide advice, guidance and low level support to families when they need it. This is usually about single issue problems and can often be resolved through information, talking to someone or attending a training course or open access programme. There is usually no referral route. There may be information collected on numbers attending or accessing courses or programmes, and data on wider population outcomes are measured e.g. public health programmes, such as immunisation.

Examples of universal services include:

- Development checks and healthy child clinics provided by health visitors and open access groups including 'Stay and Play' in Children's Centres
- Free early education places for 3 and 4 year olds
- Health visitors and the range of advice and support provided to families
- Children's Centres and their general programmes
- Schools and the management of low level attendance or behavioural issues and a curriculum that develops confident individuals who are able to live safe, healthy and fulfilling lives
- Open access youth provision such as youth clubs or wider activity such as leisure centres and libraries
- Immunisation and screening and weight management programmes by school nurses

Early Help is putting in place actions to address an issue that has been identified related to an individual child and its family as soon as possible to stop things getting worse. Early Help is about stopping problems escalating. It relies on early identification of difficulties and early action which is targeted and evaluated. It can involve intensive intervention or lighter touch support, and is usually based on a clear support plan, with identified actions, responsibilities and outcomes, which is then regularly reviewed and updated as necessary. Early intervention is a form of targeted activity, with a specific action being put in place to address a specific issue or combination of issues. It therefore forms part of a continuum of activity in supporting families.

Examples of Early Help services include:

- Free early learning places for disadvantaged two year olds (being extended to low income working families from September 2014).
- Targeted support by Children's Centres and health visitors including extra help with post-natal depression, parenting, healthy diet, and the Family Nurse Partnership for teenage parents.
- Targeted support by youth services e.g. coaching and mentoring via one to one and group support.
- Targeted support by schools e.g. for a learning mentor to support issues emerging via vulnerable pupil register.
- Targeted support by community and voluntary sector organisations e.g. advice and guidance regarding housing support.
- Family support services e.g. practical support provided by family coaches or home school liaison workers.

The idea of universal and Early Help is therefore a simple one: by working together with children and families we can prevent issues occurring and deal with them more effectively when they do. Our strategy is based upon the fundamental importance of multi-agency working to identify, assess and deliver universal and targeted services to reduce specific problems from getting worse and becoming deep seated or entrenched. This requires a focus on the development of an integrated approach and a strategy for workforce development. Although there are many good examples of effective Early Help and universal services in Brighton & Hove, there are gaps and pressures which need to be addressed through a new strategy that is adopted by all those working with children and families across the city.

DRAFT

3. Our vision and approach to Early Help in Brighton & Hove

This Early Help Strategy shows how children's services across our City will work together in partnership with parents, children and communities to:

..... 'make sure that all of our children and young people have the best possible start in life, so that everyone has the opportunity to fulfil their potential, whatever that might be, and to be happy, healthy and safe.'

Corporate Plan 2011-2015

We have a firm commitment to Early Help in Brighton and Hove. There is an increasing recognition that a focus on early intervention and in particular the application of evidence based programmes can make a significant contribution to better outcomes for children and families. This is now well established evidenced and tested.

We will therefore provide a range of effective, targeted services which are based on evidence of what works, but which are personalised and flexible in response to need, and are based on evidence of what works. We will systematically analyse the evidence for particular approaches in developing our programmes.

We will make the most of available resources to secure better, higher quality services shift more investment towards prevention, early intervention and community provision. Whilst there is a desire therefore to shift resources to support early intervention and prevention in practice there is also increasing pressure for more specialist and acute services. Finding the right balance, and understanding the costs and benefits of investment in early intervention must lie at the heart of our approach.

We will reduce the demand for more specialist services to contribute to year on year savings required leading to protection of universal and Early Help services in the climate of acute financial pressures or real cost savings for reinvestment.

Our vision and approach for Early Help is underpinned by the following principles:

- Safeguarding is everyone's responsibility: for services to be effective each professional and organisation should play their full part'
- Our approach to Early Help is collaborative and will be best tackled in partnership with all those supporting and working with children, young people and families across the city
- That adult and children's services across the city should work together to put processes in place for the effective assessment of the needs of children, young people and their families who may benefit from Early Help services.

- That for services to be effective they should be based on a clear understanding of the needs and views of children: a child-centred approach
- To recognise and utilise the strengths and expertise within parents, families and communities
- There should be an integrated and evidence based approach to services and support.
- There are opportunities for multi agency working and co-location to underpin this approach.
- A commitment to the key drivers of the Every Child Matters Framework
- A commitment to our duties under the Equality Act to show due regard to the need to eliminate discrimination, advance equality of opportunity.

We will shift the balance of provision towards early identification of issues and away from seeking to solve problems when it may be too late. We recognise that there will always be a need for specialist services and that there are families where specialist intervention and support are necessary, however by identifying issues earlier and providing appropriate support we would look to ensure that problems do not become entrenched.

4. How well are we doing?

Introduction

In Brighton & Hove the majority of children and young people are well supported through universal services. However we recognise that life chances for some of our children and young people are uncertain. Growing up in poverty, or with a complex home life, with SEN, disability or in care can mean some children and their families need help to recognise, value and fulfil their potential. It is not straightforward to determine exactly how many would require Early Help, as there are a number of contributory factors, and no single measure will identify all of them.

The Joint Strategic Needs Assessment (JSNA) for Brighton & Hove includes a detailed assessment of the needs of the city. An online JSNA resource for the city is available within the Brighton & Hove Local Information Service (BHLIS). <http://www.bhlis.org/>. The JSNA 2013 and the State of the City Report 2011 further illustrate the following inequalities and issues in the city including: high levels of domestic abuse, high numbers of children in need and in care than national averages, high levels of substance abuse among young people.

Brighton & Hove fell within the top 20% of the most deprived LA areas in England with high concentrations of deprivation where families and individuals experience multiple issues in the east, centre and north-west of the city. The Child Poverty Action Group (CPAG) report calculated the cost of child poverty to the City to be £122 million per year.

In Brighton & Hove there are at least 500 carers in the city, 6% (3400) of children and young people are estimated to be disabled or have complex health needs and 27% of our children (8,084) have SEN, compared to 22% nationally. The 2010 Annual Report of the Director of Public Health on Resilience also highlighted that the high levels of domestic violence, substance misuse and teenage conceptions in the city have an adverse impact on family relationships and stability. It is estimated that a large proportion of these families will also experience additional child factors including: Special Educational Needs (SEN); exclusions from school; involvement with the police; and running away from home.

What we do well

- ✚ All 13 designated Children's Centres have been judged by Ofsted to be good or outstanding and as a result used by Ofsted as a good practice model for integration with health.
- ✚ Ofsted inspections and data show a high level of success in meeting early years developmental goals, health and well-being, safeguarding and readiness for school.
- ✚ In addition the city has a good supply of high quality early years childcare providers with a large majority graded good and outstanding
- ✚ A large majority of mainstream schools and all special schools in Brighton and Hove are judged to be good or outstanding. In addition both

LA residential care homes for children with disabilities have been consistently judged 'outstanding'

- ✚ Improved attainment across the city at all phases, including percentage GCSE's with English and Maths
- ✚ Reduction in % of children in special schools, in appeals to SEN tribunal, and fewer statements overall.
- ✚ Reduction in permanent exclusions.
- ✚ Lowest ever level for young people between 16 and 18 NEET.
- ✚ Improvements in children and young people reporting bullying, and an improving picture of reductions in young people smoking, drinking, taking drugs and engaging in sexual activity
- ✚ A reduction in the under-18 conception and a rapid decline in the under 18 termination rate
- ✚ A fall in drug-related deaths
- ✚ Low number of first time entrants to the youth justice system and performs well when compared to national data

What are the gaps?

- ✚ Brighton & Hove has for some time seen high levels of activities within the social work services and Brighton & Hove continues to remain an outlier for most key indicators i.e. referrals, assessments, Child Protection, Children in Care and the CAF numbers continue to remain low. In 2012 the combined rank of Child Protection/ Looked After Children for Brighton & Hove was 7th highest out of 150 Local Authorities who submitted the data.
- ✚ Children and young people in the most disadvantaged areas are more likely to need child protection.
- ✚ Significant gaps in achievement for pupils receiving FSM, some children with SEN and disability, some groups of children who have English as an Additional Language and our Children in Care in schools.
- ✚ High numbers of children and young people requesting statutory assessment or needing places at more specialist provision such as Pupil Referral Units or Special Schools.
- ✚ Some services, including schools, are not confident about social work thresholds, the role of lead professional and the links between Common Assessment Framework and social work services
- ✚ Fixed term exclusions remain very high which will have a negative impact on school attendance and other outcomes.
- ✚ Attendance for children and young people in schools is below national and regional averages in both primary and secondary.
- ✚ Referrals to Child and Adolescent Mental Health Services (CAMHS) are increasing

- ✚ Vulnerable children and young people are more likely to have tried alcohol, cigarettes or drugs, or be engaged in sexual activity or have experienced bullying
- ✚ Gaps in provision for young people from protected and vulnerable groups, regarding sexual health, teenage pregnancy, domestic violence and sexual exploitation
- ✚ High alcohol-related hospital admission rates for adult and young people.
- ✚ A significant % of adults receiving social care services are parents where substance use impacts on their parenting.
- ✚ Repeat offending rates are high amongst young people known to the Youth Offending Service
- ✚ Domestic abuse remains a significant issue in the city despite considerable progress in developing a co-ordinated response.
- ✚ A majority of children had domestic abuse as an underlying cause for having a Child Protection Plan
- ✚ High numbers of young people leaving care, and young offenders who are not doing well at school or progression post-16.

Conclusion

We recognise that our outcomes for children and young people are not as good as they should be, and there are particularly challenging outcomes for vulnerable groups of children and young people.

Our own mapping of schools Early Help offer, and the report from a South East Peer Challenge carried out in Brighton & Hove in May 2013, identified a strong commitment to supporting vulnerable groups at an early stage, and an array of strategies and approaches across the statutory and voluntary sectors.

However we acknowledge that although there is some good practice and evidence of co-ordination and integration across the city, that this is not embedded.

We have identified a significant amount of Early Help intervention across the city but it is not always clear what impact and difference it makes to outcomes for children and young people and families. We need to make sure our Early Help services target those that need it most and are of both high quality and good value for money. This strategy will aim to build upon existing capacity within communities, to strengthen families, build connections and resilience.

This new Early Help strategy identifies priorities, the development of key areas for action and success measures. This will be underpinned by the development of detailed action plans for each priority with milestones that will be closely monitored and evaluated by the Local Safeguarding Children's Board (LSCB) who will provide challenge and scrutiny across all agencies.

5. Our Priorities for 2013-2017

Priority 1

To effectively identify and assess emerging problems for children, young people and families and agree a plan of support which is reviewed regularly.

What success will look like:

- A reduction of the proportion of referrals to Advice Contact Assessment Service (ACAS) that do not meet the social work threshold.
- Family CAF activity increases, including timely reviews, and demonstrates improved outcomes for families e.g. via quality assurance.
- Practitioners understand and consistently apply the city-wide agreed approaches to effective identification, assessment and planning.

What we will do:

- Ensure a partnership approach across both children and adult services including the voluntary sector to ensure that we identify unmet need and co-ordinate the assessment of support required.
- Ensure all adult and children's services are using the Family CAF as the initial multi-agency identification and assessment process including evidence based plans and regular reviews which take account of the views of children, young people and parents.
- Identify and communicate clear thresholds, referral processes and step up/step down support for a continuum of problems through a development and dissemination of Supporting Families in Brighton & Hove a guide for practitioners.
- Ensure there is a consistent approach to multi agency planning and to assessment across all schools, agencies and service providers.
- Ensure that the new Education, Health and Care Plans (EHCP) for children and young people with Special Educational Needs and Disabilities (SEND) are well integrated with all children's planning systems.
- Develop effective ways of engaging children, young people and families in receiving Early Help.
- Develop a clear data sharing strategy and guidance for practitioners so they feel confident about sharing data appropriately.

Priority 2

To deliver evidence-based Early Help interventions of high quality and value for money.

What success will look like:

- Practitioners and families understand the Early Help offer as evidenced by feedback and understand threshold as evidenced by reduced number of inappropriate referrals.
- Clear examples of changes in Early Help offer based on robust monitoring of effectiveness of interventions.
- There are fewer referrals to specialist services leading to reduced costs and therefore protection of or reinvestment in Early Help services.
- Higher take up of evidenced based interventions which demonstrate improved outcomes for families.
- A clear commitment from all schools to close the gap resulting in better outcomes for vulnerable groups at every phase.

What we will do:

- Undertake a strategic evaluation of resource allocation based on needs of children, young people and families in the city (e.g. Domestic Violence, mental health, disability) and impact of current services. Consider the balance of resources across the continuum of services.
- Continue to jointly work with partners, including the voluntary sector to reshape, commission, decommission and deliver consistent, accessible and integrated services based on a clear evidence base including value for money with greater focus on Early Help.
- Further develop the costed directory of effective interventions and use this to develop a clear and accessible Early Help offer.
- Ensure practitioners from all sectors and families understand the Early Help offer e.g. use of costed directory of interventions, Family Information Service Community and Voluntary Sector Forum service directory.
- Monitor effectiveness of interventions linked directly to outcomes and amend the offer as necessary.
- Ensure the quality and fidelity of evidenced based programmes through supervision and feedback of outcome data.
- Provide robust management oversight to ensure that interventions for a family are regularly reviewed and changed as necessary and cases are closed in a timely way.
- Support schools and the learning partnership to deploy their resources effectively to address underachievement for vulnerable groups and provide effective Early Help.
- Develop and publish the Local Offer framework.

Priority 3

To implement a workforce development strategy to support the delivery of priorities in the Early Help Strategy, focussing on building capacity and skills of the children's workforce to deliver effective Early Help.

What success will look like:

- Staff across all sectors have:
 - comprehensive understanding of Early Help as evidenced by feedback.
 - the skills and knowledge to use the identification, assessment and planning processes, and understanding of thresholds as evidenced by decrease in referral to social work services and increased CAF numbers.
 - the skills and knowledge to deliver the Early Help offer as evidenced by improved outcomes.

What we will do:

- Ensure that the children and adults' workforce across all sectors understand what Early Help means.
- Ensure that staff have the confidence and tools to make the right judgements across the levels of need.
- Undertake regular targeted training needs analysis to identify the knowledge and skills needs of the workforce to deliver Early Help offer.
- Develop a competency framework for Early Help in line with the revised supervision policy to enable managers to effectively supervise their staff, discuss the impact of training and support identification of further learning and development needs.
- Clearly brand all learning and development opportunities relevant to Early Help in publicity materials.
- Adopt a multi-agency approach to delivering training wherever possible providing evidenced based solutions.
- Evaluate the impact of the workforce strategy and learning and development programmes using benchmarking and to communicate impact to managers.
- Develop a training programme and promote an inclusive approach to communicating and working with children and young people children and young people, including specific needs of protected groups.

Priority 4

To empower parents and carers to take positive control and resolve emerging problems in their own and their children's lives.

What success will look like:

- Increased take up of evidence based parenting interventions for parents and carers of children of all ages.
- Positive outcomes are achieved for both parents and carers receiving parenting interventions and their children.
- Parents and carers report feeling empowered, involved, supported and listened to.

What we will do:

- Take account of the views of parents and carers and work with them collaboratively when deciding how to support their needs; including taking positive action to ensure the views of parents and carers from protected groups are heard.
- Ensure a clear and co-ordinated commissioning strategy for the delivery of accessible support for parents and carers of early years, school age children and young people.
- Develop and embed a public health approach to parenting to increase parenting capacity across the city and increase the engagement of all parents and carers particularly fathers and hard to reach groups.
- Adopt Triple P as the main programme for all families and children and use other evidenced based parenting interventions to address specific needs e.g. Family Nurse Partnership for teenage parents, FAST for parents of school age children in areas of high needs.
- Ensure practitioners follow the fidelity of the evidenced based intervention with adequate supervision, recognising the complexity of supporting families based in an educational setting.
- Provide family learning opportunities to improve ability and skills of parents and carers to engage with their children's learning.
- Provide clear pathways for parents and carers to access advice on financial inclusion.

Priority 5

To work alongside communities to strengthen the capacity to respond to emerging problems for children, young people and families.

What success will look like:

- A higher proportion of people feel a sense of belonging to their neighbourhood or are members of decision-making groups.
- Increase in engagement with children, young people and parents particularly those who are less likely to be actively involved in the community.

What we will do:

- Develop and co-ordinate ways of engaging children, young people and parents and carers to foster a sense of belonging to the community e.g. school councils, children's centre advisory boards, participatory budgeting for young people
- Link to other community development initiatives bringing a particular focus on children, young people and parents e.g. engage with CVSF asset mapping.
- Utilise community resources, such as schools, to offer universal and targeted support within neighbourhoods
- Support families to create and engage with social networks & contribute to community activity.
- Work with schools to identify opportunities for greater community engagement.
- Systematically identify and tackle barriers to participation by children, young people and parents and carers in local activities.
- Identify and offer volunteering opportunities.

Appendix 1 - Our Early Help Offer

For children, young people and families in Brighton and Hove we offer a range of universal, targeted and specialist services and support. This is provided by statutory and LA services, as well as a wide range of provision from the community and voluntary sector. The following section summarises our local Early Help offer (organised alphabetically), but it must be noted that this is not an exclusive list, nor does it describe in detail how different services work across a number of different themes.

Advice, Contact and Assessment Service (ACAS)

In Brighton & Hove the 'front door' to the social work service ACAS. All contacts received by ACAS are screened by a qualified social work manager to determine whether they meet the threshold for social work intervention.

If the referral does not meet the threshold but there are needs affecting more than one family member that need a multi agency response, the referral can be redirected for a Family CAF. ACAS will contact managers of relevant agencies according to the child's age group to take this forward and will then liaise with other agencies as needed. Some referrals may benefit from social work support in the first stages of the Family CAF assessment and setting up the first Team around the Family (TAF) meeting and this can be provided by a social worker within the ACAS team. There is also a Family CAF Mentor within the CAF Team, who can provide support to schools who are undertaking the Family CAF process.

Following social work intervention, the level of need may be reduced but multi agency help may still be required to support the family. Redirect to Family CAF can also take place at this point in the process.

Child and Adolescent Mental Health Service (CAMHS)

The city's community CAMHS (tier 2) team offers a service to young people with mental health difficulties and a well-evaluated consultation service to schools. This includes a team of family support workers, seconded via CVS organisations, whose specific role is to support and improve parenting capacity, managed within the Educational Psychology Service within the wider Special Educational Needs (SEN) team to improve integrated working and to facilitate early prevention of mental health difficulties.

The tier 2 and tier 3 teams both run well-evaluated awareness training courses for schools and other services as well as training in specialist interventions, enabling those working with young people to provide help at the earliest stage.

Additional clinical psychology support has been commissioned within the child development and disability service, focusing particularly on those children who currently do not meet the criteria for access to specialist CAMHS or learning disability services. Increased capacity has been identified within the specialist

counselling service to minimise the waiting time for parents and carers and build parental resilience and skills.

Community & Voluntary Sector Services (CVS)

The Community and Voluntary Sector plays a key role in providing a range of universal and targeted services in communities to engage with and support some of the most disadvantaged and marginalised children, young people and families as well as those from protected and vulnerable groups.

The CVS has been a key partner in developing a range of parenting and family support services across the city; including a number of CAF mentors; the rollout and delivery of the Triple P; engagement with the Families And Schools Together (FAST) programme and contributing to the delivery of outcomes for the Stronger Families Stronger Communities Programme (SFSC). The sector also provides specialist knowledge and support in relation to domestic abuse, substance and alcohol misuse, mental health and sexual exploitation.

The CVS has a well established offer of support to primary and secondary schools focussed on; improving emotional health and well-being, addressing issues around equalities and bullying prevention, transition to secondary school and 1:1 support for vulnerable children and young people and their families. The range of services provided by CVS organisations contributes to positive outcomes for children, young people and families across the themes identified in this strategy.

Domestic Violence

The city's response to domestic violence and abuse, sits within a broader strategy to prevent Violence against Women and Girls (VAWG).

The city invests in Refuge, Information, Support and Education (RISE), a specialist domestic abuse service, to provide a range of services to women and their children, as well as Gay, Bisexual and Transgender men, as well as the smaller number of men who experience domestic abuse. Other provision includes services targeted towards prevention and early intervention, including a range of innovative services developed by RISE providing therapeutic provision for children who have witness domestic abuse, such as 'Talk to Me'.

The service works in partnership schools to develop whole school approaches to the prevention of domestic violence. There is also a provision for child-to-parent violence and abuse and investment in a specialist sexual violence service

Early Years

Children's Centres provide universal and targeted early childhood services to improve outcomes for young children and their families. In Brighton & Hove the integrated, citywide Children's Centre service led by health visitors ensures all families with children under 5 are offered the level of support that meets their individual needs. Health Visitors assess all children as part of the Healthy Child

Programme. Children's Centres, including health visiting, provide four levels of service to families: community, universal, universal plus and universal partnership plus. Early Help services include parenting programmes, family learning, post natal depression groups, support with healthy lifestyles and home visiting. The Family Nurse Partnership provides intensive support for teenage parents.

The city has a good choice of high quality early years childcare across the maintained, private and voluntary sectors. From September 2013 two year olds from families on certain benefits are eligible for free early learning places. This entitlement is expanding to low income families from September 2014 to reach around 40% of two year olds. Additional support is available for children with special needs and English as an additional language.

Educational Psychology Services (EPS)

The Educational Psychology Service runs an Early Help consultation model with schools. Planning and Review Meetings in schools provide a termly multi-agency forum which enables school staff to access Educational Psychology (EP) advice without going through a formal referral process.

EPs also prioritise initial CAF and TAF meetings with parents and further follow-up meetings. Additionally they run training and support for new and experienced Special Educational Needs Co-ordinators (SENCOs), as well as a wider training programme for all school staff to build workforce capacity in terms of meeting the needs of children with SEN and disabilities. The EPS will continue to reshape and refocus its work to ensure there is a greater emphasis of Early Help linked to improving outcomes e.g. reducing fixed term exclusions.

Music and Arts Services

Brighton & Hove Music & Arts provides a range of universal and targeted services in mainstream and special schools, pupil referral units and music centres across the city. Instrumental/vocal tuition, instrument hire and membership of music centres is subsidised for families on low incomes, with 18% of children and young people who engage with the service currently receiving either an 80% or 100% subsidy. Looked After Children are eligible for 100% subsidy and also receive free loan of an instrument, helping to remove financial barriers to learning.

Supporting children and young people in challenging circumstances and those with SEND are priorities for the service and Music & Arts offer bespoke intervention projects to support children and young people from these vulnerable groups. Recent targeted programmes have included vocal, song-writing and music technology projects designed to support Looked After Children in transition from year 6 to year 7; flexible delivery of instrumental, animation and music technology tuition for students at pupil referral units; and providing alternative routes to accreditation such as the Arts Award.

Parenting Team

Brighton & Hove City Council have invested in three evidenced-based parenting programmes: Triple P (Positive Parenting Programme), FAST (Families and Schools Together) and FNP (Family Nurse Partnership).

The unique aspect of Triple P, as an evidenced based parenting intervention, is that it provides a whole systems framework for addressing parenting across the age range and all levels of need and so is ideally placed to deliver cost effective, accessible, flexible, and tailored early help. The main strength of the current Triple P service is the rolling programme of Level 4 Triple P Groups which is delivered collaboratively between statutory and voluntary agencies, and offers referral only, mixed open access and specialist groups - tailored to needs of ethnic, language, gender, disability and specific issue groups.

The secondment of Parenting Practitioners into the Advice, Contact, Assessment Service (ACAS) and Child in Need (CiN) teams has significantly increased parents access to parenting.

Police

Local police currently have mechanisms in place through the Neighbourhood Policing Teams to identify and engage with local young people which are well developed and embedded with a co-ordinated multi agency approach. The three neighbourhood policing teams' officers and Community Support officers are supported by an Anti-social Behaviour and Hate team to assist them in identifying youths at risk of involvement in anti social behaviour and there are various paths used to divert these young people or tackle these issues through the criminal justice system with the Youth Offender Service (YOS).

Neighbourhood Schools' officers and Schools' Intervention Officers are deployed in the City to deliver a package on a range of issues, from drugs to road safety, with a view to education and crime prevention. Where appropriate these officers deal with offences that occur within the school environment. The police Child Protection Team will be referred to in more serious matters involving safeguarding issues and will jointly investigate those concerns in accordance with local and national guidance. The Young people requiring the most extensive and persistent multi agency involvement regarding their risk when missing or otherwise at risk of Child Sexual Exploitation are referred to the Vulnerable Young Persons Liaison Group.

Special Educational Needs and Integrated Disability (SEND) Services

The SEN and disability strategies have had a number of successes regarding effective integrated working between services. An integrated care pathway looks at all referrals alongside health, social care and education colleagues and multidisciplinary clinics are offered. Our SEN Pathfinder status means all families undergoing education-based statutory assessments are now offered a new style Education, Health and Care Plan (EHCP). An extended SEN Panel

with representation from health, social care and parents ensures decision-making is equitable and transparent.

Across all agencies, progress is being made in the area of personalised budgets and the disability social work services report states that increased numbers of families are accessing personal budgets via direct payments. In Health, from 2014 an individual budget will be offered to all families who meet the eligibility criteria for continuing health care.

Schools

In Brighton and Hove we recognise that schools offer a wide range of services and support delivered by a range of external and internal providers, and there are good examples of integrated working.

Most provision sits within the universal such as differentiated learning, and more targeted intervention through use of Pupil Premium to narrow the gap for vulnerable and underachieving groups. In addition, many schools offer before and after school clubs, inclusion/learning mentors, nurture groups, internal behaviour support and targeted evidence-based learning programmes such as Every Child a Reader (ECAR) and Every Child Counts (ECC). Many schools offer outreach through home/school liaison, and some, less frequently, provide community development workers and educational welfare officers. There are a range of services external provided but internally managed such as counselling, family coaches and a variety of therapeutic services. In addition most schools provide parent/family learning opportunities, and some schools offer accredited training. Schools also work with a range of partners to offer parenting/family support which includes, home visiting, group work and activities as well as programmes such as triple P and FAST.

The city also offers a range of other commissioned services to schools, including the Ethnic Minority Achievement Service, the Literacy and Language Support Services, the Sensory Needs Service, the Autistic Spectrum Condition Support Service, the Behaviour Support Service and the Traveller Education Service.

School Nursing

Each school in Brighton & Hove has a named nurse, who leads the delivery of the Healthy Child Programme to the pupils of that school offering both universal and targeted services and support on key transitions for children including starting primary school and moving to secondary school, School nurses also deliver health questionnaires, drop-ins and immunisations and lead CAFs where there is a health need.

In Brighton & Hove work is underway to implement Government guidance to revitalise school nursing and ensure the service meets local needs and fully delivers the Healthy Child Programme. This includes the need to strengthen delivery at universal level and support Early Help.

Stronger Families Stronger Communities

The Stronger Families Stronger Communities (SFSC) Programme is Brighton & Hove's partnership response to the national 'Troubled Families Unit' (TFU) initiative. The Integrated Team for Families is the key delivery arm of SFSC. The team includes seconded Family Coaches from/for Police, Probation, Adult Social Care, Children's Social Work, Housing and the Youth Offending Service. Other partners across the city including schools and other community and voluntary sector organisations are also leading the work with families who meet the eligibility criteria.

The key challenges include; achieving an optimum balance of closing cases within expected timescales and continuing to support families facing complex issues, identifying professionals who have the capacity to lead on CAF to achieve PbR outcomes and using evidence from the service to act as a catalyst for whole systems change. The central hypothesis that SFSC way of working with families will improve resilience, capacity and independence of families and households improving their outcomes and significantly reduce public sector expenditure

Substance Misuse: Adults, Families and Young People.

The local Drug and Alcohol Action Plans in adult services and Risk and Resilience Plans for young people has resulted in a joint focus on the priorities to reducing the supply and availability of drugs, safeguarding children, reduce the number of Accident and Emergency presentations and admissions

Work has started with teams to identify substance misuse in families and intervene early enough to prevent escalation to social care and or treatment. Re-commissioning adult substance misuse services to ensure there is a recovery model to be in place needs to be a priority. Work takes place within schools to provide a strong drugs and alcohol curriculum, provide health drop-ins, increase support directly to parents of young people on drugs and alcohol education and provide appropriate early interventions on site. Social care teams are implementing a pilot substance misuse specialist projects across their teams to improve identification, intervention and joint working with adult treatment services.

Teenage Pregnancy and Sexual Health

The Teenage Pregnancy Strategy has seen a reduction in the under-18 conception, termination rates and second conception rates and the screening and treatment program for sexually transmitted infections is one of the best in the country.

The successes have been achieved through developing Contraception and Sexual Health open access services across the community and integrating across all services working with young people. There has been a robust approach to identify young people at risk of early conception early and improve their resilience, through improving their knowledge and skills to experience positive relationships and have good sexual health. Schools support has

improved to develop Healthy Schools outcomes related to risk-taking behaviour and ensuring schools deliver a robust personal, social, health (PSHE) curriculum.

Young people accessing termination are now all provided with direct youth work support and young parents have access to two years intensive support from the family nurse partnership.

Youth services

The Youth Service works to address the needs of vulnerable young people in partnership with other council services, schools, police, health and the community and voluntary sector providers.

The Youth Employability Service (YES) links with schools to support young people in year 11 at risk of Not in Education, Employment or Training (NEET). Support is also offered to young people in care by allocating a YES adviser to the Virtual School for Children in Care in partnership with a wide range of services.

The Youth Offending Service (YOS) is statutory service that works with all young people who have committed an offence and placed on an order by the criminal courts. It also works with partner agencies to support the prevention of offending by those not yet in the criminal justice system. This involves multi agency working and working with families and carers, as well as coaching and mentoring via one to one and group support for the individual young person.

The Play Service provides mobile play-based activities to children 5 -11 to communities in most need across the city, working closely with children's centres to link with families who find it difficult or are reluctant to engage with the service.

Appendix 2 – Key Performance Indicators

Category	ECM Outcome	Measure	Commentary Provider	Data Provider	Data Availability Frequency	Target (Mar 2014)	Amber Value
Universal	BH	Mothers who received a face to face contact with a health visitor at 28 weeks in pregnancy or above	Caroline Parker	Ben Miles	Quarterly	150	125
	E&A	Persistent Absentees in maintained & academy primary schools	Maggie Baker	Lesley Byrne	Termly	5%	5.50%
	E&A	Persistent Absentees in maintained & academy secondary schools	Maggie Baker	Lesley Byrne	Termly	8.50%	9%
	E&A	All pupils: Post 16 L2 qualifications commentary to include FSM and SEN gap	Hilary Ferries	Daniel Elliott	Annual	84%	83%
	E&A	Learners with Special Educational Needs 5+ A* to C grades in GCSEs including English at Maths	Hilary Ferries	Daniel Elliott	Annual	38%	34%
	E&A	Free School Meals Pupils: KS4 5+ A*-C GCSEs inc English & Maths	Hilary Ferries	Daniel Elliott	Annual	47%	43%
Universal	BH	Proportion of children living on poverty	Sarah Colombo	Sarah Colombo	Annual	21.6	20.4
	BH	Children who received a 2-2.5 year health visiting review	Caroline Parker	Ben Miles	Quarterly	20%	17.50%
	E&A	2 yr olds taking up early education places	Vicky Jenkins	Ben Miles	Quarterly	20%	17.50%
	BH	Healthy weight in primary school age children in Reception - percentage of children measured this year who are a healthy weight	Lydie Lawrence	Kate Gilchrist	Annual	79.30%	76%
	BH	Healthy weight in Primary school age children in Year 6 (10-11 years) - percentage of children measured this year who are a healthy weight	Lydie Lawrence	Kate Gilchrist	Annual	72.40%	68%
	BH	Increase Number of parents completing Level 4, level 3 and level 2 Triple P	Jenny Collins	Deborah Parr	Quarterly	500	400
	SS	Open clients in Patchwork (U18)	Sarah Colombo	Sarah Colombo	Monthly	50	45
	SS	CAF assessments completed per month	Carol King	Robert Balfour	Monthly	60	40
	SS	CAF Plans reviewed on time	Carol King	Robert Balfour	Monthly	80%	60%
	SS	SFSC families achieving full or partial PbR outcomes	Debbie Corbridge	Deborah Parr	Monthly	40%	30%
	E&A	Number of pupils permanently excluded from school	Ellen Mulvihill	Lisa Howard	Termly	10	15
	E&A	Number of fixed term exclusions: (half days)	Ellen Mulvihill	Lisa Howard	Termly	1544	1610
	AEWB	Young people aged 16 – 18 who are Not in Education, Employment or Training	Philip Ward	Lynne Begley	Quarterly	6.50%	7.48%
	E&A	% pupils (Years 7-11) reporting that they have been bullied this term	Sam Beal	Kate Gilchrist	Annual	13%	15%
	E&A	% pupils (Years 4-6) reporting that they have been bullied this term	Sam Beal	Kate Gilchrist	Annual	19%	21%
	SS	Reduce the number of first time entrants to the youth justice system	Anna Gianfrancesco	Kim Bowler	Quarterly	68	75
	E&A	School aged young people who have drank in the last 7 days as measured by year-on-year reduction (Years 7-11)	Kerry Clarke	Kate Gilchrist	Annual	13%	15%
	BH	Under 18 conception rates per 1000 women as measured by reduction from baseline	Kerry Clarke	Kate Gilchrist	Annual	26.5	36.5
	BH	CAMHS Tier 2 Percentage of clients accessing T2 CAMHS showing improved SDQ scores	Paul Goodwin	Paul Goodwin	Quarterly	80%	75%
	MPC	Soft skills improvement through youth service curriculum as measured by young people achieving recorded outcomes as a percentage of young people participating	Chris Parfitt	Sarah Kennedy	Quarterly	80%	72%
Specialist	SS	Flow into social work (As measured by Referrals)	Ellen Jones	Robert Balfour	Monthly	321	338
	SS	Number of Children in Need requiring a Children in Need Plan	Richard Hakin	Robert Balfour	Monthly	731	770
	SS	Children who were the subject of a child protection plan per 10,000	Richard Hakin	Daryl Perilli	Monthly	54.6	60
	SS	Children who are looked after per 10,000	Rima Desai	Daryl Perilli	Monthly	78.6	85
	BH	SEN: Statements issued within 26 weeks excluding	Regan Delf	David Cooper	Quarterly	98	85
	BH	Substance misuse - Young person exit treatment in a planned way	Kerry Clarke	Kate Gilchrist	Quarterly	80%	79%

BH = Be healthy
 SS = Stay safe
 E&A = Enjoy and achieve
 MPC = Make a positive contribution
 AEWB = Achieve economic well-being

Appendix 3 –Other strategies and plans

Brighton & Hove Strategies and Reports

- Annual Report of the Director of Public Health on Resilience 2010/2011
- Annual Report of the Director of Public Health on Happiness 2012/2013
- Child Poverty Commissioning Strategy
- Corporate Plan 2011 – 2015
- Costed Directory of Interventions
- Economic Strategy
- Joint Strategic Needs Assessment 2013
- Parenting Strategy 2013
- Performance Indicator report cards 2013
- Safe and Well at School Survey 2013
- School Standards report 2012/2013
- Services for Young People – Joint Commissioning Strategy
- Special Educational Needs Strategy 2013 - 2017
- State of the City Report 2011
- Supporting Families in Brighton and Hove
- Youth Service Needs Assessment 2011

National Strategies and Reports

- Allen review of early intervention: the next steps 2011
- Every Child Matters
- Field review: Preventing poor children becoming poor adults 2010
- Local authorities and child poverty CPAG 2013
- Marmot review: Fair Society, Healthy Lives: 2010
- Munro review of child protection 2011
- Ofsted Safeguarding Inspection guidance 2012
- Working Together to safeguard children 2013

Appendix 4 – Early Help leadership and management group

Chair: Dr Jo Lyons (Assistant Director Children's Services Education & Inclusion)

Alison Nuttall (Strategic Commissioner)

Andrew Parfitt (Workforce Development Manager)

Carol King (Family CAF Development Manager)

Caroline Parker (Head of Sure Start)

Chris Parfitt (Service Manager Youth, SF Youth and Communities)

Daniel Weiner (Early Help Partnership Adviser)

Debbie Corbridge (Integrated team for families manager)

Ellen Jones (Principal Social Worker, Head of Social Work Service Improvement, Children's Health, Safeguarding & Care, Children's Services)

Ellen Mulvihill (Head of Behaviour & Attendance)

Glenn Jones (Head of Workforce Development, Workforce Development Team (Adults' and Children's Services))

Jenny Collins (Senior Practitioner, Parenting / Practice Manager Children & Families)

Karen Atalla (Head of Service Advice, Contact & Assessment, Children's Services, Children's Health, Safeguarding & Care)

Regan Delf (Head of SEN)

Rima Desai (Strategic Commissioner)

Please contact if you wish to discuss any aspect of this strategy.

Subject:	Reduction in numbers of young people not in education employment or training (NEET) 2012/13 and Youth Employability Service (YES) work programme 2013/14		
Date of Meeting:	14 October 2013		
Report of:	Pinaki Ghoshal, Executive Director for Children's Services		
Contact Officer:	Name:	Philip Ward	Tel: 29-4270
	Email:	philip.ward@brighton-hove.gcsx.gov.uk	
Ward(s) affected:	All		

FOR GENERAL RELEASE**1. SUMMARY AND POLICY CONTEXT:**

- 1.1 Brighton & Hove, through its Youth Employability Service (YES), has achieved its lowest ever level of young people aged 16 to 18 who are Not in Education, Employment and Training (NEET). This is an important indicator which forms part of the Corporate Plan. This complies with the Department for Education: *Statutory Guidance on the Participation of Young People in Education, Employment or Training for Local Authorities*. March 2013.

2. RECOMMENDATIONS:

- 2.1 That the committee notes the progress in reducing the 16-18 NEET percentage
- 2.2 That the committee endorses the future priorities of the work of the Youth Employability Service as set out in sections 3.8 and 3.9.

3. RELEVANT BACKGROUND INFORMATION/CHRONOLOGY OF KEY EVENTS:

- 3.1 Brighton & Hove City Council, through its Youth Employability Service (YES), has a statutory responsibility for the delivery of targeted Information, Advice and Guidance (IAG) support for 16-18 year olds who are NEET in the city, or at risk of becoming so. This contributes to a key performance indicator in the Corporate Plan and to the emerging Early Help Strategy by providing early support to young people up to the age of 19 (24 if they have special needs) who are most vulnerable. YES works with partners to minimise the number of young people who are not in employment, education or training (NEET).

- 3.2 Because NEET statistics fluctuate across the year, the Department for Education (DfE) measures a local authority's annual performance against the 16-18 NEET and Not Known indicators as an average of November, December and January figures. DfE data for 2012 – 2013 give the annual NEET performance figure at 6.7% against a target of 7.2%, showing that Brighton & Hove has achieved its best 16-18 NEET figures since the Department started to measure annual performance using the 3 month average in this way. The full range of results from 2004/5 to 2012/13 is shown in Appendix 1.
- 3.3 As well as the NEET percentage itself, it is important to consider the level of 'Not Knowns' i.e. not knowing what a young person is currently doing: the higher the Not Known figure, the less valid / reliable the NEET figure. DfE considers anything more than 5% Not Known makes the NEET figures statistically invalid. For 2012/13 we achieved 4.6%. We can say with justification that in Brighton & Hove we knew what 95.4% of our 16-18 population are doing – something which many local authorities cannot claim. We also should bear in mind that DfE changed the way the NEET and Not Known figures are calculated in 2011, moving from actual age to academic age i.e. based on the school year. By definition this now encompasses more young people who have turned 19, and, as older learners are more difficult to contact and engage, has made it more challenging to achieve these results.
- 3.3 National figures verified by DfE show that when the levels of young people who are NEET and Not Knowns are taken into account together, we were the most improved authority in the South East and one of the most improved in England. However, compared with the 2012-13 NEET figure for England at 5.8% there is still more to do. By contrast, the Not Knowns figure for England was 10.8% compared to the BHCC figure of 4.6%.
- 3.5 Statistical neighbour comparator statistics published by DfE in June 2013 show that Brighton & Hove, at 6.8%, is performing better than the mean of our statistical neighbours in terms of the NEET figures (7.1%) and better than several individual comparator authorities - Bristol (10.7%), Portsmouth (7.7%), Reading (7.5%), and Plymouth (9.4%%). We are also performing better in terms of not knowns (3.2% compared to the mean of 6.6%) so our NEET statistics are seen as very reliable. By way of comparison, Bournemouth 'not knowns' is at 10.0%, Bristol at 12.9%, and Southampton at 9.6%. Locally, East Sussex is at 6.7% and West Sussex at 13.4% not knowns.
- 3.6 The recent Local Government Association (LGA) report *Hidden Talents II: re-engaging young people, the local offer*, includes a case study on YES and some of the innovative solutions the service has developed to achieve these results. The report is available on the LGA's website: www.local.gov.uk/hidden-talents. As a result of this, YES, representing BHCC was invited to an LGA workshop in April as one of three 'expert councils' to share our expertise and approaches to reducing the Not Known figure with 28 other councils.

3.7 Challenges

- 3.7.1 The current economic climate is likely to impact on the NEET agenda in Brighton & Hove over the coming years. Youth unemployment remains a challenge within the city and links to the city's regeneration strategy and the City Employment and Skills Plan (CESP) are important. Key issues include the lack of low skill work opportunities, the relatively low take up of 16-18 apprenticeships and the number of graduates who remain in the city. These often take up lower level jobs and

'block' opportunities for young people with level 3 and, as a consequence, level 2 and level 1 qualifications. This latter group forms the majority of 16-18 young people who are NEET.

- 3.7.2 Changes in government education policy have been designed to have a major effect on young people's transition at 16. In particular, raising the participation age (RPA) to 17 years of age in 2013 and 18 years of age in 2015 may serve to reduce the number of NEET young people. The RPA agenda is a key element in supporting young people in Brighton & Hove back into employment, education and training; Brighton & Hove City Council, including YES, has the main responsibility for achieving this in partnership with schools, colleges, learning providers and employers.
- 3.7.3 The rates of participation in all forms of learning in Brighton & Hove for 16 & 17 year olds (94.8% & 90.2% respectively – DfE July 2013) are relatively strong. However those who are not participating will frequently have already begun to become disengaged in school or face significant personal challenges. Engaging these young people requires further development of innovative and often non-mainstream provision, pre-16 as well as post-16, and strong mechanisms for early identification and ongoing individual support.
- 3.7.4 Since September 2012, schools have had the statutory duty to secure access to independent careers guidance for pupils in Years 9 - 11. Supporting pupils to make informed decisions has become increasingly important, especially in light of raising the participation age and the increased range of provision available to young people. This is an area which the local authority School Improvement Team, via the Secondary Partnership Adviser, should raise with secondary school heads in order to achieve a consistent standard of information, advice and guidance (IAG) to prepare all students for transition at 16 and beyond.
- 3.7.5 Unlike many other authorities, Brighton & Hove has retained from its former Connexions Service a well-qualified Youth Employability Service (YES) which focuses on supporting young people who are NEET, or at risk of becoming NEET, into employment, education & training. Providers work closely with the YES team and recognise it as a single point of contact with these young people.
- 3.7.6 YES has recently extended its remit taking the strategic choice to work with targeted, vulnerable young people pre-16 as well as post-16. The service now works with those young people at risk of NEET as well as those already NEET and includes linking with schools to offer early help and support to young people in year 11 who are at risk of not making a successful transition into employment, education or training at 16. Support is also being offered to young people in care by allocating a YES adviser to the Virtual School for Children in Care. Close working links have been developed with Jobcentre Plus, the Youth Offending Service, the Stronger Families Stronger Communities Intensive Team for Families (ITF), the substance misuse service (RUOK), the Family Nurse Partnership to support teenage parents and supported housing organisations and hostels.
- 3.7.7 The work of the YES team also directly impacts on the council's child poverty and the Stronger Families, Stronger Communities strategies. NEET young people within workless households have worse educational outcomes than their peers. The work of the YES team will form a key part of the emerging Early Help Strategy within Children's Services. Young people leaving NEET to access work or training are less likely to become involved in anti social behaviour and crime or require costly interventions by the Social Work teams. There are also community

cohesion benefits to residents, family and friends in supporting their young people into secure work and training and there will also be a benefit to the community in the reduction in the costs caused by worklessness.

3.8 Strategic / Partnership Initiatives 2013 - 14

- 3.8.1 **City Employment and Skills Plan (CESP):** To strengthen links between learning providers, employers and support agencies for NEET young people via the Brighton & Hove Apprenticeship Group (BHAG) and the Investing in Young Brighton & Hove Programme which forms part of the CESP.
- 3.8.2 **Apprenticeships:** All agencies supporting NEET young people to work within the agreed Single Apprenticeship Pathway for Brighton & Hove.
- 3.8.3 **Progression Pathway:** YES to support BHCC to work with post-16 learning providers to investigate a broader Vocational Options programme to address the issue of some learners becoming NEET at 16 in the first 6 weeks of their course and some learners not progressing and so becoming NEET at 17.
- 3.8.4 **Joint working with Jobcentre Plus:** YES and DWP (Jobcentre Plus) to work closely to develop effective data sharing and joint programme delivery in accordance with recently produced draft guidelines 'Working together to support Young People Not in Education, Employment or Training (NEET)'.
- 3.8.5 **Social Media:** YES to further develop the use of social media, including Facebook and Twitter, for which the service has already gained national recognition, and a YES iphone app, which is being designed with the active participation of NEET young people.
- 3.8.6 **Youth Contract Support for Vulnerable 16 and 17 year olds:** YES to develop delivery of the government's Youth Contract Programme to support vulnerable 16 and 17 year old NEETs. This will provide an increased level of support and mentoring for young people once they have engaged in a learning opportunity.
- 3.8.7 **Young People Leaving Care:** YES to support BHCC in supporting young people who are looked after and care leavers through the continued allocation of a YES adviser to the Virtual School.
- 3.8.8 **Stronger Families, Youth and Communities:** YES is now part of SFYC and is working on several joint strategic initiatives including the design and implementation of the Single Youth Pathway process.
- 3.8.9 **Youth Information Advice and Counselling Services (YIACS):** The Service Manager YES will lead the proposed development of YIACS as a single point of access for young people across the city.
- 3.8.10 **Child Poverty / Welfare Reform:** Strategic links to be developed between the SFYC and youth employability agendas and BHCC's approach to reducing child poverty and incorporating the key changes in the Welfare Reform Bill.

3.9 Operational Developments 2013-14

- 3.9.1 **Early Help Strategy:** YES to work within BHCC's Early Help strategy by building on the RONI and other awareness indicators to offer support to vulnerable young people who are NEET or at risk of becoming NEET via the emerging Single Youth Pathway.
- 3.9.2 **RPA:** YES to support BHCC in its responsibility for the delivery of the Raising of the Participation Age (RPA).

3.9.3 **Planned Transfer Process:** YES to develop measures to address drop-out from post 16 learning at age 17 and in-year. This requires joint working with the learning provider.

3.9.4 **Early Leavers:** From April 2013, learning providers have a statutory duty to inform the local authority (YES) about young people who leave their post-16 learning early, without finishing the course.

4. **COMMUNITY ENGAGEMENT AND CONSULTATION**

4.1 A client feedback survey was carried out in August 2013.

4.2 A joint project with the Lewes Road Community Group was delivered in Moulsecoomb in July 2013. This involved a group of NEET young people working with Mears Construction and others to renovate local sporting facilities in Hodshrove Lane, Moulsecoomb.

5. **FINANCIAL & OTHER IMPLICATIONS:**

Financial Implications:

There are no Financial Implications as a result of the report proposals / recommendations.

Finance Officer David Ellis

Date: 03/09/13

Legal Implications:

5.2 Local authorities in England are under duties to provide targeted support to vulnerable young people NEET and to secure sufficient suitable education provision. Local authorities have existing responsibilities to support young people into education or training, which are set out in the following duties:

- Secure sufficient suitable education and training provision for all young people aged 16-19 and for those aged 20-24 with a Learning Difficulty Assessment in their area (sections 15ZA and 18A of the Education Act 1996 (as inserted by the Apprenticeships, Skills, Children and Learning Act 2009)).
- Make available to young people aged 13-19 and to those aged 20-24 with a Learning Difficulty Assessment support that will encourage, enable or assist them to participate in education or training (Section 68 Education and Skills Act (ESA) 2008).

5.2.1 In order to discharge this duty, local authorities must collect information to identify young people who are not participating, or who are at risk of not doing so, to target their resources on those who need them most.

5.2.3 As indicated in the report there are two new duties placed on local authorities by Section 68 of the ESA 2008 relate to 16- and 17-year-olds. These are:

- to ensure that its functions are (so far as they are capable of being so) exercised so as to promote the effective participation in education or training of persons belonging to its area to whom Part 1 of ESA 2008 applies, with a view to ensuring that those persons fulfil the duty to participate in education or training;

- to make arrangements to enable it to establish (so far as it is possible to do so) the identities of persons belonging to its area to whom Part 1 of ESA 2008 applies but who are failing to fulfil the duty to participate in education or training.

5.2.4 Part 1 of ESA 2008 places a new duty on young people themselves: The duty to participate in education or training applies to all young people in England (from 28 June 2013) until the end of the academic year in which they turn 17; and from 26 June 2015, to their 18th birthday.

5.2.6 Local authority staff must have regard to the statutory guidance issued by the Secretary of State in exercising their functions under this section.

Lawyer Consulted: Natasha Watson Date: 01/10/2013

Equalities Implications:

5.3 An Equality Impact Assessment was carried out in January 2013. Results of that assessment have been incorporated into the delivery programme for the service.

Sustainability Implications:

5.4 There are no sustainability implications apart from the Financial Implications set out above.

Crime & Disorder Implications:

5.5 The proposals in this paper fully support the prevention of crime and disorder as set out in the Corporate Plan, 2013 – 2014.

Risk and Opportunity Management Implications:

5.6 Financial and legal risks are set out above.

Public Health Implications:

5.7 There are no public health implications.

Corporate / Citywide Implications:

5.8 These proposals take account of key corporate and citywide proposals, specifically those set out in the Corporate Plan, 2013 – 2014.

6. EVALUATION OF ANY ALTERNATIVE OPTION(S):

6.1 There are no alternative options

7. REASONS FOR REPORT RECOMMENDATIONS

7.1 To continue to enable BHCC to discharge its statutory responsibilities around post-16 participation and support for vulnerable young people in terms of NEET reduction.

SUPPORTING DOCUMENTATION

Appendices:

1. 16-18 NEET Performance in Brighton & Hove 2012-13

Documents in Members' Rooms

1. LGA Report: Hidden Talents II: re-engaging young people, the local offer
2. Department for Education: *Statutory Guidance on the Participation of Young People in Education, Employment or Training for Local Authorities*. March 2013.
<http://www.education.gov.uk/home/schools/guidanceandadvice/g00222993/stat-guide-young-people-edu-employ-train>

Background Documents

1. None

Appendix 1: 16 – 18 year olds Not in Education, Employment or Training (NEET)

16-18 NEET Performance in Brighton & Hove 2012-13

1. The Department for Education measures a local authority's annual performance against the 16-18 NEET and Unknown indicators as an average of November, December and January figures. Figures for 2012 – 2013 show the best 16-18 NEET figures since the Department started to measure annual performance using the 3 month average in this way. The full range of results from 2004 is as follows:

Table 1: Annual percentage of 16-18 year olds who are NEET and whose current situation is not known, 2004 - 2012

Nov, Dec, Jan average	2004	2005	2006	2007	2008	2009	2010	2011	2012
Annual 16 – 18 NEET	8.86%	10.68%	10.85%	9.24%	7.78%	8.73%	7.45%	7.87%	6.65%
Annual 16 – 18 Not Known	8.08%	6.13%	10.85%	5.29%	4.61%	3.98%	3.60%	12.82%	4.75%

Source: Brighton & Hove City Council – Aspire database

2. This is an excellent achievement in the current economic climate and a vindication for Brighton & Hove City Council's approach to supporting NEET young people. This is continuing into the first quarter of 2013 – 14.

Table 2: NEET Results - Quarter 1, 2013-14

2013/14	Apr	May	Jun
16 – 18 NEET	7.1%	7.0%	6.8%
NEET Target	7.2%	7.2%	7.2%
Not Known	2.9%	5.6%	3.2%

Source: Brighton & Hove City Council – Aspire database

Subject:	Housing and Support for Young People aged 16-25 Joint Commissioning Strategy		
Date of Meeting:	14 October 2013		
Report of:	Pinaki Ghoshal		
Contact Officer:	Name:	Steve Barton	29 6105
		Joanna Sharp	
	Email:	steve.barton@brighton-hove.gcsx.gov.uk	
		joanna.sharp@brighton-hove.gov.uk	
Ward(s) affected:	All		

FOR GENERAL RELEASE

1. SUMMARY AND POLICY CONTEXT:

- 1.1 The purpose of this report is to seek Committee approval for the Housing and Support for Young People aged 16-25 Joint Commissioning Strategy. See Appendix 1. A separate report is also being presented to the Housing Committee on September 25th.
- 1.2 The Strategy is attached as Appendix 1 and is summarised in the body of the report. The Strategy follows the Housing and Support for Young People Needs Assessment (October 2012, see Appendix 2), and consists of an action plan based around 3 key Strategic Outcomes
- Increase the numbers of young people who are prevented from homelessness
 - Young People have a more positive transition to adulthood through the provision of a Young Peoples' accommodation and support pathway
 - Better use of resources through Joint Commissioning approach to accommodation and support for young people

2. RECOMMENDATIONS:

- 2.1 That the Committee approve the Housing and Support for Young People aged 16-25 Joint Commissioning Strategy.
- 2.2. That the committee approves the procurement of new services as outlined in section 4.3

- 2.3 That the committee grants delegated authority to the Director of Children's Services to award the contract following the recommendations of the evaluation panels and the results of the tendering processes

3. SUMMARY OF CURRENT SERVICE PROVISION FOR YOUNG PEOPLE

- 3.1 The Department of Communities and local Government (DCLG) have been working with local authorities and national homelessness agencies to assist them to improve their response to young people who need housing and support. This includes the creation of a 'Young Peoples' accommodation pathway'. The concept of a local pathway is also promoted in the Ministerial Working Group Report 'Making Every Contact Count'. The pathway approach requires and promotes an integrated approach across councils and with all agencies working with young people.

Throughout the development of this strategy Brighton and Hove worked closely Anna Whalen, until recently a DCLG national advisor.

3.2 Housing Services

Young peoples' housing services are funded by the 'Supporting People' Welfare Grant and the Homelessness Prevention Grant. Accommodation based support and floating support are currently part of the Integrated Support Pathway (ISP). The ISP is based on a banding approach to advice and support services. In respect of young people:

- Sussex Central YMCA Young Peoples Housing Advice Service is in Band 1 and supports young people at risk of homelessness.
- A range of hostels are included in Band 2
- Supported accommodation is in Band 3
- Floating support for young people is in Band 4.

Housing also provides a small amount of funding to support Sussex Nightstop which provides short term accommodation for young people within family homes.

3.3 Children's Services

Children's services have specific duties to provide accommodation for looked after children, care leavers and unaccompanied Asylum Seeking children. Accommodation provided includes foster placements and supported lodgings and there is a budget for young people who are not in settled placements.

Children's Services contract with Sussex Central YMCA to provide 5 bed spaces (accommodation and support) within their supported housing provision.

3.4 Summary of Need

During 2012/13, 155 16 and 17 year olds presented to Housing Options for assistance with housing during the year, and the Sussex Central YMCA Housing Advice Service recorded working with 960 18-25 year olds. Housing related support performance indicator forms show that during 2012/13, 420 young people aged 16-25 were supported by Housing related support services in the city. This includes supported accommodation and floating support, where the young person receives support irrespective of where they live.

4. SUMMARY OF CHANGES AND ACTIONS PROPOSED IN THE HOUSING AND SUPPORT FOR YOUNG PEOPLE AGED 16-25 JOINT COMMISSIONING STRATEGY

4.1 Increase the numbers of young people who are prevented from homelessness

The key changes proposed in the strategy are to:

- Establish a joint assessment system that ensures the families of 16 and 17 year olds receive a joint visit by a social worker and a housing officer
- Review family mediation services funded by Children's services and Housing
- Review universal prevention work through schools and youth provision to ensure young people are provided with the right information and messages about leaving home
- 'Promote a 'Twin track 'approach i.e. targeted work to identify those at high risk of homelessness before they reach the age of 16/17, and family support and prevention programmes as part of Early Help provision

4.2 Young People have a more positive transition to adulthood through the provision of a Young Peoples' Accommodation and Support Pathway

The key changes proposed in the strategy are to:

- Work with partners to create a Young Peoples' Housing Pathway to include all services providing information and advice about housing and other aspects of young people's lives during the transition to adulthood
- Review assessment and allocation functions to ensure joint working and accountable decision making for services that young people receive from the council's housing and children's directorates.

4.3 Better use of resources through Joint Commissioning approach to accommodation and support for young people

The key changes proposed in the strategy are:

- Housing, Children's Services and Adult Social Care (in respect of transition arrangements) to agree set of outcomes to included in all future service specifications
- Housing, Children's Services to confirm a joint commissioning budget and plan to support a new Young People's Pathway which is within existing resources and value for money

The Joint Commissioning Plan includes development and/or procurement of:

- Services to sustain joint assessment and home visits
- High support provision for young people with a high level of need
- Supported Lodgings service (possibly with 'respite' beds where the young person stays for a limited period to enable family mediation)
- Remodeled floating support services to meet the needs of young people in temporary accommodation, including those with dependent children.
- Alternatives to current temporary accommodation.
- Remodeled support arrangements, to provide low cost accommodation for young people with low support needs (specifically 18-25 year olds)
- An integrated Young People Advice Service in the city from 2015. This would include the existing Housing Advice Services and other advice service commissioned under Children's services.

5.0 KEY PRESSURES & CHALLENGES:

- 5.1** There has been an increase the number of 16 and 17 year olds in housing needs and/or insecure accommodation presenting to the Children in Need Team leading to referrals to the Temporary Accommodation and Allocation Team.

6. RELEVANT BACKGROUND INFORMATION

- 6.1.** The needs assessment which provided the evidence base for this project was completed in October 2012. The needs assessment focussed on:
- Referral and assessment pathways and services provided to meet the council's statutory responsibilities
 - Housing and Support provision for young people aged 16-25 (including young people who are looked after by the local authority, who are care leavers, who are unaccompanied asylum seekers or who are teenage parents).
 - Prevention of homelessness among young people

- 6.2. A Working Group of Housing and Children's Services staff was set up in April 2013 to manage the delivery plan linked to this strategy including piloting and allocations panel and planning for the joint assessment process.

7. COMMUNITY ENGAGEMENT AND CONSULTATION

- 7.1. There have been three main consultation phases with this project
- During the development of the needs assessment service users, council staff, community and voluntary sector organisations and service providers were asked to feedback on the content. Services users were specifically surveyed on their views.
 - A consultation portal was set up to facilitate engagement on the design and content of the Commissioning Strategy. Thirty six responses were received. Visits were made to services to talk to young people.
 - Council staff and community and voluntary sector organisations were consulted during the Equalities Impact Assessment.

8. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

The funding of the proposals within this report will be the joint responsibility of the Children and Housing departments. For the analysis of the financial implications on the Housing department budget please refer to the report submitted to the housing committee on the 25th September 2013.

The proposal as outlined in the report require an annual investment of £0.592m from the children's services budget allocation for 16+ provision. The current full year projected spend by children's services on 16 + accommodation is forecast to be £0.961m, therefore the new commissioning arrangements have the potential to reduce costs by circa £0.369m per annum.

The current spending levels are in excess of the available budget and an overspend is reported in the Targeted Budget monitoring (TBM) report for children's services. Therefore, if the current arrangements and service levels are maintained, additional funding would need to be identified. It is anticipated that the potential savings identified above would negate the need for an increase in the 16+ accommodation budget in future years.

There are a number of potential risks that would adversely impact the cost reductions available including: increased demand due to welfare reform and other factors; the ability of the Housing Department to continue to procure accommodation at current rates; the increased need for support and non-accommodation costs.

There may be some initial costs relating to the set-up phase of the project and funding has yet to be identified to cover this.

Legal Implications:

Members are advised that that the objectives set out in this report fall within the council's statutory and policy obligations. The council has a range of statutory obligations in respect of housing young people by virtue of statute and regulation, both in relation to housing law and in relation to the law relating to duties to children. Case law and statutory guidance in this area recognises that integrated services can assist in the delivery of a seamless, child-centred response to the needs of young people who are homeless, or threatened with homelessness

The interface between housing law and the duties owed arising under the Children Acts are legally complex and require different departments to work together. For the young person a duty to ensure they have suitable accommodation is absolute and owed to them by the local authority as a whole, irrespective of which service ultimately takes responsibility for securing that accommodation. In this respect a joint strategy is likely to enhance the prospect of the local authority ensuring the joined up approach which is required in order to meet those legal duties, irrespective of which type of legislation ultimately applies in individual cases.

The joint strategy fulfils the expectations of the 2010 Statutory Guidance entitled 'Provision of Accommodation for 16 and 17 year old young people who may be homeless and/or require accommodation' which advises local authority housing and children's services departments to work together to secure a range of suitable housing and support services for young people and their families, and recommends that Housing Homelessness Strategies and Supporting People or Housing Related Support Strategies should be drawn up to deal with the accommodation and support needs of vulnerable young people. The Guidance was issued by the Secretary of State for Communities and Local Government and the Secretary of State for Children, Schools and Families under section 7 of the Local authorities Social services Act 1970 and section 82 Housing Act 1996, and so should be followed.

Under Part III of the Children Act the local authority children's services and their partners have a duty to identify and support families where children and young people may be at risk of negative outcomes, including homelessness in the future, by delivering integrated and targeted services in their area. The council is also required under the Homelessness Act 2002 to undertake a review of homelessness in its areas and to formulate an effective policy to deal with it in consultation with the social services. In addition one of the key objectives of the council's Single Homelessness Strategy is to work with services for single homeless people to prevent homelessness, through early identification and intervention.

The council must be able to fulfil its obligations under the provisions of the Housing Act 1996 to provide advice and assistance to homeless persons in its area, and specifically to accommodate homeless 16 to 17 years old who are in need, ex-care leavers under 18, and vulnerable care leavers of any age pursuant to the Homelessness (Priority Need for Accommodation) (England) Order 2002.

The services provided to young people seeking help because of homelessness, or risk of homelessness, should have due regard to the expectations of the statutory guidance referred to above. These include that where the initial approach or referral for housing assistance is made to housing services, the authority should treat the approach/referral as an application for assistance under Part 7 of the 1996 Act. The authority is required to consider whether there is reason to believe the young person may be homeless or likely to become homeless within 28 days (section 184 of the 1996 Act) and, if so, the authority will need to make inquiries to determine whether any duty is owed under Part 7 of the 1996 Act. If there is reason to believe the young person may be eligible for assistance, may be homeless and may be 16 or 17 years of age, the authority will have an immediate duty to secure interim accommodation (section 188(1) of the 1996 Act) pending a decision whether any substantive duty is owed under Part 7. Such accommodation must be suitable for a 16 & 17 year old and, in considering suitability, authorities should bear in mind that 16 and 17 year olds who are homeless and estranged from their family will be particularly vulnerable and in need of support. The Secretary of State considers that Bed and Breakfast accommodation is unsuitable for 16 and 17 year olds.

Statutory Guidance provides that if the young person may be homeless or may be likely to become homeless within 28 days, housing services should make an immediate referral to children's services for an assessment of their needs under S 17 Children Act. This applies to all 16 and 17 year old applicants without exception. Children's services must undertake and complete an initial assessment as soon as possible, and within the expectations of the statutory guidance known as Working Together. Under the statutory guidance referred to above housing services should continue to secure accommodation under section 188 (1) until they have notified the young person whether any substantive duty is owed under Part 7 of the 1996 Act.

The question of whether any substantive duty is owed under Part 7 of the 1996 Act will depend in part on the outcome of the assessment by children's services, and whether any duty is owed under section 20 of the 1989 Children Act. Where children's services have accepted that they have a duty under section 20 duty to provide accommodation, and the 16 or 17 year old has accepted the accommodation, the young person will not be homeless in law and no further duty will be owed under Part 7 of the 1996 Act. The duties to the young person will arise under the Children Act 1989.

Section 17(6) Children Act 1989 specifies that services provided under that section to young people can include the provision of accommodation. However, if a child is provided with accommodation under section 20 Children Act 1989, that child then becomes a 'looked after' child. It is a specific duty that a local authority MUST provide accommodation to a child if the criteria in section 20(1) Children Act 1989 are met. These are that the child must be 'a child in need' within the local authority's area who requires accommodation as a result of:

- there being no person who has parental responsibility for him; or
- his being lost or abandoned; or
- the person caring for him being prevented from providing him with suitable accommodation (for any reason including the parent being unable to function as a parent).

The extent to which a young person should be accommodated under S20 or otherwise will turn on the individual circumstances of the case. If a child is 'looked after' under S20, the local authority then owes additional general duties to the child under section 22 Children Act and also becomes liable to provide leaving care support under the Children (Leaving Care) Act 2000.

There may be procurement implications with respect to the proposal relating to the commissioning of accommodation as an alternative to the current temporary accommodation provision and these will need to be dealt with in accordance with the procurement rules when the need arises.

*Lawyers Consulted: Natasha Watson and Amma Boetang
Date 12th September 2013*

Equalities Implications:

An Equalities Impact Assessment has been carried out and will be finalised in September 2013.

The Equalities Impact Assessment concluded that there were no major Equalities Implications as a result of the strategy. The actions from the Equalities Impact Assessment will be included in the strategy delivery plan, and/or taken forward by the Youth Homeless working group plan as appropriate.

Sustainability Implications:

There are no sustainability implications

Crime & Disorder Implications:

Are dealt with in the Needs Assessment and recognised as a key aspect of the Young Person's Pathway e.g. for young people known to the Youth Offending Service.

Risk and Opportunity Management Implications:

A financial risk assessment has been completed in respect of the business case for a pooled commissioning budget and plan.

Public Health Implications:

Are dealt with in the Needs Assessment and recognised as a key aspect of the Young Person's Pathway e.g. in respect of young people with mental health and or substance misuse issues or who are at risk of becoming teenage parents.

Corporate / Citywide Implications:

The strategy highlights the links with the council's Corporate Plan 2013/14

9. EVALUATION OF ANY ALTERNATIVE OPTION(S):

9.1. The proposed Joint Commissioning Strategy sets out an alternative to current arrangements which do not provide value for money.

10. REASONS FOR REPORT RECOMMENDATIONS

10.1. To achieve improved outcomes for young people and ensure value for money for the council.

11. Appendices:

Appendix 1 – Housing and Support for Young People aged 16-25. Joint Commissioning Strategy: Children's Services and Housing.

Appendix 2 – Link to Needs Assessment [Housing | Home](#)

Brighton & Hove

Housing and Support for Young People aged 16-25

**Joint Commissioning Strategy:
Children's Services and Housing**

September 2013



**Brighton & Hove
City Council**

1. Introduction

This joint commissioning strategy aims to improve Brighton & Hove's response to young people, and young families between the ages of 16 and 25 who are in need of housing and support.

A needs assessment was completed during 2012, which is the evidence base for the recommendations and the actions outlined in this Joint Commissioning Strategy. Further consultation has occurred during 2013.

Section 2 of this paper reflects on the key findings and recommendations of the needs assessment. Section 3 is a summary of the existing outcomes relating to young people and young families. Section 4 is an action plan which gives more details of how we will achieve the recommendations.

Appendix A includes information on the 'Positive accommodation and support pathways to adulthood', which is a national good practice model which advocates an integrated approach to supporting young people in terms of:

- achieving in education
- career success and resulting economic independence
- being healthy, both physically and mentally
- having positive relationships with peers, family and within local communities
- involvement in meaningful, enjoyable activities, including volunteering, sports and arts

This also includes an example of how it could be used as the basis for a young peoples' pathway in Brighton & Hove.

This strategy has been developed taking into account the key findings of the needs assessment, and the feedback which has been received through the consultation process. Young people were consulted in the development of the needs assessment and this strategy through one to one interviews and surveys.

This commissioning strategy aims to

- deliver agreed outcomes for young people
- contribute to local strategic objectives
- enable partners to meet their statutory duties

This document links to other work undertaken or in process in this area:

- Housing related Support Commissioning Strategy review (starting in 2013)
- Homelessness Strategy review 2013-16

- Joint Commissioning Strategy : Services for Young People in Brighton & Hove 2011-14
- Brighton & Hove Joint Commissioning Strategy for Adults with Autistic Spectrum Conditions 2012-2015
- 'Early help' Pathway

2. The needs assessment – what the evidence tell us

The housing and support needs assessment looks at the needs and provision of services for

- referral and assessment pathways and services provided to meet the council's statutory responsibilities
- housing and support provision for young people aged 16-25 (including young people who are looked after by the local authority, care leavers, unaccompanied asylum seekers, or teenage parents)
- prevention of homelessness among young people

It identifies needs within the city locally. It also looks at good practice and research nationally, and reflects that currently a lot of work and good practice is available on how local authorities can improve their responses to young people in this area.

2.1 Keys findings from the needs assessment (October 2012)

Statistics

- An average of 234, 16 and 17 year olds, and 917, 18-25 year olds approach Housing options per year assistance (based on 09-12 figures)
- 16/17 year olds make up a total of 5% of customers accessing the Housing Options service. All of them are currently seen by specialist Young People Housing Options Officers.
- During 2009-2012 the average figure for 16/17 year olds with a dependent child was 11, and 18-24 year olds was 254
- Brighton is consistent with the national picture for young peoples' issues. For example; youth unemployment is rising, although actual numbers of young people presenting as homeless slightly decreased in 11/12
- The main reason for youth homelessness is young people being evicted from the family home due to lifestyle clashes (eviction by parents/carers)
- Rough sleeping for under 25's is increasing
- Brighton & Hove is ranked highly for 'children in need', and children with a child protection plan compared to statistical neighbours
- In March 2012 the numbers of looked after children have increased by 4%, compared to 2% nationally
- Over half of offenders aged 18-25 who were given an assessment had a housing need, and young offenders in unsuitable accommodation have a higher three month offending rate
- the average % of BME (black, minority ethnic) young people receiving help with housing reflects the local BME population (based on Housing related Support

performance returns –average of 18% of young people in Housing Related Support Services in 2010/2011)

- the average % of LGBT (Lesbian, gay , bisexual, transgender) for young people presenting for help with housing reflects the local population (15% based on figures from the Housing Advice Service 2009-2010)
- 70% of all moves from young people service are planned moves to greater independence.

(The information below is more recent statistics not in the needs assessment)

- BHCC Child in Need Rate per 10,000 as at 31st March 2012 was 378.2 per 10,000 children, above the national average of 325.7 and statistical neighbour average of 370.2.
- BHCC provisional rate of Children Subject of a Child Protection Plan as at 31st March 2013 is 56.1, above the national average of 37.8 and statistical neighbour average of 44.5.
- BHCC provisional looked after children rate at 31st March 2013 is 89 per 10,000 children, down from 98 per 10,000 last year, but above the 2012 England average of 59 per 10,000 and statistical neighbour average of 70.5.
- Crime Reduction Initiatives Rough Sleepers and Street Service and Relocation team worked with 46 young people under 25 in 2012/13
- Move on from supported accommodation has improved in 12/13 due to temporary policy changes
- In 2012/13, 73.4% of all departures from short term housing support services were planned departures

Observations

- Brighton & Hove has existing mechanisms to ensure statutory duties are met, and there are examples of good joint working in the forms of the Supported Housing Panel and the Youth Homeless Working Group
- Joint working has been effective, but improvements are needed particularly around ensuring the needs of the young person are the predominant factor influencing the service they receive, not which department has the statutory responsibility
- Preventing a young person from leaving the family home in the first place is an issue within Brighton & Hove with the 'respite' beds often used as emergency accommodation
- Gaps in provision have been suggested from the feedback including that young people are increasing having issues around mental health and that there is a gap in the provision for young people who are not eligible for adult learning disability services when they turn 18
- There are issues that young people band 2 are often (band 2 is hostel type accommodation which provides high support and 24 hour cover within the Integrated Support Pathway *) are not ready for the transition to band 3, despite vacancies in services at band 3 (band 3 is floating support for people in supported accommodation)
- Currently young people aged 18-25 are not being able to regularly access specific young people accommodation. Only 9, 19-25 year olds entered a young person

hostel in 10/11 as the young people specific service predominantly accommodates 16-18 year olds.

- Finding suitable permanent accommodation for young families is an issue in Brighton & Hove, with problems around a lack of move on from the supported service, and 18-25 year old pregnant mothers who seek help with housing
- Brighton & Hove has an issue with the use of emergency accommodation which is regularly used when spaces within supported accommodation are not available.
- Evictions from young people services have consistently been around 16% (recent figures are expected to show a decrease) with the main reason for being evicted from hostel type accommodation is violent/abusive or threatening behaviour. For supported accommodation (band 3) the main reasons are persistent anti social behaviour and violent abusive behaviour
- Outcomes data tells us that the key issues of support for young people are maximising income and maintaining accommodation.
- The key message from the consultation feedback for young people is that they really appreciate the keywork support and it does make a difference to their lives. Some of the young people they came up with were move on, provision of activities and help with employment. *This does not read right. Something like, “ Some of the messages the young people came up with were.....(as existing) ?*
- The key message from the consultation feedback with professionals is that there is a need to look at a pathway for young people and the different routes young people take, there is an issue for 18-25 year olds not accessing young people specific accommodation and we need a bigger range of housing options including something for higher need young people
- There are as many as four different ‘front doors’ which young people can be referred in for help with housing, and they don’t always get the same level of service
- Although pathways exist for services, there is a lack of a co-ordinated pathway for young people and young parents which includes housing services (including third sector providers) *and* services provided by Children Youth and Families (housing services are included within the Integrated Support Pathway)
- Housing Benefit and welfare changes will potentially have a negative impact on the availability and options for young people and housing

* The Single Homeless Integrated Support Pathway is made up of services that provide housing support for homeless people in Brighton & Hove.

2.2 Recommendations from the needs assessment (October 2012)

Please note these recommendations have been taken directly from the needs assessment which was issued in October 2012 and can be found here in this link

[Housing | Home](#)

Prevention, early intervention and community engagement:

The joint commissioning strategy should consider national and local evidence set out in the needs assessment showing the major cause of youth homelessness is the breakdown of relationships with family and friends and that the incidence of breakdowns has increased. The joint commissioning strategy should therefore:

- ensure that the city's housing strategy and the joint commissioning strategy for services for young people establish a robust communication and prevention strategy to provide information, advice and guidance to young people and their families especially for particularly vulnerable groups (including LGBT and BME groups) and local communities including those most likely to be affected by changes to national and local welfare benefits
- support early intervention and advice services commissioned or provided by the council including initiatives in the Children's Services Value for Money Programme for families and young people who may otherwise enter the social care system
- work with the emerging Families In Multiple Disadvantage Programme to target and support those families where insecure family accommodation and/or the risk of youth homelessness is perceived to be high
- work with relevant commissioners, providers and young people co-produce a statement of the outcomes we want for young people in respect of their transition to adult years in relation to accommodation, support and the move to independence

A dedicated referral, assessment, support and allocation pathway for young people

The joint commissioning strategy should consider the views expressed during the co-production of the needs assessment by professionals and young people and the benchmarking against national good practice to create a new dedicated pathway for young people i.e.

- establishing one 'front door' or access point with an integrated multi-agency social care/housing referral, assessment and allocation process; and/or
- agreeing one assessment process for all young people, wherever they present with issues of insecure accommodation and/or the risk of homelessness
- commissioning an integrated assessment and allocation team responsible for managing services attached to the new pathway. Those services are likely to include: support to return home; supported accommodation including life skills/preparation for adulthood and/or specialist advice and support; move-on/transitional arrangements including shared accommodation schemes where social housing and/or private rented sector tenancies are not available

Joint commissioning, pooled budget, co-production and partnership:

The joint commissioning strategy should seek to:

- Better integrate the commissioning of advice, support and accommodation services for vulnerable young people across the councils adult and children's social care, housing, supporting people and other services including joint commissioning arrangements with external partners
- Better integrate or pool commissioning budgets to support the new pathway
- Co-produce with providers a range of evidence based interventions and provision including: support to return home; supported accommodation including life

skills/preparation for adulthood and/or specialist advice and support; move-on/transitional arrangements including shared accommodation schemes

Integrated performance reporting and management

The joint commissioning strategy should use the data set out in the needs assessment as the basis for an Equalities Impact Assessment of future commissioning intentions and for the creation of an integrated performance framework to ensure that services commissioned to support the proposed new pathway take proper account of:

- the city's demographic profile and projections
- patterns of local socio-economic deprivation
- risk and vulnerability factors affecting young people
- the city's local accommodation and housing profile
- the predicted impact of changes to the welfare systems; and
- resource constraints and value for money priorities of the council and its partners.

Section 3: Outcomes relating to young peoples' housing and support Services

This section aims to identify the existing outcomes which are linked to this strategy.

3.1 BHCC Corporate Plan 2011/15

This strategy aims to reflect the outcomes identified in the Brighton & Hove City Council Corporate Plan 2013/14

- **Priority- Tackling inequality**

Specific outcomes in plan in 'Tackling inequality' relevant to the project

- Children and Young People have the best start in life
- Vulnerable adults supported to live healthy independent lives

Specific commitments relevant to the project

- Work with partners to create new services for people with multiple, complex needs including homelessness, mental health or substance misuse, subject to funding from a Big Lottery Fund bid.
- Review commissioning arrangements for supported housing provision between housing and public health to improve the health and wellbeing of vulnerable people
- **Priority -Creating a more sustainable city-** promoting enterprise and learning, living within environmental limits and enhancing the environment, provision of sustainable transport
- **Priority -Engaging People -** improve engagement with people who live and work in the city.

- **Priority - Modernising the Council-** good governance and leadership, high performance workforce, excellent customer service, value for money

Specific outcome for 'Modernising the council': Value for Money

Specific commitments relevant to this project

- Deliver the council's value for money programme to make savings of £10.815 million this year from a total budget of approximately £400m

3.2 Other outcomes relating to the joint commissioning strategy

Housing -Housing Strategy 2009-2014

The strategy has 3 overall priorities that reflect the fundamental housing needs of the city:

- Priority 1: Improving housing supply
- Priority 2: Improving housing quality
- Priority 3: Improving housing support

Under priority 3 there are the following strategic goals

Our strategic goals under this objective are to:

- Support households to make informed choices about their housing options
- Provide adaptations and support to households and their carers
- Work to prevent homelessness and rough sleeping
- Contribute to the wider city agendas of reducing worklessness, improving community cohesion,
- reducing anti-social behaviour and reducing inequality
- Work to ensure student housing provides a positive contribution to students' lives and the city

Housing related Support (Supporting People Strategy 20011-15)

Strategic Priorities 2011-2015

- a. Improving Access to Services
- b. Flexible services with positive outcomes
- c. Working towards greater independence
- d. Sustaining Independence
- e. Value for Money

Children's Services

Services for Young People: Joint Commissioning Strategy

Aim:

Our aim is to make the best use of the city's resources to:

- Create opportunities
- Raise aspirations and achievement
- Build resilience
- Provide sustainable support to young people, their families and communities

Outcomes:

Our overarching outcome is to create:

- A city where teenage years are safe and rewarding, and where young people are supported to achieve their full potential.

Where:

- Young people have the opportunity to be active citizens, participate in community activities and shape the services that affect their lives so that values, expectations and responsibilities are shared and understood.
- Young people are able to enjoy their leisure time, using the opportunities on offer through open access youth provision and through the cultural, sports and other positive activities on offer across the city, so that they are inspired and challenged.
- The resilience of young people, especially those who are vulnerable or at risk is improved through advice and targeted early intervention services that increase their confidence, self-esteem, motivation and also their ability to communicate and deal with conflict, adversity and the challenges of adult life.
- Family and community stability is improved through early intervention services that enable parents, carers and young people to develop their relationships and behave in a responsible way.

Corporate Parenting Strategy/Plan:

Corporate parenting outcome

'Children and young people who have experienced the care system will be successful learners, confident individuals, responsible citizens and effective contributors whose life outcomes mirror those of their peers'

The specific outcome relating to the function of corporate parenting is:

'The council and their city partners will fully understand and accept their responsibilities as corporate parents and governance arrangements will be in place to make sure that work within councils and their partner organisations is child-centred and focused on achieving the overarching outcome'

The action plan includes an action to create an agreed set of outcomes for all services relating to the young people's pathway which will be the basis of a joint service specification, to ensure the best possible outcomes for young people.

3.3 Our outcomes for this strategy

1. Increase the numbers of young people who are prevented from homelessness

'The experience of homelessness at a young age is not only stigmatising, but can, without effective support and accommodation options; result in long-term poor

outcomes. Many young people report their experience as traumatic, leading to dropping out of education, training or employment and resulting benefit dependency. There is a significantly higher risk of mental health problems¹, substance misuse, anti social behaviour, crime and involvement in gangs. It is not, therefore, in young people's best interests to become homeless if this can be prevented, nor is it in the interests of wider society, in terms of negative impacts on communities and the cost to the public purse.'

(taken from the good practice document 'Developing positive accommodation and support pathways to adulthood'- 2013)

We would like to build on existing work to ensure we prevent homelessness whenever possible, but we recognise that homelessness cannot be prevented in some cases.

2. Young People have a more positive transition to adulthood through the provision of a positive accommodation and support pathway

In relation to youth homelessness, the Ministerial Working Group Report 'Making Every Contact Count' Report promoted the 'Youth Accommodation Pathway' - an approach developed by some of the countries leading youth homelessness charities and Local Authority partners. The pathway stressed the need for an integrated approach from agencies, working together to support young people.

Developing the positive accommodation and support pathway in Brighton and Hove will involve all partners including statutory departments and voluntary agencies working together to ensure systems are in place to ensure an integrated approach. There is already good joint working, but improvements need to be made to systems to ensure the best service for young people.

A young peoples' accommodation and support pathway will need to work with existing pathways (such as the Integrated Support Pathway, and pathways relating to Early Help/transitions) and will need to ensure there is reduced bureaucracy.

3. Better use of resources through a Joint Commissioning approach to providing accommodation and support for young people

Commissioning is 'the process for deciding how to use the total Resource available ... in order to improve outcomes in the most efficient, effective, equitable and sustainable way'

The identified advantages are

- Efficiencies coupled with better experiences and outcomes for young people by bridging the gap between children's services and (adult) housing and housing support services
- Better links with wraparound services by designing them into the system

¹Depaul UK and AstraZeneca 2012 publication: Improving the health of young homeless people

- Pooled commissioning and procurement expertise including approaches to quality and standards
- Advantages of increased scale, for example reducing procurement costs, aligning services, increasing influence on markets.

(Joining up the commissioning of accommodation and support for young people aged 16-25-Commissioning Support Programme)

We want to combine the relevant budgets, and use these resources to create the most effective young peoples' pathway possible with the resources available.

Section 4. Action plan for implementation of the Joint Commissioning Strategy

Activity	Outcomes /KPIs	Resources	Commissioning Lead	Operational Lead
Outcome – Increase the numbers of young people who are prevented from homelessness				
<p>1. Implement changes to the current set up of services with the function of preventing homelessness to ensure improved outcomes</p> <ul style="list-style-type: none"> • Establish a joint assessment system that ensures the families of 16 and 17 year olds receive a joint visit by a social worker and a representative from Housing • Provide Family Mediation/Whole Family Support including Family Coaching and Family Group Conferencing • Review current universal work on homeless prevention through education (e.g. awareness raising, myth busting, realities of housing choices, where to go for help) to children at a younger age 	<p>Increase in the numbers of young people who are prevented from becoming homeless and who stay in the family home when it is safe to do so.</p>	<p>Within existing resources</p> <p>Within existing resources</p> <p>Within existing resources - part of contract monitoring External partner currently commissioned to provide work in schools which include 'peer</p>	<p>Housing Children's Services</p>	<p>Housing Options</p> <p>16 plus Team (16 plus team includes YPAST - young peoples' accommodation and support team)</p> <p>External partner</p>

		education'		
<p>2. Improve homelessness prevention activity for younger children</p> <ul style="list-style-type: none"> • 'Twin track' approach with targeted work to identify those at high risk of homelessness before they reach the age of 16/17. • Work with family support and prevention programmes to ensure joint working and communication • Education through schools and youth provision • Contribute to the BHCC review of 'early help' 	<p>Reductions in the number of young people becoming homeless at 16/17</p> <p>Less duplication of resources, and better joined up working</p> <p>More awareness of the realities of housing options for both parents and children</p>	Within existing resources	<p>Children's Services</p> <p>Housing</p>	<p>Children's Services, (Youth Service, Stronger families, Stronger communities), YOS</p> <p>Housing Options</p> <p>External partners</p>
<p>Outcome - Young People have a more positive transition to adulthood through the provision of a Young Peoples' accommodation and support Pathway</p>				
<p>3. Create a pathway for young people and young families based on positive accommodation pathway approach (appendix A), with the function of</p> <ul style="list-style-type: none"> • Clarifying the homeless prevention, assessment and service allocation processes and functions for 16-25 year olds • Clarifying the services available for young people • Ensuring clear progression for young people 	<p>Clear pathway for young people which includes all the services relating to young people from 14 to 25.</p>	within existing resources	<p>Housing</p> <p>Children's Services</p>	<p>Temporary Accommodation /supported allocations</p> <p>Housing Options</p> <p>16 plus support team</p> <p>External partners</p>

<ul style="list-style-type: none"> Ensure the Young Peoples' pathway are integrated into other care pathways - Make sure that young people under 25 who use services with other pathways can still access available services within the young peoples' pathway 				
<p>4. Introduce new flexible ways of working which will create a integrated prevention and assessment function to improve and streamline assessment processes</p> <ul style="list-style-type: none"> Joint working around assessments for 16/17 year olds (see 1) Information accessible and shared 	<p>Streamlined assessments for all young people</p>	<p>Nil cost</p>	<p>Housing Children's services</p>	<p>Temporary Accommodation /supported allocations Housing Options 16 plus support team</p> <p>External partners</p>
<p>5.As part of the Young People's Housing and Support Pathway provide an effective, access service for young people with the following functions</p> <ul style="list-style-type: none"> The young person will have access to services which will offer support to remain in the family home and prevent homelessness Parents and carers offered specific support either through parenting skills or peer support Where it is assessed that the young person does need to leave the family home, there is a pro-active approach which ensures a 	<p>Improved response for young people</p> <p>Improved joint working between partners</p> <p>Better use of resources by creating a 'hub' where young people can access other services (note: the existing young peoples' Housing Advice service has access to other services)</p>	<p>Currently these functions are already commissioned and resources allocated, (although often within different teams) by Housing and Children's services.</p>	<p>Housing Children's Services</p>	<p>Temporary Accommodation /supported allocations Housing Options 16 plus support team</p> <p>External partners</p>

<p>planned move from the family home</p> <ul style="list-style-type: none"> • Young person will have access to services which will advise them on their housing options • The young person will have their needs assessed in a consistent manner, taking into account their housing situation and support needs, and any statutory duty. <p>In addition, easy access to a wider range of advice and support, e.g.:</p> <ul style="list-style-type: none"> • Advice & support re: education, training & employment • Health services e.g. counselling, substance misuse, sexual health • Life skills & income maximisation advice <p>This would follow the YIAC's model (Youth Information, Advice, Counselling and Support Services *)</p>				
<p>6. Introduce new flexible ways of working which will create an integrated allocation function within the young people's pathway will be jointly managed by Children's services and Housing based on a criteria and clear allocation processes</p>	<p>young people are placed in accommodation suitable for their needs</p>	<p>Nil cost</p>	<p>Housing Children's Services</p>	<p>Temporary Accommodation /supported allocations Housing Options 16 plus support team</p>

Outcome - Better use of resources through a Joint Commissioning approach to providing accommodation and support for young people				
7. Housing, Adult Social Care (transitions) and Children’s Services to agree set of outcomes which will be the basis for a joint service specification for young people’s services (includes YOS, transitions, young families)	All services will be commissioned to achieve specific outcomes agreed	Nil cost	Housing Children’s Services	Housing 16 Plus support team
8. Pool the relevant budgets associated with the new pathway including Housing Related Support, Homelessness Prevention and Children’s services budgets for Looked after Children and care leavers aged 16 or 17. This to include a joint commissioning and contract management protocol	Improved use of resources through joint commissioning	Nil cost	Housing Children’s services	16 plus Support team Commissioning Team (Housing)
9. Design the future shape of services for the young people’s pathway in conjunction with residents** and partners to maximize the potential of the young peoples’ pathway to meet the needs of young people and young families and provide value for money This strategy will look at remodeling/commissioning services to include • support to return home (respite	Young People’s pathway to reflect the positive pathway approach (see appendix A)	within existing resources	Housing Children’s Services Adult Social Care	Housing Temporary Accommodation /supported allocations Housing Options 16 plus support team Transitions team

<p>arrangements)</p> <ul style="list-style-type: none"> supported accommodation (including Supported Lodgings/shared lives or possibly with responsible tenants) alternatives to B&B, and a small unit of high need supported accommodation Long term floating support which follows young person through the pathway in addition to shorter term floating support Move-on/transitional arrangements (this would include lower support accommodation such as shared housing for 18-25 year olds. This would include looking at creative solutions such as Empty Homes, move on /student style accommodation) and landlord liaison work) Continue to monitor the outcomes of the Behaviour Support Service for young people as part of the young peoples' pathway <p>Where is 10?</p>	<p>Young People will have the benefit of a psychological based support service</p>		<p>Housing</p>	<p>Behavior Support service</p> <p>Commissioning Team (Housing)</p>
<p>11. Work with partners to implement actions of the Housing and support for young people aged 16-25 Equalities Impact Assessment.</p>	<p>Actions completed</p>	<p>Nil cost</p>	<p>Housing</p> <p>Children's Services</p>	<p>Temporary Accommodation /supported allocations</p> <p>Housing Options</p>

				16 plus support team External Partners
12. Implement /use existing mechanisms for young people and parent /carers and partners to be involved and engaged as stakeholders to ensure service improvement is informed by the customer experience	Young people and parents/carers consulted as stakeholders	Nil cost	Housing Children's Services	Commissioning team (Housing) Housing Options 16 plus support team External Partners

* YIAC 'under one roof model' (taken from information provided by Youth Access)

(YIACS services vary according to local need, but share the following features:

A range of interventions delivered 'under one roof' ,Young person-centred ,Open to a wide age range, e.g. 13 to 25, Holistic approach, meeting multiple and complex needs ,Multi-disciplinary teams, providing wrap-around support ,Flexible access routes, including through open door 'drop-in' sessions ,Free, independent and confidential)

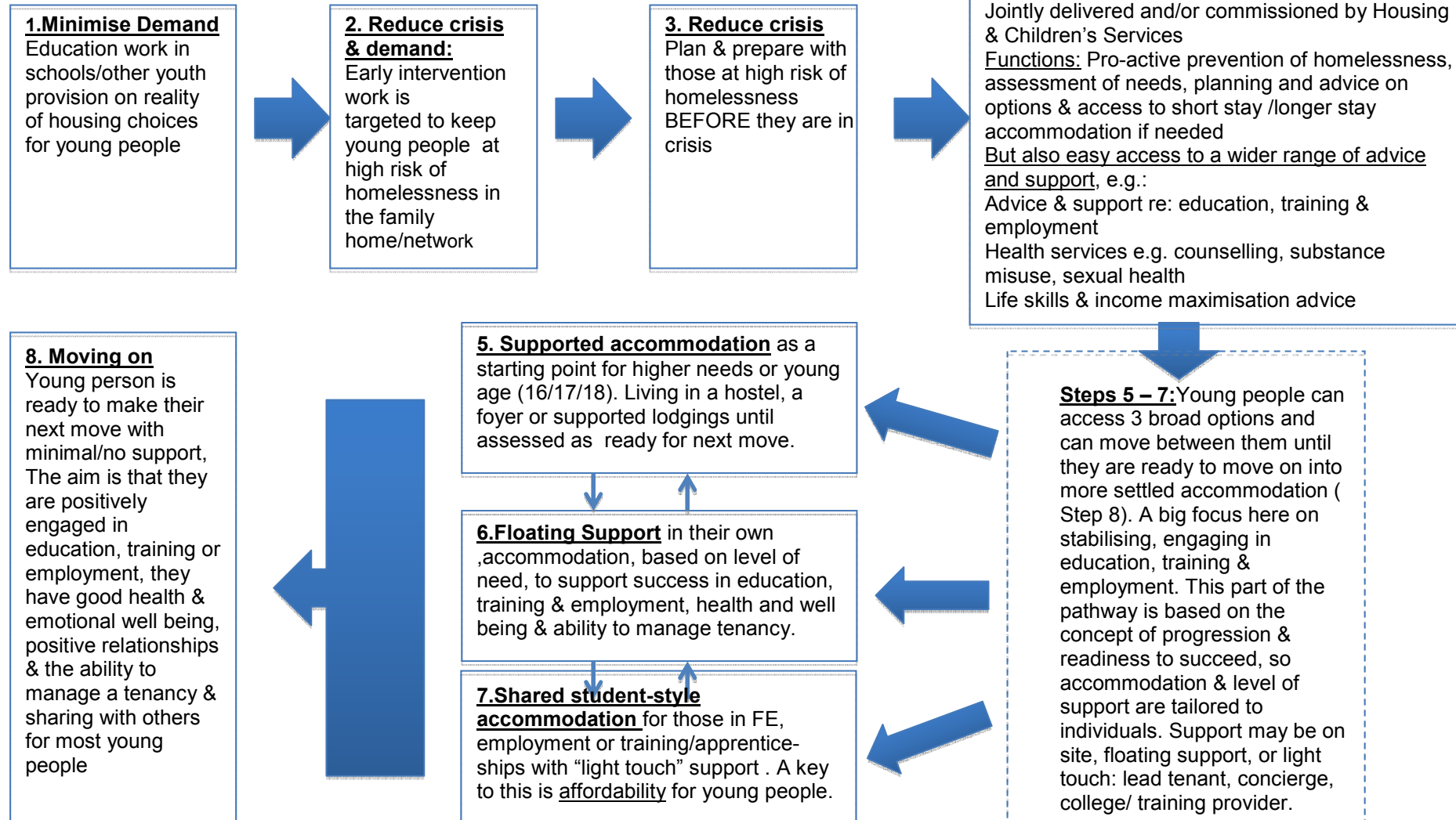
**'Co-production' to be part of this action 'Designing the future shape of services with residents, harnessing their knowledge and experience; ensuring services focus on what matters most to residents'

Appendix A- Positive Accommodation and support pathways to adulthood

The Positive Pathway aims to support the following outcomes for young people: achieving in education; career success; being healthy; having positive relationships and involvement in meaningful, enjoyable activities.

Steps 1 – 4: An integrated focus on PREVENTION: Young people staying within the family network for as long as it's safe and possible to do so. If they need to leave, agencies pro-actively plan options with the young person (and for

a



Brighton & Hove Positive Accommodation Pathway for Young People Aged 16-25 (This table aims to plot where the current services are within a positive accommodation pathway model)

PREVENTION				ACCOMMODATION- This includes 3 broad options for young people based on needs. Young people go into which suits them, and they can move between them			MOVING ON
1) Minimise Demand	2) Reduce crisis and demand	3) Reduce crisis	4) Service gateway	5) Supported Accommodation	6) Floating Support	7) Shared student style accommodation	8) Move on
prevention workshops in schools Youth service	Family mediation Integrated team for Families Family Conferencing Youth Service	Services commissioned by Housing – Housing Advice Service Integrated team for Families Youth Service	Housing Advice Service Housing Options Service 16 plus support team (Including Young Peoples' accommodation and support team) Temporary Accommodation and Allocation Team	Higher support supported (staff available 24 hours) Accommodation commissioned by 16 plus team for 16 plus looked after children/care leavers Some of the Supported accommodation where there is staff available during office hours Sussex Nightstop	Floating support services	Some of the previous 'band 3' would come in here, although the support can be medium rather than light touch	Private rented sector access schemes Empty homes Initiative
Gaps in current provision							

		Some aspects of prevention services including respite / more resources for mediation	Joint assessment of young people and joint decision making around the allocation of housing and support	Supported Lodgings Alternatives to B&B Small unit of high need supported accommodation	'Sticky support' This is a support worker who supports the young person through the pathway in addition to other services	Affordable student style accommodation for young people	
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Key contacts

Steve Barton	Lead Commissioner –Integrated Families 01273 296105 steve.barton@brighton-hove.gov.uk
Jo Sharp	Commissioning Officer Housing 01273 291911 joanna.sharp@brighton-hove.gov.uk

References

Developing positive accommodation and support pathways to adulthood: Positive pathway group 2012 Anna Whalen (DCLG Youth Homelessness advisor 2013)

(Joining up the commissioning of accommodation and support for young people aged 16-25-Commissioning Support Programme 2011)

Subject:	Services for Young Peoples Commissioning Strategy: Progress and future		
Date of Meeting:	14th October 2013		
Report of:	Pinaki Ghoshal, Executive Director of Children's Services		
Contact Officer:	Name:	Chris Parfitt	Tel: 29-4252
	Email:	chris.parfitt@brighton-hove.gcsx.gov.uk	
Ward(s) affected:	All		

FOR GENERAL RELEASE

1. PURPOSE OF REPORT AND POLICY CONTEXT

1.1 The purpose of the report is to provide an update on the Services for Young People Commissioning Strategy (the Commissioning Strategy) summarising progress, challenges and future priorities,

1.2.1 The Commissioning Strategy sets out four strategic actions:

- Jointly commissioning services for young people
- Commissioning integrated youth work and youth provision
- Empowering young people to engage with their communities
- Procuring services in a fair and consistent way,

2. RECOMMENDATIONS:

2.1 That the Committee notes the progress in implementing the Services for Young People Commissioning Strategy.

2.2 That the Committee notes the challenges set out in paragraph 3.3. and notes the future priorities set out in paragraph 3.4.

3. CONTEXT/ BACKGROUND INFORMATION

3.1 Background

3.1.1 The Commissioning Strategy was agreed in January 2012. Changes to the delivery of youth work services took effect from October 2012 and are underpinned by a 3 year plan and contract.

3.1.2 The Commissioning Strategy sets out four strategic actions:

- Jointly commissioning services for young people, taking full advantage of the Council's transformation programme, intelligent commissioning and partnerships.
- Commissioning integrated youth work and youth provision, enabling providers to collaborate even more closely to deliver services that are accessible to all young people and also address the needs of those who are vulnerable or at risk.

- Empowering young people to engage with their communities and to shape the services that affect their lives.
- Procuring services in a fair and consistent way, monitoring all providers to ensure services are effective, evidence based and value for money.

3.2 Progress

Joint commissioning of services for young people:

3.2.1 The Commissioning Strategy has strengthened partnership arrangements facilitating key development including:

- Agreement between Housing and Public Health to initiate a joint commissioning process for the delivery of Youth Information Advice & Counselling Services.
- Arrangements with the Communities and Equality Team to award three year strategic grant funding to all partners of the Youth Collective to support implementation of the Commissioning Strategy ensuring better use of resources and promoting community wellbeing and resilience.
- Additional investment through the Section S75 Commissioning Agreement, between the council and the Clinical Commissioning Group to appoint 4 young apprentices who are now undertaking NVQ Youth work qualifications.
- Agreement with SE Artsworld to pool Arts Council England funding to ensure arts awards are at the centre of the delivery of youth work and youth provision for the next three years. In its first year this has created 51 new arts awards
- Formation of an Equalities Commissioning Group to champion equalities issues across youth provision which hosted an Equality Conference in March 2013 attended by over 50 youth workers and youth support workers.

Commissioning integrated youth work and youth provision

3.2.2 The commissioning strategy has further strengthened good working relationships between Community and Voluntary Sector (CVS) providers, with eight organisations coming together as the Brighton & Hove Youth Collective. Working with the council's Youth Service they have:

- Re-focused delivery to address the priorities identified by young people in the Joint Service Needs Assessment Report 2011. The council's youth service has been reshaped to focus on the delivery targeted one-to-one support and group work with the Collective focusing on open access provision. This now puts qualified youth work at the centre of delivering open access and targeted youth work across the city.
- Developed a more coordinated approach to youth work provision in neighborhoods with new area plans, geographical leads, a shared curriculum and consistent quality assurance processes.
- With partners across the South East successfully bid to the Big Lottery Chances4Change Well Being Fund which secured an additional £55,000 per year for 2 years with which the Youth Collective will deliver a mental health package of support for young people.

Empowering young people to engage with their communities:

3.2.3 Enabling young people to participate in the design and delivery of youth work provision, and facilitating involvement in their local communities is an established

priority for all youth work providers. The Commissioning Strategy has reinforced this commitment by:

- Responding to young people's recommendations by creating a single Facebook page www.facebook.com/brightonandhoveyouth. providing single link for information about what to do and where to go in the city.
- Ensuring all providers are signed up to the youth participation framework which amplifies the voice of young people through forums and advisory groups linked to the Brighton and Hove Youth Council.
- Ensuring young people have been at the heart of the two successful Participatory Budgeting projects which directly involved local young people making decisions on the priorities and spending a dedicated youth grant budget of £20,000. Year two of the programme included additional health funding and this year will bring together budgets from the council's Communities and Equalities and Youth services. To date, 17 new young people's projects have resulted from two community voting events.
- Holding focus groups as part of the Equalities Impact assessment for the council's Youth Service to give young people the opportunity to say what they thought of the new delivery arrangements and what could be done to better meet their needs.

Procuring services in a fair and consistent way:

3.2.4. All Youth Work providers now have Report Cards which evidence what is working well and what is not. For example:

- Identifying the numbers of young people participating in positive activities
- Tracking targeted youth work interventions reducing the number of young people at risk of being not in employment education or training. For example support to a young woman aged 17 with complex needs and a 5 month old baby who now has plans for her future education and for her baby to attend nursery.
- Tracking youth work interventions reducing trend in the number of Looked after Children. For example involvement in multi-professional action plans, supported by the Common Assessment Framework which include CAMHS, Stronger Families Stronger Communities, Teenage Pregnancy Workers, Youth Employability Service and the Youth Offending Service.

3.3 Challenges:

3.3.1 There have been a number of challenges implementing the Commissioning Strategy:

- The council's move away from commissioning as an organising principle has required changes in roles and responsibilities and continued vigilance between council departments to avoid duplication ensure the best use of resources.
- Supporting 8 organisations to work as one entity and to develop new management and communication systems has required significant effort by all parties.
- Co production with young people is at the core of the strategy but, nevertheless requires determination and persistence for example the first set of area plans need a more consistent approach to the involvement of young people

- Significant changes in delivery arrangements have required careful exploration of how all parties understand 'service reach' i.e. the number of young people it is reasonable to expect will make use of open access services and/or targeted provision

3.4. Future Priorities:

The Commissioning Strategy is in its first year and there are still lessons to be learned and improvements to be made. The creation of the Stronger Communities Youth and Communities Service Area in children's services brings together the council's Youth Service, the Youth Offending Service and the Youth Employability Service with Stronger Families Stronger Communities, the Value for Money programme and the Clermont Family Assessment Unit. This is generating new opportunities for service improvement including:

Joint working with schools:

- This term we are piloting a single referral pathway between Secondary Schools and the Youth Service, the Youth Offending Service, the Youth Employability Service and Stronger Families Stronger Communities (with a view to extending it to primary schools before the end of term.)
- There has been a successful programme of schools based, targeted group work focused on vulnerable young people using evidence based programmes addressing issues including substance misuse, sexual health and relationships.
- There has been a coordinated response to emerging issues including the Police Operation 'Blower' – a joined up approach to a network of young people involved in anti-social behavior which has involved close working with Schools and the Youth Offending Service, the Police, the Youth Service and Collective, the Anti Social Behavior Team and the Integrated Team for Families.

Youth Centres:

- preliminary informal discussions have taken place across council departments and with partners about a strategic approach to the use and potential improvement of facilities for young people including local authority youth centres buildings run by the Youth Collective.

Participation Strategy:

- Existing framework documents and plans are being reviewed in order to develop a new Participation Strategy with young people, partners and stakeholders.

4. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

- 4.1 This report provides an update on the Services for Young People Commissioning Strategy and identification of priorities going forward. We are not asking for alternative options to be considered.

5 COMMUNITY ENGAGEMENT & CONSULTATION

- 5.1. The Commissioning Strategy, and underpinning Needs Analysis sets out engagement with the development of those documents. This report addresses the issues of engaging young people in the strategy and the design, development and improvement of services for young people including the development of a participation Strategy.

6. CONCLUSION

- 6.1. The Commissioning Strategy, and the new contract with the Collective is in the first year of implementation. There has been good progress so far and good reason to be confident that the arrangements should continue with the corrective control measures that have been put in place.

5. FINANCIAL & OTHER IMPLICATIONS:

5.1 Financial Implications:

Brighton & Hove City Council's Youth Service Provision has an operational budget of £989k in 2013-14 and offers a number of targeted and universal services across the city. Alongside centres in Portslade, Whitehawk, Moulscomb and the city centre the service also provides a detached provision, the Youth Arts Projects, Duke of Edinburgh service and the Youth Participation service. There are no additional Financial Implications as a direct result of the proposals and recommendations laid out in this report.

Finance Officer Consulted: David Ellis Date: 11/09/13

5.2 Legal Implications:

The joint commissioning of these services should assist all the participating agencies in fulfilling their duties under Children Act 2004 to promote the wellbeing of children against defined statutory outcomes.

Any commissioning process must have due regard to the procurement rules which apply in each case.

Lawyer Consulted: Natasha Watson Date: 20.9.13

5.3 Equalities Implications:

As part of the commissioning process the then commissioning team carried out an EIA on the proposals the BHCC Youth service carried out and EIA starting October 2012 and completing Jan 2013.

5.4 Sustainability Implications:

The model of delivery strengthens the partnership between CVS council services and young people opening up opportunities for imaginative problem solving.

5.5 Crime & Disorder Implications:

The issue of criminal activity and anti-social behaviour is addressed in the strategy. The development of a single referral pathway explicitly includes the Youth Offending Service, and especially Youth Crime Prevention workers.

5.6 Risk and Opportunity Management Implications:

The Youth Services annual Business Plan includes risk and opportunity management.

5.7 Public Health Implications:

Public Health Commissioners and relevant NHS funding are closely involved in the ongoing development of the strategy, for example in respect of young people at risk of becoming teenage parents.

5.8 Corporate / Citywide Implications:

The Commissioning Strategy and future priorities are closely aligned to the priorities set out in the council's Corporate Plan.

6. SUPPORTING DOCUMENTATION

Appendices:

None

Documents in Members' Rooms

1. Services for young people: Joint Commissioning Strategy 2012-15
2. Youth Service Equalities Impact Assessment Jan 2013 full document

Background Documents

Subject:	Terms of Reference for Cross Party School Organisation Working Group	
Date of Meeting:	14 October 2013	
Report of:	Executive Director of Children's Services	
Contact Officer:	Michael Nix (Head of	
	Name: Education Planning & Contracts)	Tel: 29-0732
	Email: michael.nix@brighton-hove.gov.uk	
Ward(s) affected:	All	

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

- 1.1 The purpose of this report is to request the Committee to agree that the status of the Cross Party Schools Capital Working Group should be strengthened, as a Group commissioned by the Committee to consider issues of school organisation and places planning and to advise the Committee accordingly.

2. RECOMMENDATIONS:

- 2.1 That the Committee approve the Terms of Reference set out at Appendix 1 for the Cross Party School Organisation Working Group

3. CONTEXT/ BACKGROUND INFORMATION

- 3.1 The Cross Party Schools Capital Working Group has been in place for some time as a mechanism for considering issues relating to school organisation and places planning. It is a joint Members and officers working group. However, its meeting schedule has not been regular, and there has been no formal record kept of its meetings and action points. This lack of formal working arrangements has sometimes weakened its effectiveness.
- 3.2 Like many other local authorities in England, the City Council is faced with significant challenges in fulfilling its duty to secure sufficient school places as numbers continue to rise in the primary sector. Although it has been possible to provide over the last five years 465 new places per year group in the city's primary schools, there continues to be pressure on school places in some parts of the city. These increased numbers will soon appear in the secondary sector.
- 3.3 These changes present corporate challenges for the Council which require a concerted response, involving a range of disciplines across the Council. Without a thriving schools sector, many other Council priorities will be more difficult to achieve.

3.4 In view of the significance of these issues, it is proposed that the Committee should formally commission the Working Group, to be renamed the Cross Party School Organisation Working Group, to consider all aspects of school organisation and places planning and to advise the Committee accordingly. The Working Group will be chaired by the Executive Director of Children's Services or the Assistant Director (Education and Inclusion) and will consist of the Chair and Deputy Chair of the Children and Young People Committee, the lead spokespersons for Children's Services of the other two groups plus one other representative of each of the other groups. The proposed purposes of the Working Group are:

- To keep under review pupil number projections for Brighton & Hove
- To consider actions required to ensure that the Council fulfils its duty to secure sufficient school places for children and young people and advise the Children and Young People Committee (CYPC) accordingly
- To advise the CYPC and the Council regarding the schools capital programme
- To comment on an annual five year School Organisation Plan for endorsement by the CYPC and approval by full Council

3.5 The existing Working Group met on 24 September 2013 and considered draft Terms of Reference for the proposed new Group. The Terms of Reference paper at Appendix 1 includes the comments agreed by the Working Group, and the Committee is invited to approve it.

4. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

4.1 The Working Group could continue as it has done, without this level of formal underpinning. The significance of the places planning challenges justifies the proposed strengthening of the Working Group's remit and formalisation of its ways of working.

5. COMMUNITY ENGAGEMENT & CONSULTATION

5.1 Amongst other factors, the need for this Working Group has been informed by concerns expressed in partnership meetings, in correspondence and in the media by head teachers, governors and local people. The proposal has been discussed with and is supported by the existing Working Group.

6. CONCLUSION

6.1 The challenges for school places planning merit the establishment of a more formal mechanism for keeping these issues under review and advising the Committee. The proposed Cross Party School Organisation Working Group will meet this purpose.

7. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

- 7.1 The Cross Party Working Group will have no direct budget to use, however the outcomes of the working group will determine the plans for the Schools Capital programme. Any revenue implications of the additional places provided will be funded from the Dedicated Schools Grant (DSG).

Finance Officer Consulted:

Andy Moore

Date: 24/09/13

Legal Implications:

- 7.2 The proposed working group will assist the Council in ensuring that it fulfils its statutory duty under section 14 of the Education Act 1996 to secure that there are sufficient primary and secondary school places across the City.

Lawyer Consulted:

Serena Kynaston

Date: 25/9/13

Equalities Implications:

- 7.2 N/A

Sustainability Implications:

- 7.3 N/A

Any Other Significant Implications:

- 7.4 N/A

SUPPORTING DOCUMENTATION

Appendices:

1. Terms of Reference for Cross Party School Organisation Working Group.

Proposed Cross Party School Organisation Working Group - Draft Terms of Reference

Purpose

The purposes of the Cross Party School Organisation Working Group will be:

- To keep under review pupil number projections for Brighton & Hove
- To consider actions required to ensure that the Council fulfils its duty to secure sufficient school places for children and young people and advise the Children and Young People Committee (CYPC) accordingly
- To advise the CYPC regarding the schools capital programme
- To comment on an annual five year School Organisation Plan for endorsement by the CYPC and approval by full Council.

Membership and Chairing Arrangements

Membership of the Working Group will include the Chair and Deputy Chair of the CYPC and lead spokespersons for the other party groups, and one further representative from each of the other party groups

The Working Group will be advised by the Assistant Director, Children's Services (Education & Inclusion), the Head of Education Planning and Contracts, the Head of Capital Strategy and Development Planning (Property & Design) and other officers of the Council as may from time to time be required

The first meeting of the Working Group will be chaired by the Executive Director of Children's Services. Subsequent meetings will be chaired by the Executive Director of Children's Services or the Assistant Director (Education and Inclusion)

Operating principles

It is intended that the Working Group operate in partnership and its goal is to attempt to reach decisions by consensus

The Working Group may call upon specialist advice from legal, financial, property and other officers of the Council, and external consultants, as it sees fit

The Working Group will meet every six to eight weeks, with a schedule of meetings for the year agreed at the start of each school year. At the end of the year the Children & Young People Committee will determine if a further schedule of meetings is required.

Papers and minutes of each meeting will be issued within seven days of the meeting and will be confidential; Members will decide at the end of the meeting those items which may be discussed more widely

Administration for the Working Group will be provided by Children's Services (the Education & Inclusion team). The agenda and accompanying papers will normally be circulated one week in advance of meetings, but additional material may be sent later or tabled where necessary

Subject:	Self Managed Learning Centre (SMLC) – Appendix 2 (circulated to Members only)		
Date of Meeting:	14 October 2013		
Report of:	Executive Director of Children's Services		
Contact Officer:	Ellen Mulvihill (Head of Behaviour and Attendance)		
	Name:	Maggie Baker	Tel: 29-3760
		(Partnership Adviser – Access to Education)	
	Email:	Maggie.baker@brighton-hove.gov.uk	
		Ellen.mulvihill@brighton-hove.gov.uk	
Ward(s) affected:	All		

FOR EXEMPTION

The public are likely to be excluded from the meeting during consideration of this report as it contains exempt information as defined in paragraph (1) of schedule 12A, Part 1, to the Local Government Act 1972 (as amended).

APPENDIX 2 – Self Managed Learning Centre (SMLC) Report 14/10/13

Brighton & Hove pupils funded at the SMLC between September and December 2013

1. Eleven pupils will be funded to attend the SMLC between September and December 2013. The NCY for these pupils:

- 1 year 6
- 1 year 7
- 2 year 8
- 4 year 9
- 2 year 10
- 1 year 11

2. Before attending the SMLC:

- 1 pupil moved into Brighton and Hove and immediately became home educated
- 3 have always been home educated

Of the remaining 7 pupils:

- 2 were withdrawn from their school due to allegations of bullying

- 2 were withdrawn because they were unhappy with the school
- 1 informed the LA that they wanted to home educate
- 1 was withdrawn from school due to anxiety
- 1 was withdrawn with no reason given

3. Information held on school and LA records

- None of the pupils have statements of SEN
- 2 pupils were identified as School Action plus in their previous school
- 2 had previously been known to CAMHS but cases closed in December 2012 and June 2013
- None are currently subject to a Child Protection Care Plan
- School records that we have been able to obtain show that 2 pupils made allegations of bullying by other pupils at their previous schools